

WRITE FOR RIGHTS 2016

A HUMAN RIGHTS EDUCATION PACK



**WRITE
FOR
RIGHTS**

AMNESTY
INTERNATIONAL



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.

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.

Our work protects and empowers people – we work to end the death penalty, to protect sexual and reproductive rights, to combat discrimination and to defend refugees' and migrants' rights. We campaign to: bring torturers to justice, change oppressive laws, and free people who are jailed simply for voicing their opinion. We speak out for anyone and everyone whose freedom and dignity are under threat.

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Amnesty International also gratefully acknowledges the contributions of all Amnesty staff and activists in developing and reviewing this education pack.

INTRODUCTION

This education pack contains five activities on human rights for young people. It can be used as an introduction to human rights, to global solidarity, to campaigning and activism, and to the wider work of Amnesty International. The activities provide a broad perspective on these issues and others. They are useful in opening young people's minds to global concerns and involving them in actions which can have a real impact on people's lives.

**WRITE A LETTER
CHANGE A LIFE**

The activities can be run at any time, but will be most effective either before or during the time of the Write for Rights campaign, which in 2016, runs for two weeks around 10 December – which is international Human Rights Day. By working on Write for Rights cases and taking part in the campaign, young people will feel that they are part of a massive global movement of people. They – and you – can bring about a real improvement in the lives of the people featured in the following pages.

This year the case portraits are designed by Ai Weiwei, an internationally renowned Chinese artist and activist. Ai Weiwei's activities and work frequently deal with sensitive issues that the Chinese government would prefer were not raised.

In 2010, Ai Weiwei was briefly detained and severely beaten by security officials just before he was due to testify for the defence during the trial of Tan Zuoren, an environmental activist who, along with Ai Weiwei, had documented the names of thousands of children who died during the May 2008 Sichuan earthquake.

After persistent harassment from the authorities, Ai Weiwei was detained in 2011 for 81 days without charge.

As a former political prisoner Ai Weiwei has a unique perspective of how important human rights are for all. Ai Weiwei lives and works in Beijing.



Ai Weiwei supporting Write for Rights 2015.

© Amnesty International/Photo: Augusta Quiney

WRITE FOR RIGHTS

The five activities have been developed as part of Amnesty International's Write for Rights campaign. This campaign is a letter-writing marathon which takes place annually 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, 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. The 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 on the part of officials towards these individuals: charges are dropped, treatment becomes less harsh, laws or regulations addressing the problem are introduced. You can read about some of the results of previous Write for Rights campaigns on page 45.

In 2016, 11 cases are featured in the campaign from 11 different countries. All of the cases appear in this publication. Each one involves an individual or group experiencing terrible human rights abuses.

* * *

We hope that this education pack will enable you to educate young people about human rights across the globe, and encourage them to join hundreds of thousands of others who will be fighting for the human rights of Annie, Bayram, Giyas, Edward, Eren, Ilham, Ivo, Máxima, Shawkan, Zeynab and the Indigenous peoples of the Peace River Valley.

You can make a difference.

"When I receive all these letters saying that I'm not alone, it makes me feel great. And I think, yes, it's true, I'm not alone. They really are supporting me."

Yecenia Armenta. Yecenia was one of the people featured in the 2015 Write for Rights campaign



Solidarity messages from Write for Rights 2014 are delivered to inhabitants of Mkhondo, Mpumalanga, South Africa.

USING THE EDUCATION PACK

TARGET AUDIENCE

The activities have been designed for an age group of 13 upwards. They will be appropriate for use in schools and with youth groups. Most of the activities can be run within a school lesson, and the learning objectives are relevant to many different subjects and disciplines. The activities have been designed for groups of between 12-30 people but can be adapted to suit a smaller or larger sized group.

© Jorn van Eck



Letter Writing Marathon 2015, Amsterdam, the Netherlands.

LEARNING OBJECTIVES

These activities provide an introduction to human rights for young people, in a way which is both urgent and engaging. Human rights are not presented as an abstract ideal, but as real issues affecting real people. Participants are confronted with examples of human rights violations, they 'meet' the people suffering, and they are given a strategy to effect or influence a change for the better.

One of the objectives of this education pack is to provide support for the Write for Rights campaign, and to increase the numbers of people engaged and lobbying for improvements in the cases selected. However, the activities have been designed to develop skills and competences which extend across the curriculum and which are an important part of the education process as a whole. The following learning objectives, in particular, are supported:

- ✓ To promote understanding of human rights in a way that immediately conveys their urgency and importance
- ✓ To raise awareness of violations affecting people in different countries
- ✓ To empower young people to act – not only on these cases, but in other instances as well
- ✓ To develop empathy and solidarity for people in other cultures or countries
- ✓ To develop literacy and communication skills – through discussion, analysis and letter writing
- ✓ To understand the nature and the power of activism

OVERVIEW OF ACTIVITIES

The five different activities address the 11 cases which have been selected by Amnesty International for the 2016 campaign. The first activity uses all 11 cases; the other five each look at just one.

Each activity involves some learning points on human rights generally, or on specific human rights; each also involves some form of active participation in the campaign. In most cases this takes the form of writing a letter, but the final activity also explores other forms of activism.

ACTIVITY 1 /

presents the 11 cases and introduces the personalities. It also serves as an introduction to the Universal Declaration of Human Rights.

ACTIVITY 2 /

looks at the right to be free from torture, and involves writing a letter to a public official. The activity uses the case of Zeynab Jalalian, a Kurdish woman who has been tortured and arbitrarily detained by the Iranian authorities.

ACTIVITY 3 /

looks at the case of an Egyptian photojournalist known as Shawkan, who has been arrested and tortured for reporting on a massacre by the security forces. Participants compose their own photographs to show their solidarity with Shawkan.

ACTIVITY 4 /

involves responding to a song written by Máxima Acuña, a peasant farmer in Peru. Máxima has been facing harassment and the threat of eviction, and participants compose a letter of solidarity to send to her.

ACTIVITY 5 /

involves participants in planning an awareness-raising campaign. It uses the case of Ilham Tohti, an academic from China who has suffered arbitrary arrest and torture.

BACKGROUND RESOURCES

Most of the information required to run the activities is contained in the background resources immediately after each activity. However, there is some support material at the end of this education pack:

- + Quotations from people who have featured in previous campaigns (page 47). These will be useful if participants are doubtful that their letters can make a difference.
- + A small selection of successes from previous campaigns (pages 45-46). These too will be useful in illustrating the importance and potential impact of participants' involvement.
- + Templates for writing letters to public officials (pages 49-59), and brief guidance for participants on effective letter writing.
- + Tables containing further details about each case – including key rights, ideas for other actions, and addresses where letters should be sent to (pages 60-70).



ACTIVITY 2



ACTIVITY 3



ACTIVITY 4



ACTIVITY 5

(L-R, top-bottom) Zeynab Jalalian, Iran (© Private). Shawkan, Egypt (© Private). Máxima Acuña, Peru (© Raúl García Pereira/Amnesty International). Ilham Tohti, China (© Private).

RUNNING THE ACTIVITIES

Each of the activities can stand alone and can be run independently, without the need to run any others. However, participants will benefit if you can run at least two of the activities – and ideally more – as this will allow them to explore the issues in greater detail and to work in different ways to support the individuals.

Most activities are short enough to be run within a school lesson, but there are possibilities to adapt and extend discussions, or to introduce additional material, if time allows. Many of the activities will benefit from more time if this is a possibility. Often this can be split into two or more sessions.

A debriefing at the end of each activity will be useful. It will give participants the opportunity to reflect on what they have learned, to raise questions or concerns, and perhaps to discuss follow-up activities they might like to undertake as a group. Some follow-up activities are proposed at the end of each activity. You may wish to run these as a separate activity.

