YASAMAN ARYANI,
IRAN

LOCKED UP FOR HOW YOU DRESS

LEARNING ABOUT OUR HUMAN RIGHTS ACTIVITIES
ABOUT AMNESTY INTERNATIONAL

Amnesty International is a global movement of more than 7 million people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all.

We investigate and expose the facts, whenever and wherever abuses happen. We lobby governments as well as other powerful groups such as companies, making sure they keep their promises and respect international law. By telling the powerful stories of the people we work with, we mobilize millions of supporters around the world to campaign for change and to stand in the defence of activists on the frontline. We support people to claim their rights through education and training.

Our work protects and empowers people – from abolishing the death penalty to advancing sexual and reproductive rights, and from combating discrimination to defending refugees’ and migrants’ rights. We help to bring torturers to justice. Change oppressive laws…. And free people who have been jailed just for voicing their opinion. We speak out for anyone and everyone whose freedom or dignity are under threat.

WRITE FOR RIGHTS

Amnesty International’s “Write for Rights” campaign takes place annually around 10 December, which is Human Rights Day (commemorating the day when the Universal Declaration of Human Rights was adopted in 1948). Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Among the many actions that take place as part of Write for Rights, Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure.

A major part of the Write for Rights campaign consists of a letter-writing marathon and involves millions of people around the globe. As a result of the international call to action, public officials are bombarded with letters. Victims of torture, prisoners of conscience, and people facing the death penalty or other human rights violations receive messages of solidarity from thousands of people in far-off corners of the globe. Those suffering the violations know that their cases are being brought to public attention. They know that they are not forgotten.

The results of similar campaigns in previous years have been striking. Individuals affected by the violations report the difference that these letters make, they express their gratitude to those who have written, and they often describe the strength they derive from knowing that so many people are concerned about their case.

Often there is a noticeable change by officials towards these individuals: charges are dropped, treatment becomes less harsh, and laws or regulations addressing the problem are introduced.
LEARNING ABOUT OUR HUMAN RIGHTS
ACTIVITY: LOCKED UP FOR HOW YOU DRESS

HUMAN RIGHTS INTRODUCTION
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VITAL HEALTH CARE RECEIVED IN IRAN
Jailed for handing out leaflets criticizing the death penalty, Atena Daemi has endured physical attacks while in prison. She needed specialist medical care urgently, and thanks to the more than 700,000 actions taken by people worldwide, Iran finally gave her the treatment she needed.

“I am wholeheartedly grateful to all people around the world who have showered me with compassion and kindness and spared no effort in supporting me.”

© Svetlana Zafarnskaya/Amnesty International
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Your rights are about being treated fairly and treating others fairly, and having the ability to make choices about your own life. These basic human rights are universal – they belong to all of us; everybody in the world. They are inalienable – they cannot be taken away from us. And they are indivisible and interdependent – they are all of equal importance and are interrelated.

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UNIVERSAL DECLARATION OF HUMAN RIGHTS

CIVIL RIGHTS AND LIBERTIES
Right to life, freedom from torture and slavery, right to non-discrimination.

<table>
<thead>
<tr>
<th>Article</th>
<th>Right</th>
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<tbody>
<tr>
<td>1</td>
<td>Freedom and equality in dignity and rights</td>
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<td>2</td>
<td>Non-discrimination</td>
<td></td>
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<tr>
<td>3</td>
<td>Right to life, liberty and security of person</td>
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<td>4</td>
<td>Freedom from slavery</td>
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<tr>
<td>5</td>
<td>Freedom from torture</td>
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LEGAL RIGHTS
Right to be presumed innocent, right to a fair trial, right to be free from arbitrary arrest or detention.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6</td>
<td>All are protected by the law</td>
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<tr>
<td>7</td>
<td>All are equal before the law</td>
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<tr>
<td>8</td>
<td>A remedy when rights have been violated</td>
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<tr>
<td>9</td>
<td>No unjust detention, imprisonment or exile</td>
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<tr>
<td>10</td>
<td>Right to a fair trial</td>
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<tr>
<td>11</td>
<td>Innocent until proven guilty</td>
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<tr>
<td>14</td>
<td>Right to go to another country and ask for protection</td>
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SOCIAL RIGHTS
Right to education, to found and maintain a family, to recreation, to health care.

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<tbody>
<tr>
<td>12</td>
<td>Privacy and the right to home and family life</td>
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<td>13</td>
<td>Freedom to live and travel freely within state borders</td>
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<tr>
<td>16</td>
<td>Right to marry and start a family</td>
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<tr>
<td>24</td>
<td>Right to rest and leisure</td>
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<tr>
<td>26</td>
<td>Right to education, including free primary education</td>
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ECONOMIC RIGHTS
Right to property, to work, to housing, to a pension, to an adequate standard of living.

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<tr>
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<td>Right to a nationality</td>
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<td>17</td>
<td>Right to own property and possessions</td>
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<tr>
<td>22</td>
<td>Right to social security</td>
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<td>23</td>
<td>Right to work for a fair wage and to join a trade union</td>
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<tr>
<td>25</td>
<td>Right to a standard of living adequate for your health and well-being</td>
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POLITICAL RIGHTS
Right to participate in the government of the country, right to vote, right to peaceful assembly, freedoms of expression, belief and religion

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<td>18</td>
<td>Freedom of belief (including religious belief)</td>
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<td>19</td>
<td>Freedom of expression and the right to spread information</td>
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<td>20</td>
<td>Freedom to join associations and meet with others in a peaceful way</td>
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<tr>
<td>21</td>
<td>Right to take part in the government of your country</td>
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CULTURAL RIGHTS, SOLIDARITY RIGHTS
Right to participate in the cultural life of the community.

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<tr>
<td>27</td>
<td>Right to share in your community’s cultural life</td>
<td></td>
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<tr>
<td>28</td>
<td>Right to an international order where all these rights can be fully realized</td>
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<tr>
<td>29</td>
<td>Responsibility to respect the rights of others</td>
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<tr>
<td>30</td>
<td>No taking away any of these rights!</td>
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ACTIVITY
LOCKED UP FOR HOW YOU DRESS

KEY CONCEPTS
- Freedom of expression
- Peaceful protesting
- Non-discrimination
- Women and young human rights defenders
- Gender-based discrimination – forced veiling

ABOUT THIS ACTIVITY
Participants learn about the right to liberty and the right of freedom of expression, specifically the right of women to choose what to wear. They will learn how compulsory dress codes in Iran target women and frequently reflect and reinforce gender inequality and violate women’s rights.

LEARNING OUTCOMES
- Participants discuss the right of women to freedom of expression, including through choosing their clothes.
- Participants understand how gender-based discrimination and stereotypes restrict women’s rights.
- Participants understand how human rights defenders are at greater risk of persecution.
- Participants know about Amnesty International’s Write for Rights campaign and are ready to take action in support of Yasaman Aryani.

PREPARATION AND RESOURCES
- Coloured pens and papers
- Simplified version of the Universal Declaration of Human Rights (UDHR) page 5
- Cut and copied sets of Matching Cards

TIME NEEDED:
60 minutes

AGE: 12+

INTRODUCTION:
EXPRESS YOURSELF!

1. Distribute paper and pens. Ask the participants to draw several items or representations of what they wear, or would like to wear, in order to express themselves and their identity.

2. Let the participants share their drawing with a partner. Ask the participants to discuss the following questions:
   - What items or other things did you draw?
   - Why are they important to you? How do they make you feel?
   - Which of these items or other representations are most important to you?

3. As a group, collect some examples of their most important or favourite items. On a board or flipchart, create two columns: one for items stereotypically associated with boys, one for items stereotypically associated with girls. Ask participants to write down some of their responses that fit in the corresponding column and why.
SHADES OF OPPRESSION

4. Invite the participants to take a look at the columns for a minute. Ask them to find a different partner and invite them to discuss the following questions:

- Are there significant differences between the columns? Why or why not?
- How much do other people get to decide what you wear? Why do you think that is?
- How much do you think society expects girls or boys to dress a specific way?
- Are there places where people are not expected to dress a specific way based on their gender expression? What would it be like if you could really dress how you liked, where you don’t need to conform to any preconceived ideas of dress? Is there a place or occasion where this happens?
- Looking back at your favourite or most important items, how would you feel if those would be forbidden and if you risked being thrown in prison for them? What would you do?

5. As a group, invite participants to share their reflections. Continue the discussion with the following question:

- Are there differences in what people are expected to wear on the basis of certain traditional, historical, religious and/or cultural attitudes in your community? Why or why not?

INTRODUCING YASAMAN

6. Introduce Yasaman to participants. Yasaman Aryani is a young woman from Iran who is fighting for the freedom to choose what to wear. Yasaman is one of the cases in this year’s Write for Rights campaign. Read her story out or distribute her case card. Collect initial reactions to her story from participants. Encourage them to reflect on the previous discussions.

7. Split the group into small groups. Hand out a set of the Matching Cards to each of the groups. Explain that they will match what happened to Yasaman to the equivalent human right from the UDHR, that has been violated and then collectively discuss the answers.

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<td>Article 1</td>
<td>Freedom and equality in dignity&lt;br&gt;Yasaman is forced to wear a veil against her will and would be treated as a criminal under the laws of her country if she appears in public without a headscarf covering her hair.</td>
</tr>
<tr>
<td>Article 2</td>
<td>Non-discrimination&lt;br&gt;Yasaman is forced to wear a veil because she is a woman. The forced veiling law does not apply to men.</td>
</tr>
<tr>
<td>Article 3</td>
<td>Right to life, liberty and security of person&lt;br&gt;Yasaman has been sentenced to 16 years in prison on vague and broadly worded national security charges. Her conviction stems directly from her peaceful campaigning against compulsory veiling laws.</td>
</tr>
<tr>
<td>Article 5</td>
<td>Freedom from torture&lt;br&gt;Yasaman and other women in Iran are regularly subjected to verbal harassment and physical assault at the hands of morality police and paramilitary forces enforcing compulsory veiling laws. There are countless testimonies from women saying that these cruel practices damage their dignity.</td>
</tr>
<tr>
<td>Article 9</td>
<td>Protection from arbitrary arrest and detention&lt;br&gt;Yasaman was kept in solitary confinement for days, without access to her family and lawyer.</td>
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<tr>
<td>Article 10</td>
<td>Right to a fair trial&lt;br&gt;Yasaman was threatened and pressured into giving forced “confessions”, retracting her opposition to forced veiling, and expressing “regret” for allowing herself to be “incited” by “anti-revolutionary opposition agents” outside the country.</td>
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LEARNING ABOUT OUR HUMAN RIGHTS
ACTIVITY: LOCKED UP FOR HOW YOU DRESS

TAKING ACTION

Confirm that Yasaman’s case is about the right of Iranian women to freely choose what they wear. It is important to note that some Iranian women who choose to wear the hijab have participated in the campaign against forced veiling laws in Iran. The peaceful women’s movement in Iran is not a campaign against women’s right to wear the hijab; rather, it is a campaign against compulsory veiling laws that force women and girls to wear veils, against their will and in violation of their human rights. Use the background information to explain more about forced veiling in Iran and elsewhere.

6. Use the information on page 2 to give the participants some information about the Write for Rights campaign. Tell them that Amnesty International is calling on people around the world to write letters to support Yasaman.

7. Allow participants to plan how they would like to take action in support of Yasaman’s case as a follow up activity demanding her release. Letter writing tips are included below for distribution or use in a following activity.

WRITE FOR RIGHTS INSTRUCTIONS
WRITE A LETTER — SAVE A LIFE

1. Encourage participants to write to the Iranian Authorities asking them to release Yasaman unconditionally and immediately.

Encourage students to write to relevant administration at the following address:

Head of the Judiciary Ebrahim Raisi
c/o Permanent Mission of Iran to the UN
Chemin du Petit-Saconnex 2B
1209 Geneva, Switzerland

Students can use the template letters at www.amnesty.org/writeforrights, or you can give them the following guidelines to write a more personal letter:

2. Tell the Head of Judiciary something to make this a personal letter.
   ▶ Tell him something about yourself
   ▶ Tell him what shocks you about the case

Demand that he ensures that they
   ▶ release Yasaman Aryani and her mother Monireh Arabshahi from prison immediately and unconditionally as they are all prisoners of conscience, jailed solely for their human rights work, and quash their convictions and sentences.
   ▶ release all other women’s rights defenders detained for peacefully campaigning against forced veiling immediately and unconditionally.
   ▶ Stop criminalizing the work of women’s rights defenders, and ensure that they are able to carry out their important human rights work, including by campaigning against forced veiling laws.
   ▶ Abolish forced veiling laws.

Optional:
You could use the short course available at academy.amnesty.org to introduce the Write for Rights campaign.

| Article 18 | Yasaman challenges and questions the adoption and implementation of laws stemming from strict religious interpretations that dictate how she and other women should or should not dress. |
| Article 19 | Yasaman was arrested because she speaks out on a cause she believes in and she challenges the status quo for women in her country. |
| Article 20 | Yasaman met up with others in public space to demonstrate peacefully and because of this, she got arrested. |
Everyone has the rights to freedom of expression and freedom to manifest their religion or beliefs. As a general rule, these rights entail that all people should be free to choose what — and what not — to wear.

Frequently, dress codes are underpinned by ideas and stereotypes about gender identity and roles, and reflect discriminatory attitudes and a desire to control women’s sexuality, objectifying women and denying their personal autonomy.

States have an obligation to respect, protect and ensure every individual’s rights to personal autonomy and to express their beliefs or personal convictions or identity. States should allow every person to make that choice free of discrimination or coercion. This means that States must not impose compulsory requirements that women dress or do not dress in a certain way, and they must protect women from being coerced to dress in specific ways by family members, community, religious groups or leaders or any other third party. This applies whether women are being compelled to wear a headscarf or veil, or are prohibited by law from wearing it.

Iranian legislation on forced veiling constitutes a clear violation of women and girls’ human rights. In compelling women and girls to cover their hair, including through violent and humiliating acts and arbitrary arrests and detention, the authorities also violate women’s dignity and perpetrate in legal terms cruel, inhuman or degrading treatment or punishment, which is prohibited under international law. Where they cause severe pain or suffering, whether mental or physical, such acts amount to torture.
LEARNING ABOUT OUR HUMAN RIGHTS

ACTIVITY: LOCKED UP FOR HOW YOU DRESS

IRAN’S COMPULSORY VEILING LAWS

Under Iran’s compulsory veiling laws, women and girls are forced to cover their hair with a headscarf whether they wish to do so or not. Women who do not are treated as criminals by the state and may be arrested, prosecuted and sentenced to a prison term, flogging or a fine – all this for the “crime” of exercising the right to choose what to wear.

Iran’s “morality police” place the entire female population – 40 million women and girls – under surveillance. These state agents drive around and have the power to stop women and examine their dress, scrupulously assessing how much hair they are showing, the length of their trousers and overcoats, and the amount of make-up they are wearing.

There are countless stories of the “morality police” slapping women across the face, beating them with batons and throwing them into police vans because of the way they are dressed. The laws also enable vigilantes to harass and assault women in public with impunity. On a daily basis, women and girls face random encounters with such strangers, who beat and pepper-spray them, call them “whores” and make them adjust their headscarves.