METHODOLOGY

The activities are all based on participatory learning methods in which learners are not merely presented with information, they explore, discuss, analyze and question issues relating to the cases. This methodology is very important for the wider learning objectives:

- ✓ It ensures that participants develop key competences and skills
- ✓ It gives them the opportunity to form their own opinions, raise questions, and gain a deeper understanding of the issues presented
- ✓ It allows them to take control of their learning, and shapes discussions according to their interests, abilities and concerns
- ✓ It provides the space required for them to engage emotionally and develop their own attitudes

If you are not familiar with participatory learning methods, you are advised to look at Amnesty International's Facilitation Manual. This can be found at www.amnesty.org/en/documents/ACT35/020/2011/en/

FURTHER INFORMATION ON THE CAMPAIGN

The cases outlined in **Activity 1** are very brief summaries. You may want more information about the people described, or participants may ask for further details. You can find more at the campaign website: www.amnesty.org/writeforrights. This website contains videos, online petitions, and much more.

The following links and suggestions may be useful if you have further questions about the campaign or the people at risk, or if you want to get involved in other ways:

- + Find out what Amnesty International is doing in your country and contact your local Amnesty International office: <https://www.amnesty.org/en/countries/>

They can put you in contact with local staff or activists and provide advice, information, material and more.

- + You can write to the Individuals at Risk Team: individuals@amnesty.org for questions relating to any of the individuals featured in the 2016 campaign.



(L-R, top-bottom) Annie, Malawi, part of campaign to support people with albinism (©LAWILINK/Amnesty International). Bayram and Gıyas, Azerbaijan (©SANCAQ Production/©Private). Edward Snowden, USA (©Rudi Netto). Eren Keskin, Turkey (©Amnesty International). Fomusoh Ivo Feh, Cameroon (©Private). Johan Teterissa, Indonesia (© Al-Jazeera/Amnesty International). Indigenous People of Peace River Valley, Canada (©Amnesty International).

ACTIVITY 01:**PEOPLE
AT RISK****KEY CONCEPTS**

Human rights defenders
 • UDHR • solidarity and activism • torture • freedom of expression • fair trial • environmental rights

Letter Writing Marathon 2015, Amsterdam, the Netherlands.

ABOUT THIS SESSION:

Participants are introduced to some of the cases in the Write for Rights campaign. They 'meet the people' and map rights to the Universal Declaration of Human Rights (UDHR).

TIME NEEDED:

45 – 60 minutes

OBJECTIVES:

- ✓ To introduce the Write for Rights campaign and familiarize participants with some of the cases
- ✓ To explore the rights contained in the (UDHR)
- ✓ To practise letter-writing skills and take action for human rights

PREPARATION AND RESOURCES:

- + Depending on the size of the group, you will need to select some of the cards on pages 10-20. You may not need them all, and if you intend to run other activities with the group, you may wish to exclude the cases of Shawkan, Ilham, Edward, Zeynab and Máxima as these are addressed separately in later activities
- + Copies of the template letters on pages 49-59
- + **Optional:** copies of the (simplified) UDHR on page 22

01:

PEOPLE
AT RISK**TASK 1:****INTRODUCING THE CASES**

- 1 Explain that this activity will introduce a selection of real people living in different countries.
- 2 Divide participants into groups of about four people and give each group one of the cards on pages 10-20.
- 3 Ask groups to spend about 15 minutes discussing the person (or people) on their card.
 - They should draw up a list of what they think is wrong or unfair about the way the person is being treated.
 - They should prepare to present their person to the rest of the group.
- 4 After 15 minutes, invite everyone back to the group and ask for presentations. Each group should introduce their case to the others and list the injustices they have found.

TASK 2:**MAPPING THE RIGHTS**

- 5 Either in small groups or in the group as a whole, ask participants to identify any rights which have been violated for some of these people.
- 6 They should try to 'map' the injustices they found to the rights in the UDHR. You can use the table on page 22 to help participants identify rights.

Note that the categories listed on the right-hand side of the diagram are included for convenience: they are provided to break up a long document and help young people to gain a better understanding of the range of different rights. The categories are not precise, and many of them overlap.

- 7 If participants are not familiar with human rights, you could show them the short video on the UDHR at www.youtube.com/watch?v=Pby1KngOhBY or provide some background information from page 21.

01:**PEOPLE
AT RISK**

TASK 3:

WRITING LETTERS

8 Explain that the people on the cards have all been included in Amnesty International's Write for Rights campaign. Tell participants about the campaign and explain that Amnesty is calling on people to write letters both to the individuals affected, and to officials responsible for the human rights violations. An overview of the campaign is given on page 2.

9 Tell them we shall be sending letters to officials from everyone in the group. Ask participants to choose one of the cards to work on and give them a copy of the letter template corresponding to their case. The letter templates can be found on pages 49-59.

As an alternative, you could ask the whole group to agree on one card. This will be easier for you when it comes to posting!

10 Give everyone a piece of paper and allow time for them to write their letters. If people wish to share them afterwards, provide an opportunity for them to do so.

11 Debrief the activity by asking participants to use a few words to express their feelings at the end of the activity. Try to take contributions from everyone.

FOLLOW-UP ACTIVITIES

Refer to the tables starting on page 60. The last section of each table gives some suggestions for campaigning on each of the cases listed in this activity.

- Ask participants to agree on one of the cases which they could work on further as a group. Set aside time to plan a follow-up action: you could either offer them the suggestions in the table, or ask them to brainstorm their own ideas for actions.
- Alternatively, you could run Activity 5 on page 39 to explore possibilities for local campaigns in support of Ilham Tohti (this activity could also be adapted for other cases).

BACKGROUND RESOURCES: PEOPLE AT RISK

ANNIE and other people with albinism



Artwork: © Ai Weiwei / Photo: © LAWILINK/Amnesty International

Annie is 10 and wants to be a nurse when she grows up. She is just like any other child in Malawi - except that her life is under threat from people who want to hunt her down and sell her body parts.

Why would they want to do this? Because Annie was born with albinism, a condition which means her body can't make enough colour to protect her skin from the sun. Some people believe that Annie's albinism means

she isn't human. They think her body has magic powers and they call her names like 'ghost' or 'money'. They want to steal and sell her hair, or her bones.

There are almost 10,000 people in Malawi with the same condition as Annie and they are all at risk. In the last two years, attacks against them have increased. Last year, there were 45 reports of actual or attempted murder and abduction.

People like Annie have nowhere safe to go. It isn't just criminals who will kidnap them, but family members too. They think that people with albinism are 'gold' that can be snatched and sold. Annie and others like her need the full protection of the law.

01:

BACKGROUND
RESOURCES

BAYRAM AND GIYAS



AZERBAIJAN



Artwork: © Ai Weiwei / Photo Giyas: © SANCAQ Production / Photo: © Bayram Mammadov

Bayram and Giyas are locked up, waiting for their trial. They have been badly beaten and forced to sign a ‘confession’ for something they say they didn’t do. If the court finds them guilty, they may have to spend up to 12 years in prison.

These two young men are students who wanted to protest against their government – a government which has become increasingly strict and authoritarian. What they did was to spray an angry message on a statue, take a photo, and then post it to Facebook.

The trouble was, the statue was that of the former president of the country, and his son is now the president. The

date when they sprayed the statue was 9 May - one day before the former president’s birthday, which the country is supposed to celebrate. And Bayram and Giyas’ graffiti message was a play on the official birthday slogan: ‘Happy Flower Day’. The young men sprayed ‘Happy Slave Day’ on the statue.

Bayram and Giyas were arrested within a few hours of their Facebook post, and charged with drug possession. They say that the police planted heroin on them. In the official interrogation, no one asked them about the drugs: the questions were all about the graffiti. That was what mattered to the authorities.

“They took my pants off and threatened to rape me with a baton... I had to “confess” and sign a statement drafted by them.”

Bayram

EDWARD SNOWDEN



Artwork: © Ai Weiwei / Photo: © Rudi Netto

Edward has been living in exile in Russia for more than three years. He can't go home. He can't visit family and friends. He needs to stay hidden, and he can't even travel to the countries which have offered him asylum. The US government has taken Edward's passport away, and pressured countries around the world not to let him pass through their airspace. Edward is stuck in limbo without a passport, without legal status, in fear of his location being revealed.