In the last few years, a growing movement against forced veiling laws has emerged inside Iran, with women and girls performing courageous acts of defiance. They stand in public places, silently waving their headscarves on the ends of sticks or share videos of themselves walking down the street with their hair showing.

Men have joined this movement, too. So have women who actively choose to wear hijab – because the movement is about choice: a woman’s right to choose what to wear without fear of harassment, violence, threats and imprisonment.

In response to the strength and power of this movement, they Iranian authorities have arrested dozens of women’s rights defenders, including at least four men. Some have been tortured and sentenced to prison terms or flogging after grossly unfair trials. In an official statement on 23 February 2018, the police warned that protesters would now be charged with “inciting and facilitating corruption and prostitution”, which carries a maximum sentence of 10 years in prison. Yasaman Aryani and her mother Monireh Arabshahi have been convicted of this offence.

Making criminals of women and girls who refuse to wear the hijab is an extreme form of discrimination. Forced veiling laws violate a whole host of rights, including the rights to equality, privacy and freedom of expression and belief. These laws degrade women and girls, stripping them of their dignity and self-worth.
LEARNING ABOUT OUR HUMAN RIGHTS
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A white flower generously shared, a scarf gently removed: two simple gestures that Yasaman Aryani dared to make on a public train in Iran. It was International Women’s Day 2019 and Yasaman, an actor who loves mountain climbing, stood up to Iran’s forced veiling laws in a brave act of defiance.

With her mother, she walked through a women-only train carriage, hair boldly uncovered as she handed out white flowers. She spoke of her hopes for a future when all women would have the freedom to choose what to wear so that one day they could walk together “me without the hijab and you with the hijab”. These moments, captured on video, went viral in March 2019.

On 10 April, Iran’s authorities arrested Yasaman, holding her alone in a cell for days while interrogators questioned her. They told her to “confess” that foreign elements were behind her activism and to “repent” her actions. If she didn’t, they said they would arrest her friends and family. On 31 July, Yasaman learned to her shock that she has been sentenced to 16 years in prison. She must serve at least 10 years.

Yasaman’s cruel punishment is part of a wider crackdown on women campaigning against forced veiling laws in Iran. Since 2018, dozens of women, including Yasaman’s mother, Monireh Arabshah, have been arrested. The Iranian authorities must not be allowed to rob Yasaman of the best years of her life – simply because she believes women should have the right to choose what they wear.

Tell Iran to free Yasaman now.
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Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.
POWER AND RESPONSIBILITY
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<td><strong>Legal Rights</strong></td>
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<td>6</td>
<td>All are protected by the law</td>
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<td><strong>Social Rights</strong></td>
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<tr>
<td>12</td>
<td>Privacy and the right to home and family life</td>
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<tr>
<td>13</td>
<td>Freedom to live and travel freely within state borders</td>
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<td>14</td>
<td>Right to marry and start a family</td>
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<td>15</td>
<td>Right to rest and leisure</td>
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<td>Right to education, including free primary education</td>
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<td><strong>Economic Rights</strong></td>
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<td>15</td>
<td>Right to a nationality</td>
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<tr>
<td>17</td>
<td>Right to own property and possessions</td>
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<td>Right to social security</td>
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<td><strong>Political Rights</strong></td>
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<tr>
<td>18</td>
<td>Freedom of belief (including religious belief)</td>
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<tr>
<td>19</td>
<td>Freedom of expression and the right to spread information</td>
</tr>
<tr>
<td>20</td>
<td>Freedom to join associations and meet with others in a peaceful way</td>
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<tr>
<td>21</td>
<td>Right to take part in the government of your country</td>
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<tr>
<td><strong>Cultural Rights, Solidarity Rights</strong></td>
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<tr>
<td>21</td>
<td>Right to share in your community’s cultural life</td>
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<td>24</td>
<td>No taking away any of these rights!</td>
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</table>
**ACTIVITY**

**POWER AND RESPONSIBILITY**

**KEY CONCEPTS**
- Policing
- Impunity
- Arbitrary detention
- Reparations
- Torture

**ABOUT THIS ACTIVITY**
Participants will learn about arbitrary detention, torture and other ill treatment, in Mexico. They will find out what the police are allowed to do under human rights law. They will explore what to do when police officers are corrupt and abuse their powers.

**LEARNING OUTCOMES**
- Participants will understand the role of the police in protecting human rights
- Participants will identify examples of torture and other ill-treatment and how they relate to specific human rights
- Participants will be able to describe Amnesty International’s Write for Rights campaign and take action in support of José Adrián.

**PREPARATION AND RESOURCES**
- Optional: Print outs of page 5 of this leaflet, enough to share one between two participants

**TIME NEEDED:**
45 minutes

**AGE:**
12+

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**INTRODUCTION: THE ROLE OF THE POLICE**

1. Ask the group to think about the role that the police should play in a society.
   - Why do we have a police force, and what is it supposed to do?

2. Draw out some responses. If not mentioned by participants, remind them that in most countries, the police have the following key roles:
   - Making sure people obey the law (enforcing the law)
   - Protecting people and property and keeping public order
   - Investigating crimes and making arrests

If time allows, refer to the information on ‘The use of force and human rights’ (page 9)
LEARNING ABOUT OUR HUMAN RIGHTS

ACTIVITY: POWER AND RESPONSIBILITY

INTRODUCING JOSÉ ADRIÁN

3. Read out the short passage below. Tell participants that the events described really happened:

José Adrián, a 14-year-old indigenous Mayan boy who is hard of hearing, was walking home from school. A street fight had broken out earlier involving several youths and stones were thrown causing damage to a car. As José Adrián walked past, a man followed him, took him back to the car, pushed him against it and beat him. José Adrián was thrown into the car where his head was stepped on causing him a neck injury. Then he was taken to a place where he was strung up against a wall and beaten further.

4. Ask participants for their reaction.
   - What do you think happened? Why did it happen?
   - What should the police do to make sure that the crime against José Adrián is effectively investigated and that anyone suspected to be responsible is brought to justice?

5. Tell participants what really happened: that it was the police themselves who pushed José Adrián against the car and beat him and stepped on his head. They took José Adrián to a police station where they held him without telling him why, and tortured him — they hung him by his hands and beat him. Read out José Adrián’s story on page 11, then ask again for participants’ reaction:
   - What should the police have done, and what should they not have done? (You could make a list with participants)
   - Why do you think the police picked out José Adrián?
   - What could help José Adrián to put this in the past and get his life back on track?

INTRODUCING HUMAN RIGHTS

6. Use the information on page 2 to introduce Amnesty International briefly and explain the Write for Rights campaign. Tell participants that José Adrián is one of the young people who feature in this campaign.

7. If participants are not familiar with the Universal Declaration of Human Rights, use the background information on pages 4 and 5. Then read out the list of human rights on the left-hand side of the table on page 10, and ask participants to identify which of them are relevant to José Adrián’s case.
   - You could ask participants to stand up if the right is relevant and remain seated if not. Ask one of those standing to explain briefly why they think that right is relevant. Alternatively, pair participants up and ask them to mark those rights which could be relevant.

8. Conclude by telling participants that Amnesty International is calling on people around the world to write two letters to help José Adrián and his family:
   - A letter of support for José Adrián, so that he feels that people around the world back him in his push for justice
   - A letter of protest to the Governor of Yucatán State, in Mexico

Give them a task for home or allocate time in a future activity when these letters could be written.

Optional:
You could use the short course available at academy.amnesty.org to introduce the Write for Rights campaign.
LEARNING ABOUT OUR HUMAN RIGHTS

ACTIVITY: POWER AND RESPONSIBILITY

WRITE FOR RIGHTS INSTRUCTIONS
WRITE A LETTER — SAVE A LIFE

1. Encourage participants to write to José Adrián expressing their solidarity or any encouraging words to him. Ask them to think about what he might want to hear, what could give him the courage to continue his fight and the hope for a bright future.

Tell the participants that José Adrián is now 18 years old with hopes and dreams for his future. He and his family are looking for justice that will enable him to put his past behind him and move on with his life.

Amnistía Internacional México
Dr. José María Vertiz 1196
Letran Valle
03650 Ciudad de México
CDMX, Mexico

2. Encourage them to write to the Governor at the following address:

Lic. Mauricio Vila Dosal
Governor of Yucatán State, Palacio de Gobierno Calle
61 x 60 y 62, Col. Centro, C.P. 97000
Mérida, Yucatán, México

Participants can use the template letters at www.amnesty.org/writeforrights, or you can give them the following guidelines to write a more personal letter:

TELL THE GOVERNOR SOMETHING TO MAKE THIS A PERSONAL LETTER:

- Tell him something about yourself
- Tell him what shocks you about the case
- Demand that he ensures that José Adrián’s case is addressed promptly and that the government formally recognizes and remedy the harm caused, by ensuring access to justice and effective remedies, including adequate compensation and guarantee of non-repetition for José Adrián and his family, so that José Adrián can get his life back and put the past behind him.
THE USE OF FORCE AND HUMAN RIGHTS

Police officers are allowed to do things that normal citizens cannot – for example, use force to arrest someone, detain someone in a prison cell, carry weapons. The police are given these additional powers so that they can carry out their responsibility to protect citizens and keep public order.

However, with power comes responsibility: the police are permitted to use force against others, but they must always do so in accordance with the law and human rights.

- The use of force must be necessary: it must be the lowest level of force needed to achieve a legitimate objective.
- The force must be proportionate to the risk or the danger (for example, you cannot shoot someone for jaywalking).
- Where use of force by the policy has resulted in injury or death, a prompt, thorough, independent and impartial investigation must be carried out.
- Police officers must be held accountable if they misuse their powers and they must face due process of law.
- Law enforcement agencies must create an operational framework with clear instructions for what to do in situations that officers may face during their work, including decisions about whether the use of force is appropriate.

ARBITRARY ARREST AND DETENTION

Everyone has a right to liberty. The arrest and detention of anyone without legal basis or due process of law is arbitrary.

There are specific rights designed to protect people being held in detention from abuses. Everyone has the right:

- to be informed immediately of the reasons for their arrest and detention
- to a lawyer from the moment of arrest
- to inform their family of their situation
- to know which authority is holding them and to have their detention registered immediately
- to challenge the lawfulness of their detention in court.

In Mexico, arbitrary detention is an everyday occurrence and is very often the starting point for persistent serious human rights violations such as torture and other ill-treatment, enforced disappearances and extrajudicial executions.
### Relevant Rights

<table>
<thead>
<tr>
<th>Name of Human Right</th>
<th>Is It Relevant to José Adrián’s Case?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to life</td>
<td>May be relevant</td>
</tr>
<tr>
<td>Right to education</td>
<td>Relevant: José Adrián had to move from his home as he was being harassed regarding what happened to him. He dropped out of school ended up at least one year behind on his studies and can’t catch up with his peers anymore.</td>
</tr>
<tr>
<td>Access to justice and affective remedies</td>
<td>Relevant: José Adrián has been denied access to justice and effective remedies. The authorities did nothing with the formal complaints for over two years. They refused to investigate the case until very recently. At the time of his arrest, José Adrián was underage, not provided with a lawyer, his parents were not informed and he was tortured.</td>
</tr>
<tr>
<td>Right to human dignity and security of person</td>
<td>Relevant for José Adrián and his family, who were harassed and have felt intimidated in their community, both by police and family members of police officers involved.</td>
</tr>
<tr>
<td>Right to liberty</td>
<td>Relevant: José Adrián was arbitrarily arrested and detained</td>
</tr>
<tr>
<td>Right to freedom of expression</td>
<td>May be relevant</td>
</tr>
<tr>
<td>Right to work</td>
<td>Relevant: also extended to his family members who provided for José Adrián. As they felt unsafe and were harassed, they had to move towns and his parents had to give up their previous jobs to find others.</td>
</tr>
<tr>
<td>Right to be presumed innocent until proven guilty</td>
<td>Relevant: There was no reason or warrant for his arrest. If the police really had anything against José Adrián, he should have been brought to trial, which never happened. Instead, his parents were told to pay a fine even though there was no evidence.</td>
</tr>
<tr>
<td>Right to be free from slavery</td>
<td>Not relevant.</td>
</tr>
<tr>
<td>Right to health</td>
<td>Relevant: José Adrián was injured during the arrest and in detention. The authorities did not provide the medical attention required to detect his hearing disability and that could have made him more vulnerable at the time of the arrest.</td>
</tr>
<tr>
<td>Right to private and family life</td>
<td>Relevant: José Adrián and the rest of the family have experienced difficulties in their private lives as a result of the police’s actions, the harassment that followed and the family being in the public eye, not having their privacy respected.</td>
</tr>
<tr>
<td>Right to be free from discrimination</td>
<td>Relevant: Young men of certain socioeconomic backgrounds, like José Adrián, are at higher risk of arbitrary detention based on discrimination. The lack of access to justice and reparation by the authorities is likely affected by this, as well as by his ethnicity, as he is indigenous.</td>
</tr>
</tbody>
</table>
José Adrián was on his way home from school when police jumped him and threw him against their car. One officer stomped on his neck. Then aged just 14, Adrián lived in an impoverished community in Mexico. A hearing disability may have prevented him from communicating well with police during his ordeal.

Adrián had stumbled onto the aftermath of a clash between a group of youths that ended up damaging a police car. The police arrested just Adrián, with no explanation, and didn’t call his parents. During his arrest, police followed a familiar pattern in Mexico, targeting the poor and discriminated against – in this case, a young Indigenous boy.

Officers shoved Adrián into their car and drove him to the police station where they strung him up by handcuffs. “They left me for almost, like, half an hour there,” he says. “They hit me on my chest. Then they slapped me across the face.”

To get their son released, Adrián’s family had to pay a fine and the cost of damage to the patrol car – money they couldn’t afford. Adrián dropped out of school because of what happened.

After years of seeking justice, in early 2019 Adrián was given a hearing aid.

Adrián wants to leave this behind and start planning for the future, but the police who assaulted him remain unpunished and the family is still waiting for the government to make amends. “I want there to be justice,” says Adrián’s mum. We agree.

“What I want is that they make police better. I don’t want what happened to me to happen to other kids” says Adrián.

Demand justice for Adrián.
Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all.

Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.
Amnesty International is a global movement of more than 7 million people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all.

We investigate and expose the facts, whenever and wherever abuses happen. We lobby governments as well as other powerful groups such as companies, making sure they keep their promises and respect international law. By telling the powerful stories of the people we work with, we mobilize millions of supporters around the world to campaign for change and to stand in the defence of activists on the frontline. We support people to claim their rights through education and training.

Our work protects and empowers people – from abolishing the death penalty to advancing sexual and reproductive rights, and from combating discrimination to defending refugees’ and migrants’ rights. We help to bring torturers to justice. Change oppressive laws… And free people who have been jailed just for voicing their opinion. We speak out for anyone and everyone whose freedom or dignity are under threat.

Amnesty International members protesting at the Turkish embassy in Paris, July 2017.
© www.christophe.meireis.com

Amnesty International’s “Write for Rights” campaign takes place annually around 10 December, which is Human Rights Day (commemorating the day when the Universal Declaration of Human Rights was adopted in 1948). Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Among the many actions that take place as part of Write for Rights, Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure.