But Edward performed a huge public service just three years ago. That's why he's being punished. He revealed to the world that governments are collecting and looking in on millions

of people's private communications – including private emails, phone locations, web histories, and much, much more. Almost everything we do online can potentially be seen – and used – by those in power. That's a frightening power for governments to have over ordinary people.

Edward's courage changed the world. He sparked a global debate, leading to changes in the law which better protect our privacy. For the first time in 40 years, the USA passed laws to control government surveillance. The big technology companies, including Apple and WhatsApp, are now doing more to protect our personal information.

Even so, Edward is almost certain to be charged with espionage if he returns to the USA. He is likely to face up to 30 years in jail.

“Privacy is the right to a free mind... Without privacy, you can't have anything for yourself.”

Edward

01:
BACKGROUND
RESOURCES



Artwork: © Ai Weiwei / Photo: © Amnesty International

The government doesn't like the way Eren stands up for Turkey's Kurdish minority. Eren has been brought before the courts more than 100 times, charged with insulting the Turkish state and the president. She has even spent six months in jail - just because she used the word "Kurdistan" in an article.

Eren is a brave defender of human rights, particularly for Turkey's Kurdish minority. She has stood up for others, but she has herself been physically attacked and has even been the target of death threats. Now she is at risk of being imprisoned again - for something she said in a speech 11 years ago.

In that speech, Eren accused the state of "slaughtering" Uğur Kaymaz, a 12-year-old child. For Eren, the 2004 killing of this boy by the army is one of many stains on Turkey's history. She says the authorities need to be held accountable for such acts.

Eren's only crime has been to speak out against injustice. Now time is running out for her: she could be jailed at any moment, for a long time.

"The state is capable of slaughtering a 12-year-old child. That is the savage framework of the state. Turkey has got to account for it. Turkey's history is a dirty history."

Eren

FOMUSOH IVO FEH



Ivo was just about to start university when an SMS message changed everything. Now he is facing trial in a military court and a possible 20-year prison sentence.

Ivo's 'crime' was to forward a text message he received from a friend. The message was a joke about the difficulties of finding a good job or getting into university. The friend suggested in his text that it would be easier to get into Boko Haram - which is an armed group.



Artwork: © Ai Weiwei / Photo: © Fomusoh Ivo Feh

That text got Ivo arrested. He forwarded it to a friend, who sent it to another friend in secondary school - and it was seen by a teacher. Ivo, his friend and the young student were all arrested sometime between September and December 2014. Ivo was aged 25 at the time.

When he was first taken to prison, Ivo had his legs chained at the ankles. For the first month, he wasn't allowed to contact anyone and not even his family knew where he was.

01:
BACKGROUND
RESOURCES



Artwork: © Ai Weiwei / Photo: © Ilham Tohti

Ilham Tohti is a well-respected university professor, known for his moderate views on ethnic issues in China. In January 2014, he was taken from his home in Beijing by the police.

For five months, his family and friends were not told where he was. He was denied food for 10 days, and for 20 days his feet were shackled. In September 2014, the courts gave him a life sentence. He is to spend the rest of his days in jail.

Ilham was accused of stirring up ethnic hatred, but in fact he strongly opposes

violence and has worked for many years to build bridges and encourage co-operation. The trouble is, he has been critical of the Chinese state, particularly in relation to the Uighur community, an ethnic group facing widespread discrimination. Ilham is himself a Uighur.

Ilham has written and spoken about some of the cruel violations against his people – as well as about some of the violations facing the ethnic Han Chinese. Now he is being punished – just for writing and speaking.

“The path I have pursued all along is honourable and peaceful. I have relied only on pen and paper.”

Ilham

JOHAN TETERISSA



Artwork: © Al Weiwei / Photo: @ Al-Jazeera/Amnesty International

Johan is a primary school teacher with a passion for human rights. But he isn't teaching now: he's in prison, serving a 15-year jail sentence. His crime? He raised a flag which was banned by the government.

Johan was arrested in June 2007 because he led a group of people in a peaceful protest in front of Indonesia's president. The group performed a traditional war dance, and then unfurled a "rainbow" flag, a historical symbol of independence for the people of Maluku province, in eastern Indonesia.

The police immediately removed Johan and the others, punching and beating

them. They took the men to several different police stations, at one point forcing them to crawl on their stomachs on hot asphalt, whipping them with electric cables, beating their ears with rifle butts until they bled, and then throwing them into the sea.

Johan continued to be tortured during official questioning. He was given an unfair trial and initially sentenced to life imprisonment. Later on, after an appeal, this was reduced to a 15-year sentence. He is still in a prison, thousands of kilometres from his family and friends.

"What we did was peaceful, but they treated me as if I was a killer."

Johan

01:
BACKGROUND
RESOURCES



Artwork: © Ai Weiwei / Photo: Raúl García Pereira/Amnesty International

Máxima Acuña won't back down. She is a peasant farmer in northern Peru, and she has braved violent harassment and intimidation from local police for refusing to leave the land where she lives with her family. She believes they want to drive her away from her home. But she's not going anywhere.

Máxima is in a legal battle with a gold and copper mine, over the ownership of the land where she lives and farms. The police have attacked her family, including beating her and her children.

They have damaged her house and demolished an extension she was building. On one occasion, the mine's armed security guards even destroyed her crops – her livelihood.

Máxima believes this is a campaign of intimidation, to make her life so difficult that she leaves the land. But she is determined to fight it out, and stay. For her bravery, she has been awarded the 2016 Goldman Prize, the world's most respected environmental award.

“I never had the chance to go the school, I never had the chance to learn even a letter, but I know how to resist, to fight and that's why I will never be defeated by the mining companies.”

Máxima

PEACE RIVER VALLEY



Artwork: © Ai Weiwei / Photo: © Amnesty International

It's been over 100 years since Helen Knott's great-great grandfather signed a treaty with the government of Canada to protect his peoples' way of life. Instead of honouring that promise, the government has authorized a massive hydro-electric dam that threatens Indigenous cultures and ways of life in the Peace River Valley, British Columbia.

Indigenous Peoples in the region have already lost much of their land to oil and gas drilling. If the multi-billion dollar Site C dam goes ahead, they will lose one of the last areas where they still hunt, fish and carry out sacred ceremonies.

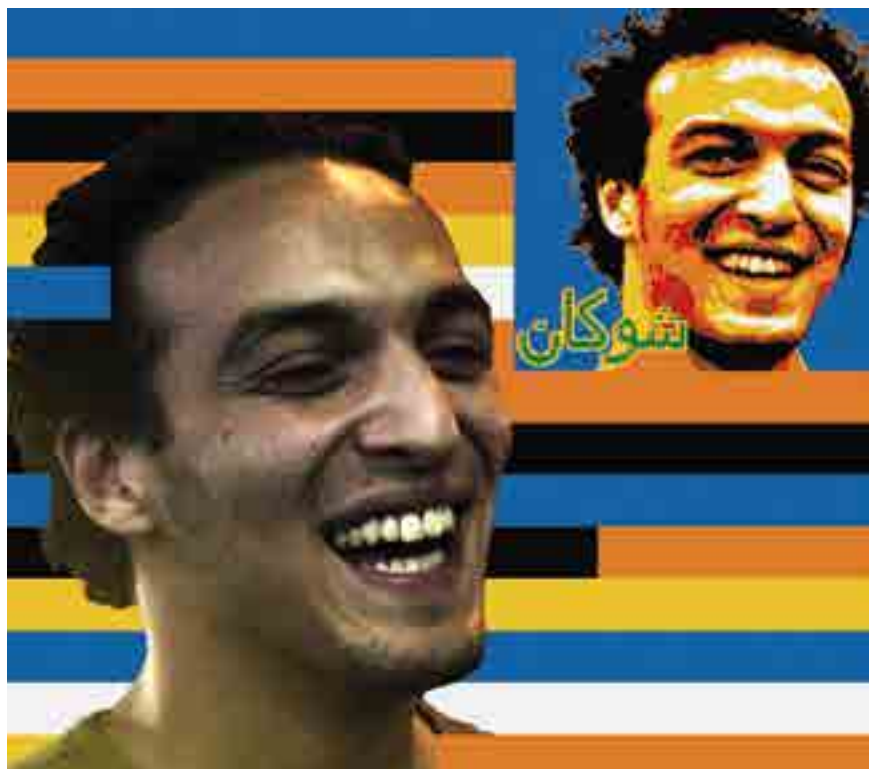
The government approved the dam, even though it knew that it would cause permanent harm to Indigenous Peoples in the area.