A major part of the Write for Rights campaign consists of a letter-writing marathon and involves millions of people around the globe. As a result of the international call to action, public officials are bombarded with letters. Victims of torture, prisoners of conscience, and people facing the death penalty or other human rights violations receive messages of solidarity from thousands of people in far-off corners of the globe. Those suffering the violations know that their cases are being brought to public attention. They know that they are not forgotten.

The results of similar campaigns in previous years have been striking. Individuals affected by the violations report the difference that these letters make, they express their gratitude to those who have written, and they often describe the strength they derive from knowing that so many people are concerned about their case.

Often there is a noticeable change by officials towards these individuals: charges are dropped, treatment becomes less harsh, and laws or regulations addressing the problem are introduced.
LEARNING ABOUT OUR HUMAN RIGHTS

ACTIVITY: NO HOME, NO DIGNITY

HUMAN RIGHTS INTRODUCTION

SUCCESS STORIES FROM THE 2018 CAMPAIGN

ARRESTS IN BRAZIL

In March 2019, two ex-police officers were arrested for killing Marielle Franco, the charismatic local politician and defender of the poorest in Brazil. It was a small step towards justice. People worldwide wrote over half a million messages demanding: “Who killed Marielle Franco?”

“It helps me to get up in the morning… knowing that there is this big global network of affection.”

Monica Benicio, Marielle’s partner

DISABILITY RIGHTS WIN IN KYRGYZSTAN

Gulzar Duishenova had been championing disability rights in her country for years. In March 2019, her persistence paid off when Kyrgyzstan finally signed up to the Disability Rights Convention. Supporters wrote nearly a quarter of a million messages backing Gulzar.

“I am grateful for all the support and solidarity from so many of Amnesty International’s activists who care about our rights despite being from a different country.”

VITAL HEALTH CARE RECEIVED IN IRAN

Jailed for handing out leaflets criticizing the death penalty, Atena Daemi has endured physical attacks while in prison. She needed specialist medical care urgently, and thanks to the more than 700,000 actions taken by people worldwide, Iran finally gave her the treatment she needed.

“I am wholeheartedly grateful to all people around the world who have showered me with compassion and kindness and spared no effort in supporting me.”
Human rights are the basic freedoms and protections that belong to every single one of us. They are based on principles of dignity, equality and mutual respect – regardless of age, nationality, gender, race, beliefs and personal orientations.

Your rights are about being treated fairly and treating others fairly, and having the ability to make choices about your own life. These basic human rights are universal – they belong to all of us; everybody in the world. They are inalienable – they cannot be taken away from us. And they are indivisible and interdependent – they are all of equal importance and are interrelated.

Since the atrocities committed during World War II, international human rights instruments, beginning with the Universal Declaration of Human Rights, have provided a solid framework for national, regional and international legislation designed to improve lives around the world. Human rights can be seen as laws for governments. They create obligations for governments or state officials to respect, protect and fulfil the rights of those within their jurisdiction and also abroad.

Human rights are not luxuries that can be met only when practicalities allow.

The Universal Declaration of Human Rights (UDHR)

The UDHR was drawn up by the newly formed United Nations in the years immediately following World War II. Since 1948, it has formed the backbone of the international human rights system. Every country in the world has agreed that they are bound by the general principles expressed within the 30 articles of this document.

The UDHR itself is, as its name suggests, a declaration. It is a declaration of intent by every government around the world that they will abide by certain standards in the treatment of individual human beings. Human rights have become part of international law: since the adoption of the UDHR, numerous other binding laws and agreements have been drawn up on the basis of its principles. It is these laws and agreements which provide the basis for organizations like Amnesty International to call on governments to refrain from the type of behaviour or treatment that the people highlighted in our Write for Rights cases have experienced.
### HUMAN RIGHTS INTRODUCTION

#### UNIVERSAL DECLARATION OF HUMAN RIGHTS

<table>
<thead>
<tr>
<th>Article</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Freedom and equality in dignity and rights</td>
</tr>
<tr>
<td>2</td>
<td>Non-discrimination</td>
</tr>
<tr>
<td>3</td>
<td>Right to life, liberty and security of person</td>
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<tr>
<td>4</td>
<td>Freedom from slavery</td>
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</tbody>
</table>

**CIVIL RIGHTS AND LIBERTIES**
Right to life, freedom from torture and slavery, right to non-discrimination.

**LEGAL RIGHTS**
Right to education, to found and maintain a family, to recreation, to health care.

**SOCIAL RIGHTS**
Right to be presumed innocent, right to a fair trial, right to be free from arbitrary arrest or detention.

**ECONOMIC RIGHTS**
Right to education, to found and maintain a family, to recreation, to health care.

**POLITICAL RIGHTS**
Right to education, including free primary education.

**CULTURAL RIGHTS, SOLIDARITY RIGHTS**
Right to participate in the cultural life of the community.
ACTIVITY
NO HOME, NO DIGNITY

KEY CONCEPTS
- Young human rights defenders
- Forced eviction
- Legal safeguards
- Right to housing

ABOUT THIS ACTIVITY
Participants will learn about forced evictions and what human rights are affected by forced evictions. They will find out what role authorities may play in evictions under international law. They will explore how young people organize to defend their rights and those of their community in Nigeria.

LEARNING OUTCOMES
- Participants understand what a forced eviction is, what impact it has on individuals and families, and how it violates a number of human rights, including the right to housing.
- Participants understand what the State must do to protect individuals and communities if an eviction is carried out.
- Participants know about Amnesty International’s Write for Rights campaign and are prepared to write a letter in support of Nasu Abdulaziz.

PREPARATION AND RESOURCES
- Paper and pens/markers
- Optional: post-its
- Optional: timer with alarm to go off after two minutes

TIME NEEDED: 60 minutes

AGE: 12+

INTRODUCTION:
PACK YOUR BAG

1. Ask participants to imagine the following situation (you may want to ask them to close their eyes in order to visualise it):

   Authorities arrive in the middle of the night with bulldozers. They start crushing and burning down buildings in your neighbourhood. The noise and panic wake you up. The authorities enter your house and declare that your family is being evicted and you must leave in a few minutes. You look around quickly and grab a few things. You can take only whatever you can fit into a backpack.

2. Hand out paper and pens. Ask each participant to write on a piece of paper what they would put in their backpack. Prompt them with questions such as:

   - What would you take with you?
   - What would you find hard to leave behind?
   - What did you think about before deciding what to take?

Tell them they have two minutes to decide and set a timer (or estimate yourself).
3. Ask participants to form groups of three or four and compare their answers. Give the groups a few minutes to look at similarities and differences and allow participants to change their lists if they want to.

4. Ask participants to share their reflections with the group and discuss the following questions:
   - Did you manage to select the things you wanted in two minutes?
   - How did you decide on what things to take from your home?
   - What things did most people in your group take with you?
   - What things were hard to leave behind? How did it make you feel?
   - Did you change your list of what to take? Why? Would you be able to change what you took with you in a real situation?
   - How would this impact your life?

5. Using the background information on page 10 share with the group what a forced eviction is and what effects it has.

**INTRODUCING NASU**

6. Share Nasu’s story with the group, either by reading the short passage to the right or sharing the photo story on page 11. Tell participants that the events described really happened:

7. Have an open conversation with the group about the story. The following questions can be used as guidelines:
   - How might you have felt, if you were Nasu?
   - Apart from losing their homes, how else might the lives of Nasu and his peers be impacted? What other things might they have lost as a result of the forced eviction (for example, friends, access to schools, clinics, work, food, water and sanitation, etc)?
   - Why would the government forcibly evict people from their homes?
   - Have you ever heard of something like this happening close to your home?
   - What might ‘to live in dignity’ mean, in relation to this case?
8. If participants are not familiar with the Universal Declaration of Human Rights, use the background information on page 4 to give a brief introduction.

9. Divide the participants into smaller groups and hand out the list of human rights on page 5 to each. Give each group three pieces of paper or post-its and allow them a couple of minutes to identify and write down one human right which was violated in Nasu’s case, and how, on each piece of paper.

10. Ask the first group to read aloud one of the rights they identified, and to come forward to stick it on a board or flipchart, explaining why this was relevant in Nasu’s case. Check if other groups agree. If not, hear them out and ask each group to place the relevant post-its or paper also on the board. Ask the next group to explain a second right, and so on, until there is a full collection of human rights violated in Nasu’s story. To guide the conversation, see the background information on page 10 for more information on forced evictions and human rights.

11. Use the information on page 2 to introduce Amnesty International briefly, and explain the Write for Rights campaign. Tell participants that Amnesty is calling on people around the world to write two letters to help Nasu and his community:

- A letter of support for Nasu, so that he feels that people around the world back him in his struggle a home and his right to adequate housing.
- A letter of protest to the Governor of Lagos State in Nigeria.

12. Arrange a follow-up activity during which participants have the opportunity to write these letters.

WRITE FOR RIGHTS INSTRUCTIONS

WRITE A LETTER – SAVE A LIFE

1. Encourage participants to write to Nasu expressing their solidarity or anything else they feel towards him. Ask them to think about what he might want to hear at this difficult time.

2. Encourage them to write to Governor of Lagos State at the following address:

   H.E. Babajide Olusola Sanwo-Olu
   Governor of Lagos State, Governor’s Office
   Ikeja, Lagos State
   Email: info@lagosstate.gov.ng

Participants can use the template letters at www.amnesty.org/writeforrights, or you can give them the following guidelines to write a more personal letter:

TELL THE GOVERNOR SOMETHING TO MAKE THIS A PERSONAL LETTER:

- Tell him something about yourself
- Tell him what shocks you about the case

Demand that he investigates the forced eviction of Nasu’s community, and to make sure they are resettled and given full compensation.

Optional:
You could use the short course available at academy.amnesty.org to introduce the Write for Rights campaign.
WHAT IS FORCED EVICTION?

Forced eviction is the removal of people against their will from the homes or land they occupy without due process and other legal safeguards. Because evictions can have such devastating impacts on people’s lives, they may only be carried out as a last resort.

Some people are more vulnerable to forced evictions than others, for example people living in informal settlements or those whose right to live there has not been formally recognised.

Before any eviction, government authorities must genuinely consult everyone who may be affected by the eviction to identify all feasible alternatives to evictions. People must be provided with adequate notice, legal remedies and compensation for their losses.

Governments must also make sure that no one is made homeless or vulnerable to human rights abuses because of an eviction. Those who are unable to provide for themselves must be given adequate alternative housing. These standards also apply when landlords or companies carry out evictions; the government has the responsibility for regulating how private actors carry out evictions.

It is not the use of force which makes an eviction a forced eviction, although force is often used: it is the failure to comply with all the legal safeguards.

WHEN MAY AN EVICTION BE CARRIED OUT?

Evictions can happen for a variety of reasons, such as when people continue to not pay their rent or when the land they are living on is needed for a public project such as building a hospital. However, governments must try to do everything they can to avoid or minimize evictions.

The authorities are required to adhere to appropriate procedural and legal safeguards. These include:

- Genuine consultation with the affected people.
- Adequate and reasonable notice provided to the community.
- Adequate alternative housing and compensation for all losses.
Safeguards on how evictions are carried out.

Access to legal remedies and procedures, including access to legal aid where necessary.

No one is rendered homeless or vulnerable to other human rights violations as a consequence of an eviction.

It is when these laws and conditions are not upheld that the action becomes a forced eviction and is a violation of human rights.

HOUSING AND HUMAN RIGHTS

The right to adequate housing is the right to live somewhere in security, peace and dignity. Housing means more than merely having a roof over one’s head.

Housing should be accessible and affordable to all without discrimination.

Housing should provide people with adequate space, privacy and protection from rain, wind, and other weather conditions.

Governments should take steps to ensure that housing is: located in safe areas, away from dangerous emissions or pollution; near transport links and employment opportunities; and respects cultural rights.

People should be able to access water, sanitation and other facilities that are essential for health, security, comfort and nutrition. The right to adequate housing includes protection from forced evictions.

As well as violating the right to adequate housing, forced evictions can affect the enjoyment of other human rights:

- The right to work: people may lose their jobs or their businesses if they are relocated following a forced eviction to a place further away from employment opportunities.

- The right to health: if houses and settlements have limited or no safe drinking water and sanitation, for example, their residents may fall seriously ill.

- The right to education: children’s schooling is often interrupted or completely stopped, and the trauma experienced following a forced eviction can also impair a child’s capacity to attend classes.

- The right to life and the right to freedom from inhumane or degrading treatment: during forced evictions, people are frequently harassed or beaten and occasionally even subjected to inhuman treatment or killed. Women and girls are particularly vulnerable to violence, including sexual violence, before, during and after an eviction.

- The right to liberty and security of person: human rights defenders working to protect the right of individuals and communities to adequate housing have been subjected to violence, arbitrary arrest, and arbitrary and prolonged detention.
NASU ABDULAZIZ AND THE OTODO GBAme COMMUNITY

HOMELESS BUT STILL HOPEFUL

Nasu Abdulaziz is a dedicated Arsenal football fan. He also loves cycling – normal pastimes for a young person in Nigeria. Except that Nasu’s circumstances are nowhere near normal. Right now, he’s fighting for his right to a home.

In 2017, the night before the final eviction, Nasu was shot in the arm by hoodlums. The next day, the Lagos State Taskforce swarmed the community again, shooting at and teargassing them. Panicked residents fled, some jumping into the nearby lagoon and drowning.

Nine people were believed to have been killed with another 15 still missing. At the end, 30,000 people were homeless, forced to live in canoes, under bridges or with friends and family.

Nasu, too, lost his home but he still has hope. Today, Nasu has joined the Nigerian Slum/Informal Settlement Federation, a mass movement of people like him, who demand to live in dignity and won’t rest until they secure their right to a home.
Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all.

Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.
CLIMATE CHANGE: MAKE A DIFFERENCE NOW

MARINEL SUMOOK UBALDO, PHILIPPINES

LEARNING ABOUT OUR HUMAN RIGHTS ACTIVITIES
ABOUT AMNESTY INTERNATIONAL

Amnesty International is a global movement of more than 7 million people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all.

We investigate and expose the facts, whenever and wherever abuses happen. We lobby governments as well as other powerful groups such as companies, making sure they keep their promises and respect international law. By telling the powerful stories of the people we work with, we mobilize millions of supporters around the world to campaign for change and to stand in the defence of activists on the frontline. We support people to claim their rights through education and training.

Our work protects and empowers people – from abolishing the death penalty to advancing sexual and reproductive rights, and from combating discrimination to defending refugees’ and migrants’ rights. We help to bring torturers to justice. Change oppressive laws… And free people who have been jailed just for voicing their opinion. We speak out for anyone and everyone whose freedom or dignity are under threat.

WRITE FOR RIGHTS

Amnesty International’s “Write for Rights” campaign takes place annually around 10 December, which is Human Rights Day (commemorating the day when the Universal Declaration of Human Rights was adopted in 1948). Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Among the many actions that take place as part of Write for Rights, Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure.

A major part of the Write for Rights campaign consists of a letter-writing marathon and involves millions of people around the globe. As a result of the international call to action, public officials are bombarded with letters. Victims of torture, prisoners of conscience, and people facing the death penalty or other human rights violations receive messages of solidarity from thousands of people in far-off corners of the globe. Those suffering the violations know that their cases are being brought to public attention. They know that they are not forgotten.