The peoples of the River Valley have now gone to court. They are demanding that the Canadian government stand by the treaty promise made over a century ago, and stop building Site C. Even though the court case has yet to be decided, the hydroelectric company has already begun clearing the valley.

"This is my home. This is where I want to raise my children and my grandchildren... What will we have left?"

Helen Knott, Indigenous rights activist

01:
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Artwork: © Ai Weiwei / Photo: © Mahmoud Abou Zeid

Mahmoud Abu Zeid – or Shawkan - was only doing his job. He’s a photojournalist, and he was reporting on a sit-in on 14 August 2013 in Cairo.

The sit-in was disrupted when the security forces swept in. They violently dispersed the mass of peaceful supporters, using tear gas, shotguns and live ammunition. More than 1,000 people were killed that day and Shawkan said “It felt like we were in the middle of a war.”

Shawkan used his camera to record the police’s actions, but when they found out he was a journalist, they arrested

him. They tied his hands together with plastic cables that cut through his skin, bloodying his wrists. They punched him and whipped him with a belt. At one point he was hit in the eyes with a metal belt buckle.

Today Shawkan is held in Cairo’s notorious Tora Prison, and although he has Hepatitis C, he isn’t getting the medical care he needs. It has been three years, and he was only taking photos.

■ **“Taking pictures isn’t a crime.”**

Shawkan

ZEYNAB JALALIAN



Artwork: © Ai Weiwei / Photo: © Zeynab Jalalian

She's in prison for life and she's going blind because the authorities won't provide her with the treatment she needs.

For eight months, Zeynab was held in solitary confinement. While she was there, the soles of her feet were flogged, she was punched in the stomach and threatened with rape. Her head was rammed against a wall – on one occasion, so hard that her skull was fractured, causing internal bleeding on the brain.

Zeynab's trial only lasted a few minutes. She could not talk to her lawyer, and the court used 'confessions' made after months of

torture. She was sentenced to death, and when she asked the Judge if she could say good-bye to her mother, "He told me to 'shut up'."

Zeynab is 34 years old. For years she worked as a political activist, helping to empower Iran's ethnic minority Kurds, particularly women. The authorities jailed her because they said she had links to a military wing of a Kurdish opposition group. But they produced no evidence.

Now Zeynab is the one who needs help. Although her death sentence has been changed to life imprisonment, she still faces life in prison for a crime she did not commit.

"Since I cannot defend myself, I ask all advocates and activists of human/women's rights to campaign on my behalf and support me. I need your help."

Zeynab

01:
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THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

The UDHR itself is, as its name states, a declaration. It is a declaration of intent by every government around the world that they will abide by certain basic standards in the treatment of individual human beings. Since its adoption, numerous other binding laws and agreements have been drawn up on the basis of its principles. These laws and agreements allow organizations like Amnesty International to call on governments not to engage in the types of behaviour or treatment that the people mentioned in the above cases have experienced: human rights have become part of international law.

Human rights protect individuals, and they create obligations for governments or state officials. They can be seen as laws for governments. They are designed to ensure that every human being, whatever their gender or gender identity, nationality, ethnic identity, or religious orientation; however rich or poor, young or old, abled or disabled; whatever their beliefs; however qualified or skilled they are – that all these human beings should be treated with respect for their humanity and dignity. No one should have to suffer indignity or harm; no one should be treated as a lesser human being than anyone else.

The UDHR is a declaration of intent by every government around the world that they will abide by certain basic standards in the treatment of individual human beings.

SUMMARY OF ARTICLES IN THE UDHR

1.	Freedom and equality in dignity and rights
2.	Non-discrimination
3.	Right to life, liberty and security of person
4.	Freedom from slavery
5.	Freedom from torture
6.	Protected by the law
7.	Equal before the law
8.	A remedy when rights have been violated
9.	No unjust detention, imprisonment or exile
10.	Right to a fair trial
11.	Innocent until proven guilty
12.	Privacy and the right to home and family life
13.	Freedom to live and travel freely within state borders
14.	Right to go to another country and ask for protection
15.	Right to a nationality
16.	Right to marry and start a family
17.	Right to own property and possessions
18.	Freedom of belief (including religious belief)
19.	Freedom of expression and the right to spread information
20.	Freedom to join associations and meet with others in a peaceful way
21.	Right to take part in the government of your country
22.	Right to social security
23.	Right to work for a fair wage and to join a trade union
24.	Right to rest and leisure
25.	Right to a standard of living adequate for your health and well-being
26.	Right to education, including free primary education
27.	Right to share in your community's cultural life
28.	Right to an international order where all these rights can be fully realized
29.	Responsibility to respect the rights of others
30.	No taking away any of these rights!



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



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



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



POLITICAL RIGHTS
Right to participate in the government of the country, right to vote, right to peaceful assembly.



ECONOMIC RIGHTS
Right to property, to work, to housing, to a pension, to an adequate standard of living.



CULTURAL RIGHTS, SOLIDARITY RIGHTS
Right to participate in the cultural life of the community.

[1] This summary was specifically developed to be used in this educational activity. It is not a UN approved summary.

ACTIVITY 02:

FREEDOM FROM TORTURE



Artwork: © Ai Weiwei / Photo: © Zeynab Jalalian

KEY CONCEPTS

Torture • solitary confinement • right to a fair trial • arbitrary detention • lobbying • taking action

ABOUT THIS SESSION:

Participants explore what they understand by torture and use the case of Zeynab Jalalian to compose a personal letter to Ayatollah Sadegh Larijani, the head of Iran's Judiciary.

Note that this activity will be less effective if participants have already used Zeynab's case in Activity 1.

TIME NEEDED:

60 – 90 minutes

OBJECTIVES:

- ✓ To explore the concept of torture and consider the legal prohibition
- ✓ To introduce the case of Zeynab Jalalian and empower students to take action
- ✓ To practise writing formal letters to public officials

PREPARATION AND RESOURCES:

- + Copies of the flowchart on page 29, 'Is it torture?'
- + Copies of the case studies on pages 26-27
- + Information about Zeynab Jalalian (page 20)

02:

FREEDOM FROM TORTURE

TASK 1:

UNDERSTANDING TORTURE

- 1 Ask participants what they understand by torture. Can they define it? Is *any* bad treatment torture?
- 2 Remind them that Article 5 of the UDHR protects our right to be free from torture. Tell them that torture is absolutely prohibited, whatever the reason.

FREEDOM FROM TORTURE

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

Universal Declaration of Human Rights, Article 5

- 3 Explain that there is another human rights treaty specifically about torture: the United Nations Convention against Torture (UNCAT). Show them the definition of torture from this document:

“...torture means any act by which *severe pain or suffering, whether physical or mental, is intentionally* inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a *public official* or other person acting in an official capacity...”

Article 1, UN Convention against Torture (emphasis added)

- 4 Remind them that this is a legal definition, so it is complicated. Show them the flowchart on page 29 which separates out the different elements. Explain the important points:
 - The three things down the left-hand side of the flowchart must all be present:
 - i The suffering caused must be *very severe*
 - ii It mustn't be just an accident: there has to be an *intention* to cause suffering
 - iii A public official has to have been involved (for example, a prison guard, police officer, judge, politician etc.). 'Being involved' can mean *knowing* about the treatment and doing nothing to stop it.

If all these three things are present, treatment counts as torture.
 - The right-hand side of the flowchart provides further detail on these three essential elements.

02:
**FREEDOM FROM
TORTURE**

TASK 2:

CASE STUDIES FOR DISCUSSION

- 1 Ask participants to discuss the five case studies on page 26 in small groups. They should work through the three key questions on the left-hand side of the flowchart.

Note: To simplify the task, you could tell them to ignore the right-hand side of the flowchart.