The results of similar campaigns in previous years have been striking. Individuals affected by the violations report the difference that these letters make, they express their gratitude to those who have written, and they often describe the strength they derive from knowing that so many people are concerned about their case.

Often there is a noticeable change by officials towards these individuals: charges are dropped, treatment becomes less harsh, and laws or regulations addressing the problem are introduced.

Amnesty International members protesting at the Turkish embassy in Paris, July 2017. © www.christophemeireis.com

Letter writing for W4R in Algeria.
LEARNING ABOUT OUR HUMAN RIGHTS

ACTIVITY: CLIMATE CHANGE: MAKE A DIFFERENCE NOW

HUMAN RIGHTS INTRODUCTION
SUCCESS STORIES FROM THE 2018 CAMPAIGN

ARRESTS IN BRAZIL
In March 2019, two ex-police officers were arrested for killing Marielle Franco, the charismatic local politician and defender of the poorest in Brazil. It was a small step towards justice. People worldwide wrote over half a million messages demanding: “Who killed Marielle Franco?”

“It helps me to get up in the morning… knowing that there is this big global network of affection.”

Monica Benicio, Marielle’s partner

DISABILITY RIGHTS WIN IN KYRGYZSTAN
Gulzar Duishenova had been championing disability rights in her country for years. In March 2019, her persistence paid off when Kyrgyzstan finally signed up to the Disability Rights Convention. Supporters wrote nearly a quarter of a million messages backing Gulzar.

“I am grateful for all the support and solidarity from so many of Amnesty International’s activists who care about our rights despite being from a different country.”

VITAL HEALTH CARE RECEIVED IN IRAN
Jailed for handing out leaflets criticizing the death penalty, Atena Daemi has endured physical attacks while in prison. She needed specialist medical care urgently, and thanks to the more than 700,000 actions taken by people worldwide, Iran finally gave her the treatment she needed.

“I am wholeheartedly grateful to all people around the world who have showered me with compassion and kindness and spared no effort in supporting me.”
ABOUT HUMAN RIGHTS

Human rights are the basic freedoms and protections that belong to every single one of us. They are based on principles of dignity, equality and mutual respect – regardless of age, nationality, gender, race, beliefs and personal orientations.

Your rights are about being treated fairly and treating others fairly, and having the ability to make choices about your own life. These basic human rights are universal – they belong to all of us; everybody in the world. They are inalienable – they cannot be taken away from us. And they are indivisible and interdependent – they are all of equal importance and are interrelated.

Since the atrocities committed during World War II, international human rights instruments, beginning with the Universal Declaration of Human Rights, have provided a solid framework for national, regional and international legislation designed to improve lives around the world. Human rights can be seen as laws for governments. They create obligations for governments or state officials to respect, protect and fulfil the rights of those within their jurisdiction and also abroad.

Human rights are not luxuries that can be met only when practicalities allow.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

The UDHR was drawn up by the newly formed United Nations in the years immediately following World War II. Since 1948, it has formed the backbone of the international human rights system. Every country in the world has agreed that they are bound by the general principles expressed within the 30 articles of this document.

The UDHR itself is, as its name suggests, a declaration. It is a declaration of intent by every government around the world that they will abide by certain standards in the treatment of individual human beings. Human rights have become part of international law: since the adoption of the UDHR, numerous other binding laws and agreements have been drawn up on the basis of its principles. It is these laws and agreements which provide the basis for organizations like Amnesty International to call on governments to refrain from the type of behaviour or treatment that the people highlighted in our Write for Rights cases have experienced.
## HUMAN RIGHTS INTRODUCTION

### UNIVERSAL DECLARATION OF HUMAN RIGHTS

<table>
<thead>
<tr>
<th>Article</th>
<th>Right</th>
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<tbody>
<tr>
<td>1</td>
<td>Freedom and equality in dignity and rights</td>
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<tr>
<td>2</td>
<td>Non-discrimination</td>
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<td>3</td>
<td>Right to life, liberty and security of person</td>
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<td>4</td>
<td>Freedom from slavery</td>
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<td>5</td>
<td>Freedom from torture</td>
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<td>6</td>
<td>All are protected by the law</td>
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<td>7</td>
<td>All are equal before the law</td>
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<td>8</td>
<td>A remedy when rights have been violated</td>
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<td>9</td>
<td>No unjust detention, imprisonment or exile</td>
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<td>10</td>
<td>Right to a fair trial</td>
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<td>11</td>
<td>Innocent until proven guilty</td>
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<td>12</td>
<td>Right to go to another country and ask for protection</td>
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<td>13</td>
<td>Right to a nationality</td>
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<td>14</td>
<td>Right to own property and possessions</td>
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<td>15</td>
<td>Right to social security</td>
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<td>16</td>
<td>Right to work for a fair wage and to join a trade union</td>
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<td>17</td>
<td>Right to a standard of living adequate for your health and well-being</td>
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<td>18</td>
<td>Freedom of belief (including religious belief)</td>
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<td>19</td>
<td>Freedom of expression and the right to spread information</td>
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<td>20</td>
<td>Right to share in your community’s cultural life</td>
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<td>21</td>
<td>Right to take part in the government of your country</td>
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<td>22</td>
<td>Right to marry and start a family</td>
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<td>23</td>
<td>Right to rest and leisure</td>
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<td>24</td>
<td>Right to education, including free primary education</td>
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<td>25</td>
<td>Right to work for a fair wage and to join a trade union</td>
</tr>
<tr>
<td>26</td>
<td>Right to a fair trial</td>
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<tr>
<td>27</td>
<td>Right to a standard of living adequate for your health and well-being</td>
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<tr>
<td>28</td>
<td>Right to vote, right to peaceful assembly, freedoms of expression, belief and religion</td>
</tr>
<tr>
<td>29</td>
<td>Responsibility to respect the rights of others</td>
</tr>
<tr>
<td>30</td>
<td>No taking away any of these rights!</td>
</tr>
</tbody>
</table>
ACTIVITY

CLIMATE CHANGE: MAKE A DIFFERENCE NOW

INTRODUCTION:

CLIMATE CHANGE? CLIMATE CRISIS?

1. Invite participants to spread out around the room. Introduce the activity by telling them that you will give them a theme to explore and that their task is to create a statue (a fixed position) to express their reaction. Encourage participants to use their entire body, including facial expressions.

   - Start with a couple of warm up statues to practice. Suggest any topic easy for the participants to engage in, for example “make a statue that shows what you will do this weekend” or “make a statue that represents your family”. Allow the participants a few seconds to create their statues each time.

2. Prompt the participants to “make a statue that shows what climate change means to you”. Ask half the participants to relax and take a look around while others remain in position, then ask the participants walking around to recreate their statue while the others walk around and observe. Following the same instructions, give the participants another prompt: “make a statue that shows what climate justice means to you”. Again, allow participants to observe each other’s poses.

KEY CONCEPTS

- Climate change
- Environmental rights and protection
- Youth activism
- Right to life, water, food, housing
- Economic, social and cultural rights

ABOUT THIS ACTIVITY

Participants will learn about dignity and human rights for communities affected by devasting weather events caused by climate change. They will explore the relation between climate change and human rights from their perspective and be ready to support those people most affected by it.

LEARNING OUTCOMES

- Participants will understand how human rights, climate change and other environmental issues are closely connected.
- Participants will develop ideas on how they can take action to support people most affected by climate change, including Marinel Ubaldo
- Participants will be able to describe Amnesty International’s Write for Rights campaign, take action on climate change and support those people most affected by it

PREPARATION AND RESOURCES

- Two signs at either end of the room saying: “Agree” and “Disagree”. Make sure there is space for participants to position themselves along a line between the signs.
- Optional: copies of Marinel’s letter to participants (separated into two parts)

TIME NEEDED:

60 minutes

AGE: 12+

15 MINUTES
LEARNING ABOUT OUR HUMAN RIGHTS

ACTIVITY: CLIMATE CHANGE: MAKE A DIFFERENCE NOW

3. In plenary, debrief using the following questions:

- What sort of statues did we make? What emotions did you express?
- What do we know about climate change?
- How does climate change effect access to food, housing, work?
- Do you think there is a link between climate change and natural disasters?
- Which term best represents what is happening to the world – climate change or climate crisis? Why?

CLIMATE CHANGE AND HUMAN RIGHTS

4. Indicate the two signs “Agree” and “Disagree” to participants, and ask them to stand between them around the midpoint. Explain that you will read out a few statements and after each one, participants should silently move towards the sign which best represents their opinion.

Choose three or four of the following statements. After each statement, allow a little time for discussion and allow participants to move from their place if they change their mind.

- Climate change affects everyone equally
- Climate change is a human rights crisis
- Individual action is more important than government action in slowing global warming
- There is nothing more that governments and corporations can do to fight climate change
- Young people are responsible to find the solutions to the current climate crisis
- Climate change will affect my rights to housing, water and sanitation, food, health and other human rights.

Use the background information to support your discussion and/or read out the following quote, giving participants an opportunity to respond:

“Climate change is a human rights issue precisely because of the impact it is having on people. It compounds and magnifies existing inequalities, and it is children who will grow up to see its increasingly frightening effects. The fact that most governments have barely lifted a finger in response to our mutually assured destruction amounts to one of the greatest inter-generational human rights violations in history” (Kumi Naidoo, Secretary General of Amnesty International).

INTRODUCING MARINEL

5. Explain that Marinel Sumook Ubaldo is 22 years old and from the Philippines. When she was 16 years old Typhoon Yolanda, one of the deadliest typhoons on record, destroyed her village in Eastern Samar and over 6,000 people died in the Philippines alone, while millions lost their homes. Marinel has written a letter directly to the participants. Read the letter aloud or hand it out for them to read alone or in small groups. More information on Marinel’s case can be found on page 11.

Ask the participants to discuss the following questions, in small groups and draw conclusions together:

- What do you think Marinel's childhood was like?
- Do you think Marinel felt safe where she grew up? Why or why not?
What do you think some of the similarities and differences are between your life and Marinel’s?

Continue, with the second part of the Marinel’s letter, either reading aloud or allowing participants time to read it themselves.

“Climate change is not anymore a battle that we will face in the future, but a battle that we need to face today, in the present.

If we are not afraid to speak up and share our story, then we will be able to tell the world how the Philippines has been suffering from the effects of a phenomenon that we didn’t cause. Some of the countries that have historically contributed to climate change the most are still not fully feeling its effects and that’s why it’s so important for them to hear our stories so they can realize that it is affecting real people today.

As youth, we have the energy and the power to speak up and to represent those who do not have the courage to stand up for themselves.

Sharing has been the key to healing for me. Climate change is not just an issue of adaptation and mitigation, but also an issue of human rights. During climatic disasters, we are being deprived of the basic rights that we should be able to enjoy.

The future of all of us depends on YOUR decision NOW, so please join me and make a difference.”

TAKING ACTION

6. Use the information on page 2 to give the participants some information about Write for Rights. Tell them that Amnesty International is calling on people around the world to write letters to support Marinel and her campaign.

- Ask participants to brainstorm and plan additional ways they can take action on climate change and support Marinel’s fight for people affected most by it.

7. Give them a task for home, or allocate time in a future activity where participants can write letters to Marinel and their own government.

Optional:
You could use the short course available at academy.amnesty.org to introduce the Write for Rights campaign.

WRITE FOR RIGHTS INSTRUCTIONS

WRITE A LETTER — SAVE A LIFE

1. Encourage participants to write to Marinel expressing their solidarity or any encouraging words to her. Ask them to think about what she might want to hear, what could give her the courage to continue her fight to support her community and protest against climate change.

2. Encourage them to write to their own government

Participants can use the template letters at www.amnesty.org/writeforrights, or you can give them the following guidelines to write a more personal letter:

3. Tell your leader something to make this a personal letter:
   - Tell him/her something about yourself
   - Tell him/her what shocks you about climate change
   - Demand that he/she takes action ….
BACKGROUND INFORMATION

CLIMATE CHANGE

Millions of people are already suffering from the catastrophic effects of extreme disasters exacerbated by climate change – from prolonged drought in sub-Saharan Africa to devastating tropical storms sweeping across Southeast Asia, Southern Africa, the Caribbean and the Pacific.

In August 2018, young people started taking to the streets to hold governments and business accountable for the impacts. They have shown true leadership in demanding changes that require the participation and support of all sectors of society.

WHAT IS CLIMATE CHANGE?

The planet’s climate has constantly been changing over geological time, with significant fluctuations of global average temperatures.

However, this current period of warming has happened more rapidly than any past events. It has become clear that humanity has caused most of the last century’s warming. We are doing this through burning fossil fuels, agriculture and land-use and other activities that drive climate change. This rapid rise is a problem because it’s changing our climate at a rate that is too fast for living things to adapt to.

These rising temperatures lead to extreme weather events, rising sea levels, shifting wildlife populations and habitats, as well as other impacts. The effects of climate change are already being felt now, but they will get worse. Global warming has reached approximately 1°C above pre-industrial levels so far.

WHY IS CLIMATE CHANGE A HUMAN RIGHTS ISSUE?

Climate change is causing devastation across the world, which makes it an urgent human rights issue. In particular,

- It will compound and magnify existing inequalities.
- It is likely to affect certain groups more than others – for example, those communities who depend on agricultural or coastal livelihoods, as well as other disadvantaged groups who are subject to discrimination, such as women, elderly people, children and youth, people living in poverty and indigenous communities.
- Its effects will continue to grow and worsen over time, creating ruin for current and future generations.

In addition to threatening our very existence, climate change is having harmful impacts on our rights to life, health, food, water, housing and livelihoods. Climate change directly effects these human rights and will continue to do so.
Who is responsible for stopping climate change?

States and corporations are responsible for stopping climate change.

- States are obliged to take steps to tackle climate change as fast and as humanely as possible. In their efforts to address climate change, they must not resort to measures that directly or indirectly violate human rights. For example, they shouldn’t create conservation areas or renewable energy projects on the lands of Indigenous peoples without consulting them and getting their consent.

- Businesses must remedy human rights abuses they cause or to which they contribute, which extends to human rights harms resulting from climate change. Research shows that just 100 fossil fuel-producing companies are responsible for 71% of global greenhouse gas emissions since 1988.
Marinel Sumook Ubaldo was 16 when she knew she had to find a way to protect herself and her community from the disastrous effects of climate change. On 13 November 2013, she survived Typhoon Yolanda – one of the deadliest typhoons on record. It destroyed her village in Samar: over 6,000 people died in the Philippines alone and millions lost their homes.

Six years later, Marinel got her degree in social work. A nature lover and well-known youth activist, she spends her spare time campaigning for her community’s rights.

In September 2018, she went to New York City to give evidence to an investigation into climate change and the way fossil fuel industries contribute to it. “I’m not just… a climate statistic,” she told a packed assembly hall. “My story is only one of many, and I’m here to speak on behalf of the vulnerable and the marginalized communities – may our voices be heard.”

Marinel, her family and thousands of others who lost their homes in the typhoon need enough food, water, housing, electricity and toilets. The Philippine government has not done enough and has left them to live in unhealthy conditions where it is hard to earn a livelihood.

But Marinel remains dedicated to ensuring governments around the world confront climate change and tackle its effects on her community, and others like them. Support her.

Demand support for climate change survivors.
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