- 2 After about 15 minutes, bring the groups back together and discuss their responses. Use the information on page 27 to support the discussion. Discuss the case of Zeynab last.
- 3 Provide more details about Zeynab Jalalian (you can use the information from Activity 1). Explain that she is one of the individuals Amnesty International has included within its Write for Rights campaign. Amnesty is calling on people around the globe to send letters of support to Zeynab, and to lobby the head of Iran's judiciary, Ayatollah Sadeqh Larijani.
- 4 **Optional:** You could give participants the quote from the UN Working Group on page 28 and ask participants to look up the rights which have been violated for Zeynab.
- 5 Draw up a list of things participants would like to say to Sadeqh Larijani. Tell them that Amnesty is asking for people to call on him to release Zeynab immediately (see page 59 for the other demands).

- 6 Draw up another list of things to bear in mind when writing letters to officials. You could make a list of 'Dos' and 'Don'ts'. See page 48 for some tips on writing letters to officials. Add these suggestions to participants' list, if necessary.
- 7 Hand out pieces of paper and invite participants to write their own letter to Sadeqh Larijani. If people prefer to do this in pairs, you could allow them to do this.

FOLLOW-UP ACTIVITIES

- 1 Support participants to organize a public demonstration to raise awareness on Zeynab's case, perhaps in front of the Iranian Embassy in your country. Participants could hold posters with pictures of Zeynab and slogans demanding her release, and calling for her to receive urgent medical care. A powerful way of drawing attention to the fact that Zeynab will go blind if she does not receive proper medical attention is to hold a demonstration with everyone wearing blindfolds or something to cover their eyes to symbolize her loss of sight.
- 2 Participants could write to their parliamentary representatives and ask what they are doing to lobby the Iranian government.
- 3 Use the framework of Activity 5 to help participants plan a campaign to encourage others in the school or local community to write letters either directly to Zeynab or to the head of Iran's judiciary.

BACKGROUND RESOURCES: FREEDOM FROM TORTURE

CASE STUDIES

For each of the cases below, discuss:

- A** Is it torture?
- B** If so, who is responsible? (you can list more than one person!)

1

Elsa is physically abused by her partner. She suffers broken bones and severe cuts and bruises. This happens inside the home and no one else knows what is happening.

2

Karim is a prisoner who was captured on the battlefield by country A. Country A sends Karim to country B and asks officials from that country to try to extract a confession. Country B has a record of torturing prisoners of war. Karim is abused both physically and mentally.

3

Susa suspects that her child is being sexually abused. She reports her concerns to the police but they won't pick up the case. It later turns out that Susa was correct. The child is severely traumatized for many years afterwards.

4

Albert is a prisoner who has been held in a very small cell for 40 years. He is not allowed any contact with other prisoners and is only let out for three hours a week to exercise on his own. He begins to suffer severe mental trauma as a result of the isolation.

5

The police want Zeynab to admit she is involved with a military opposition group. They blindfold her, beat the soles of her feet, and hold her in solitary confinement for months so that she confesses. Zeynab has a serious medical problem but she is told she can't see a doctor unless she has a virginity test.

02:

BACKGROUND
RESOURCES

INFORMATION ON THE CASE STUDIES

CASE 1:

This is a very serious crime in almost every country. It is a vicious abuse. However, you will need to remind participants that human rights laws are laws for **governments** and **state officials**. They are laws for those who make the laws, or those who act on behalf of lawmakers. For that reason, if no public official knows about the abuse, it would not count as torture under human rights law. That does not make the treatment any more acceptable, just different.

CASE 2:

This is a clear case of torture. Those who have carried out the abuse are responsible, but so is any other official who knew about or ordered the abuse and did nothing to stop it happening. This includes officials from country A. They are all responsible, even if they did not touch Karim.

When one country sends someone to be tortured by another country, this is known as 'extraordinary rendition'. The USA and other countries have used this as a strategy in the 'war on terror'. It has been condemned by Amnesty International and other human rights organizations.

CASE 3:

This would certainly be a case of 'cruel, inhuman and degrading treatment', which is also prohibited by the UNCAT and by Article 6 of the UDHR. If the abuse is bad enough, it might count as torture.

Remind participants that torture is at the most severe end of the scale: it covers only the very worst abuses. Whether or not this case is bad enough to count as torture, the police have failed in their human rights responsibilities. They have a duty to investigate complaints such as this one.

CASE 4:

This case is a real one, based on Albert Woodfox – one of the people featured in last year's Write for Rights campaign.

In 2013, Juan Méndez, the UN Special Rapporteur on Torture, called on the United States to end immediately the solitary confinement imposed on Albert because it 'amounted to torture'.

If participants are surprised that something involving no physical abuse is regarded as torture, tell them that the UN Special Rapporteur on Torture has found that 'prolonged or indefinite' solitary confinement always amounts to torture or cruel, inhuman and degrading treatment. 'Prolonged' confinement means more than 15 days, and the Special Rapporteur has called for a complete ban. Remind participants that Albert was cut off from the world and from human interaction for 40 years. That is a terrible thing for someone to have to endure: human beings cannot tolerate such isolation.

In February 2016, after Amnesty's campaign, Albert was released.

CASE 5:

This case is also a real one, based on Zeynab Jalalian (see page 20). Zeynab has suffered torture or cruel, inhuman and degrading treatment on numerous different occasions. She has been badly beaten, and beaten while blindfolded; she has had her head rammed against a wall repeatedly; she has been held in solitary confinement; she has been refused medical treatment for a condition which is painful and may lead her to go blind. She has also been threatened, insulted and pressured to confess to something she denies.

In June 2016, the UN Working Group on Arbitrary Detention issued a report on Zeynab's case. They found that not only had she been tortured, but numerous other violations of her rights had been committed. In particular, they found that her arrest and detention were arbitrary, and that she had been subjected to an unfair trial. The UN body also expressed "grave concern" about Zeynab's health.

02

BACKGROUND
RESOURCES

“The deprivation of liberty of Zeinab Jalalian was arbitrary, being in contravention of articles 5, 7, 9, 10, 11, 19, 20 and 21 of the UDHR and articles 7, 9, 10, 14, 19, 21, 22, 25 and 26 of the ICCPR”

UN Working Group on Arbitrary Detention

“When they flogged me on my feet, they transferred me back to my cell in a state of unconsciousness. There, they made me walk down the hallways with my injured feet, and they would flog me again.”

Zeynab Jalalian

REMAND PARTICIPANTS THAT TORTURE IS NEVER PERMITTED: THE PROHIBITION IS ABSOLUTE.



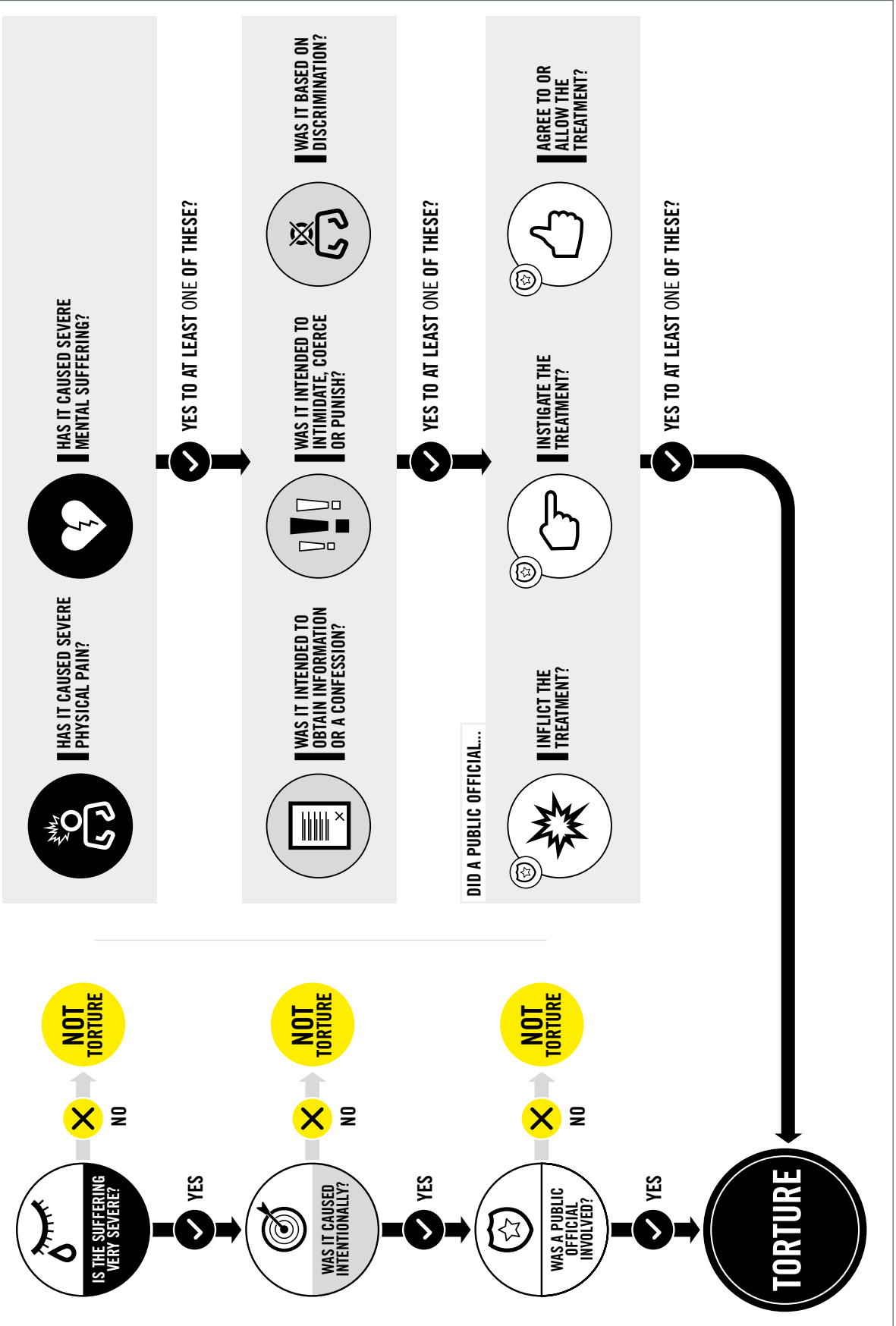
IT IS NOT EVEN PERMISSIBLE IF THE PERSON IS CONSIDERED TO BE LINKED TO A MILITARY GROUP. IN ZEYNAB'S CASE, NO EVIDENCE WAS FOUND TO SUPPORT THE CLAIM THAT SHE WAS LINKED TO SUCH A GROUP.



© Aleksandra Zielińska

Free Raif protest in Warsaw, Poland, 22nd January 2015.

IS IT TORTURE?



ACTIVITY 03:

PICTURE THIS

شوكان

Artwork: © Ai Weiwei / Photo: © Mahmoud Abou Zeid

KEY CONCEPTS

- Freedom of expression
- freedom of the press •
- political engagement •
- pluralism • solidarity

ABOUT THIS SESSION:

The first part of the activity examines freedom of expression using a real case of a persecuted photojournalist in Egypt. In the final part of the activity, participants create their own images and messages to convey their solidarity with the journalist. Part 3 can be run as a separate activity, or as individual work at home.

Note: This activity will be more effective if participants have not already used this case in Activity 1.

TIME NEEDED:

At least 60 minutes for the whole activity

OBJECTIVES:

- ✓ To examine the concept of freedom of expression
- ✓ To develop creative messages of solidarity
- ✓ To practise artistic, photographic and image creation skills

PREPARATION AND RESOURCES:

- + Make copies of the page of quotes on page 34
- + Ideally, participants will need (shared) cameras to create messages of solidarity, although these can also be drawn or written as text
- + Access to the internet will be useful if you want to show participants Shawkan's photos, and for uploading their messages to social media

03:
PICTURE THIS

TASK 1:

UNDERSTANDING FREEDOM OF EXPRESSION

- 1 Ask participants what they understand by 'freedom of expression'. Prompt them with a few questions – for example:
 - Do you think there should be limits to what people can say?
 - What is 'expression'? Think about some of the methods we use to express thoughts or feelings.
 - What do you think about journalists and freedom of expression? What role should journalists play in reporting on government actions?
 - Why is it important that we are able to criticise our government?
- 2 Supplement participants' answer with information on freedom of expression (see page 33).
- 3 Explain that we shall be looking at a real case where someone has been made to suffer because he tried to express himself freely.
- 4 Divide participants into small groups and hand each group a copy of the quotes from Shawkan, a photojournalist in Egypt. Tell them that all these quotes are from one person but do not give them any background to Shawkan's case.

- 5 Give groups 20 – 30 minutes to read and discuss the quotes. Give them the following task:

TASK FOR GROUPS

- Read and discuss the quotes in your group.
 - What do they tell you about this person? Who is he, what has happened to him, and what is he feeling?
 - Do you think he has been treated fairly? Why, or why not?
- 6 Bring the groups back and ask each group to feedback briefly on their discussions.
 - If they do not mention them, ask participants what they think about the two quotes in the bottom right corner of the page. Who are the 'supporters' Shawkan is referring to?
 - 7 Now give them some additional information about Shawkan – you can use the card on page 19. Explain that Shawkan is one of the cases Amnesty International has included within its Write for Rights campaign. Provide some information on the campaign if people are not familiar with it (see page 2).

03:

PICTURE THIS

TASK 2:**BRAINSTORMING MESSAGES**

- 8 Remind participants that messages from supporters give Shawkan strength. Tell them that in the next part of the activity, we shall be composing some messages to let him know that there are people who care about him, fighting for his case.
- 9 Tell them that as Shawkan is a photojournalist, we shall be sending these messages in the form of photographs. These can be tweeted to his account, or mailed to him in prison (see page 69 for details).
- 10 If time allows, and if you think participants need some guidance, brainstorm with the whole group some of the things people would like to say to Shawkan. Encourage them to think about the kind of things that he would like to hear. You could prompt with some of the following questions:
 - What would make him feel stronger?
 - How can you show him that you support what he has done?
 - How can you convey your belief in freedom of expression using a photograph or image?
- 11 **Optional:** You could show participants some of Shawkan's photographs. These can be found at <https://www.dropbox.com/sh/rwsekw0jhgr6k2t/AADElydCPxa-zyeNZxvQNuBYa?dl=0> There is also a short video on Shawkan's case at <https://twitter.com/ajplus/status/767111224064512000>

TASK 3:**CREATING MESSAGES**

- 12 Make sure that all participants have access to a camera and give them time to take their photos and create their images. Allow them to work in groups or pairs if they feel happier doing this – but remind them that it would be nice to send as many messages as possible!
- 13 Allow plenty of time for the creative work. If you have access to a computer and screen, invite participants to upload their images – or print them out – so that they can be viewed by everyone. Either ask participants to tweet them to @ShawkanZeid (with hashtag #FreeShawkan), or do so yourself.

03:

BACKGROUND
RESOURCES

BACKGROUND RESOURCES: PICTURE THIS

INFORMATION ON FREEDOM OF EXPRESSION

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

Article 19, UDHR

Article 19 of the Universal Declaration of Human Rights addresses freedom of expression. This right – or freedom – is regarded as a very important feature in any democracy. We need a free flow of ideas in order to ensure that different opinions are taken into account and different ideas are aired. Limiting freedom of expression impoverishes democracy.

Freedom of expression is important not just to society as a whole, but also to the individual. Our opinions and thoughts are a fundamental part of what makes us human, and stopping people from expressing these is equivalent to cutting off a part of their personality!

The human rights treaties which expand the rights in the UDHR allow for freedom of expression to be restricted only in some very specific cases. Most countries, for example, have laws against racist speech. However, limits to freedom of expression are only permitted where there is a real perceived danger to people or groups of people, or to national security. Shawkan’s photography does not endanger anyone. In fact, it helps to hold the government to account for a terrible crime which itself put people in danger. Reporting on government actions – and crimes - is one of the most important functions of the media in a democratic society.



All photos © Mahmoud Abou Zeid, 'Shawkan'

“KEEP SHOUTING, JOURNALISM IS NOT A CRIME”

Dreaming can give you a reason to live and reality makes you realize that no matter how hard it is to achieve something, your dreams always deserve you giving them a chance.

My detention has been renewed ever since my arrest for 600 days. I have not been charged with any crime. I have been imprisoned without any investigation into the fabricated charges I am facing.

The Mokhbbers [police] tied our hands behind our backs with a plastic ligature that is used in wars. I was beaten by two men. They used closed fists and even my own belt. They stole my camera, my mobile phone, my watch and all of my personal belongings.

Photography is not just a hobby for me it is an actual way of life. It's not just how you hold a camera and snap a picture. It's the way that you see life and everything around you. My passion is photography, but I am paying the price for my passion with my life. Without it, a part of me is missing.

I was put in a very small cell with other 39 prisoners. The cell was very hot with all 40 of us in it. I had no place to sit and it was impossible to breathe. There was no ventilation. I was not given anything to eat or drink during the three days I was held.

The police officers were telling each other how to beat and torture us to cause more pain and harm. I was very afraid and thought I was going to die. Each hour they came and continued to beat me with all kinds of things. These were easily the worst days of my life. It even hurts me to remember them.

I'm sorry to tell you that "I became a person full of hopelessness." This is my new me. However, I keep resisting my new me because of you and only because all of you, all the people and all supporters who are standing by me.

I am a photojournalist, not a criminal. My indefinite detention is psychologically unbearable. Not even animals would survive in these conditions."

My feelings of frustration, disappointment and hopelessness often overwhelm me. I try to dream but my reality has become four cursed, ugly walls. My dreams feel wasted, chocked by this reality.

You keep me feeling that I'm not alone. You all have become my power and my energy and without all of you I cannot go through this.

ACTIVITY 04:

SOLIDARITY LETTERS

Máxima Acuña



Artwork: © Ai Weiwei / Photo: Raul Garcia Pereira/Amnesty International

KEY CONCEPTS

Environmental rights
• harassment •
eviction • corporate
responsibility •
solidarity

ABOUT THIS SESSION:

This is a letter-writing activity – but it can also be adapted to other creative expressions of solidarity. Participants read the words of a song written by a peasant farmer facing intimidation from a mining company.

Note: The impact of Máxima's song will be much stronger if participants have not already used this case in Activity 1.

TIME NEEDED:

45 – 60 minutes

OBJECTIVES:

- ✓ To raise awareness of environmental rights
- ✓ To promote empathy and solidarity towards defenders of rights
- ✓ To motivate and empower participants to take action for human rights
- ✓ To develop creative writing skills

PREPARATION AND RESOURCES:

- + Paper, pens and an envelope (or envelopes) for letters

- + The words of the song on page 38. Make individual copies for each participant.
- + The information about Máxima Acuña on page 17 (for reference, or handing out if required)

OPTIONAL:

- + Equipment for showing the video of Máxima Acuña singing her song, available at <https://www.youtube.com/watch?v=orxv3jPsOgM> (Spanish with English subtitles)
- + Quotes on the impact of letters from Amnesty supporters (page 47)

TASK 1:**A SONG FROM PERU**

- 1 Hand out the words of the song (page 38) to participants. Tell them that this is a song written by someone about her own experience.
- 2 Ask them to take 10 minutes to read the words of the song and reflect on the contents. They should think about and make notes on:
 - What they think is happening: what is the song about?
 - How it makes them feel: is the song encouraging or discouraging?
 - What is the main message the singer wants to convey?
- 3 Spend about 20 minutes discussing participants' reactions in the whole group.
 - If you are able to show the video of Máxima singing her song, do so before this discussion. Explain that she was awarded a major environmental award and decided to sing instead of making an acceptance speech.
 - Discuss some of the things Máxima has had to endure, and her reaction to these hardships.
- 4 Explain that Máxima is one of the people Amnesty International has identified for its campaign Write for Rights. Provide more information about Máxima from the card on page 17.
- 5 Ask participants if they think any human rights are involved in Máxima's case. Remind them that as Máxima is herself a human rights defender, there may be some rights which she is defending for others, and some rights belonging to her which need defending. Use the background information on page 22 to clarify some of the rights involved.
- 6 Give participants some background to the Write for Rights campaign if this is their first activity (see page 2) about it. In particular, talk about the two kinds of letters that Amnesty is encouraging people to write:
 - Letters of solidarity to those suffering abuse
 - Letters of complaint to the authorities responsible for the abuse
- 7 **Optional:** Before beginning the creative writing, you could provide further information for participants:
 - Show them some of the quotes on page 47 from people who have received letters as part of the Write for Rights campaign. This will show them the impact their own letters are likely to have.

04:
SOLIDARITY
LETTERS

TASK 2:

CREATIVE WRITING

- 1 Ask participants to write to Maxima. Tell them the letters need not be long: the aim is for Maxima to feel that many people around the globe are thinking about her and support her struggle.
- 2 If people want to share their letters before sending them, give them the opportunity to do so. You can find the address to send the letters to on page 67.

FOLLOW-UP ACTIVITIES

- 1 Participants could write their own song – as a group or individually – and record this for Maxima. They could even perform it outside the Peruvian Embassy in their country.
- 2 They could write a letter to the Peruvian Minister of the Interior, calling on him to ensure that Maxima and her family are protected from police violence and intimidation. See page 56 for a template letter, including Amnesty’s main requests to the Peruvian authorities.
- 3 They could post messages about Maxima on social media or tweet the Peruvian officials. See page 67 for details of twitter accounts and hashtags.

©Amnesty International Austria



Solidarity postcards and drawings for Phyoe Phyoe Aung, Write for Rights 2015, Austria

©Amnesty International



Students participate in a letter writing marathon, Togo 2014.

BACKGROUND RESOURCES: SOLIDARITY LETTERS

HUMAN RIGHTS CONCERNS

- ! Máxima believes a mining company wants to evict her from her home. Forced evictions can encompass a wide range of human rights violations, including rights to adequate housing, food, water, health, education, work, security of the person, freedom from cruel, inhuman and degrading treatment, and freedom of movement.
- ! Máxima is fighting partly to keep her home, but she – and other members of her community – are also fighting to prevent possible harm to their environment, including pollution of the supply of drinking water. Environmental rights are still only poorly defended under international law, but many people – and some countries – believe there is a human right to a safe and healthy environment. In any case, a healthy environment is a pre-requisite for a number of rights which are currently recognized under international law – for example the right to health and the right to water.
- ! Máxima and her daughter were beaten up by the Peruvian police. This is a violation of their rights to private life and security and may constitute inhuman and degrading treatment.
- ! Máxima says her sheep were robbed, her hut was burned down and her belongings were taken away. These actions violate her property rights.

Note: It is worth recording that one of the difficulties with a case like Máxima's is that under international human rights law, the obligation to respect and protect human rights lies on state bodies, not on private corporations. However, the Peruvian state should be protecting her from any possible violations. State officials, such as police officers, should certainly not be violating Máxima's rights – for example by beating her up.

Note: This song was written by Máxima herself. It was sung at a ceremony for the Goldman Award. It is not by or for Amnesty International.

MÁXIMA'S SONG: LA JALAUQUENITA

I am a woman from the highlands who lives in the mountain ranges.

Tending to my sheep in mist and heavy rain.

When my dog barked the police arrived.

My hut they burned down, my things they took away.

Food I did not eat.

Only water I drank.

A bed I did not have.

With hay I covered myself.

Because I defend my lakes

They want to take my life.

Engineers, police, they robbed my sheep.

Sheep's head soup they drank,

In the mining camp of Conga.

And with this now I say goodbye.

Dear friends, I wish you well. I will go on.

I defend the land and water, because it is life.

I am not afraid of corporate power.

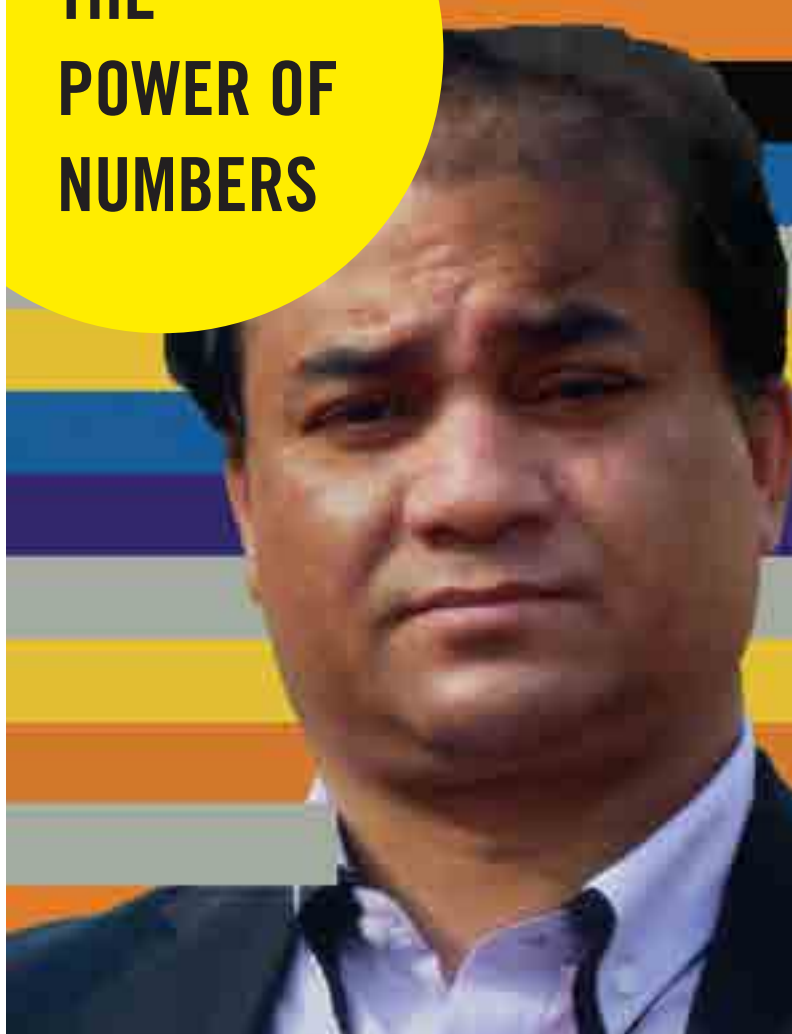
I will continue the struggle.

I dedicate the prize to those who have died in Celendin and Bambamarca

And for those in Cajamarca who continue the struggle.

ACTIVITY 05:

**THE
POWER OF
NUMBERS**



KEY CONCEPTS

- Political engagement
- strategy and campaigning
- activism
- freedom of expression
- minority rights
- human rights defenders

ABOUT THIS SESSION:

This activity involves participants in planning for a campaign to engage other people in one of the Write for Rights cases.

TIME NEEDED:

60 – 90 minutes

OBJECTIVES:

- ✓ To develop strategic thinking and planning skills
- ✓ To develop skills of effective communication and messaging
- ✓ To understand how activism works – and take action!

PREPARATION AND RESOURCES:

- + Copy the task sheets on pages 43-44
- You may wish to refer to the following resources:
- + Facts on China (page 42)
 - + Success stories from previous campaigns (page 45)
 - + Information on Ilham Tohti (page 15)

05:

THE POWER OF NUMBERS

TASK 1:

EXPLORING THE CONTEXT

- 1 Introduce the case of Ilham Tohti, if participants have not already worked on this case. Ask for brief reactions.
- 2 Explore the context of Ilham's case with participants. Ask them what else they know about China. You could prompt with some questions and draw up a list of pooled knowledge in the group. Brief responses to the following questions are included on page 42.
 - What is the population of China (roughly)?
 - Where is China? Can you name any countries which share borders with China?
 - What is the government like?
 - What are the main exports? Are most people rich or poor?
 - What do you know about the human rights record in China?
- 3 **Optional:** If time allows, you could ask participants to do their own research into these questions – in groups or individually.

TASK 2:

REFLECTING ON ACTIVISM

- 4 Explain Amnesty's calls to action for this case: they are asking for people to write letters to Ilham, in solidarity, and also to write to the Chinese Premier (Prime Minister). Letters to the Chinese Premier should call on him to:
 - Release Ilham Tohti immediately and unconditionally
 - Make sure he is protected from torture and ill treatment
 - Make sure he has regular access to family and lawyers, and that he receives any medical treatment he needs.
- 5 Ask participants to reflect on Amnesty's letter-writing strategy:
 - Can a letter make a difference?
 - Why would a Chinese Premier take notice of a letter from young people in another country!?
- 6 Introduce some of the 'Success stories' on pages 45-46, and the quotes on page 47. Explain that successful activism depends on large numbers of people becoming involved – and a powerful message.

05:

THE POWER OF NUMBERS

TASK 3:

PLANNING AND STRATEGY

- 7** Explain that in this part of the activity, participants will work in groups to draw up a strategy for involving as many people as possible to pressure the Chinese authorities. Two groups will work on an online campaign, two will work on an offline campaign.
- If groups prefer, all could work on online (or offline) campaigns.
- 8** Before you hand out the task sheets, remind them that people are very busy! The essence of a good campaign strategy is to attract people's attention to the cause and make them feel it is important.
- Groups will need to think about how they can make their campaign stand out among the many hundreds of others which exist both online and offline.
- 9** Divide them into groups – either according to preference, or randomly. Give each group one of the task sheets on pages 43-44.
- 10** Give them at least 30 minutes to design their strategy. Then call the groups back together and ask each to present (briefly) the results of their work. Allow some time for questions or comments from others – for example:
- How easy did you find your task? What were the challenges for your group?
 - Which were the ideas from other groups that you liked or thought would be particularly successful? Why?
 - Do you think we could implement some of these ideas as a group? Which of them would you like to try?
- 11** Try to reach a consensus in the group on an action to take forward.
- You could explain that a good campaign will almost certainly have both an online and an offline component, so they could even integrate some of the ideas from a number of different groups. Alternatively, you could allow each group to carry out the strategy they have designed – and even encourage a little competition to see who can draw in the largest number of supporters! You may need to remind them that it is a great deal easier to encourage people to act online than offline.
- 12** Support the group in carrying the plan forward.
- You may need to allocate more time for them to refine the plan and allocate tasks.
 - Set a date and time for people to take action and organize a debriefing session to discuss how things went.

BACKGROUND RESOURCES: THE POWER OF NUMBERS

QUESTIONS AND FACTS ON CHINA

1 What is the population (roughly)?

The population in 2015 was about 1.4 billion. China has the largest population of any country. In terms of land mass, the country is the third largest in the world: about the same size as Canada and the USA, and about half the size of Russia.

2 Where is China? Can you name any countries which share borders with China?

China is in Asia. It shares borders with many countries, including India, Kazakhstan, Mongolia, North Korea, Pakistan, and Vietnam. It also borders the East China Sea and the South China Sea.

3 What is the government like?

China, officially known as the People's Republic of China, is ruled by a single party, the Chinese Communist Party. The party has enormous power formally and informally. All of the top ruling officials are communist party members.

4 What are the main exports? Is the country rich or poor?

China exports more goods than any other country – mainly electronic equipment and machines. Its economy is among the largest three in the world. But China also has one of the world's highest levels of income inequality.



5 What do you know about the human rights record in the country?

China has a very poor human rights record. The following are some examples:

- **Human rights defenders (HRDs)**

Human rights defenders, lawyers, journalists and activists often face intimidation, harassment, arbitrary arrest, imprisonment and violence.

- **Torture and other ill treatment**

These are common for people held in detention and during interrogation. Detainees are often denied access to lawyers, their family and adequate medical treatment.

- **Death penalty**

China remains the world's top executioner. Thousands of people are sentenced to death every year in China. The Chinese government does not disclose figures on the use of the death penalty in China and considers them a state secret.

- **Freedom of expression**

This is tightly controlled. Many websites and social media accounts have been shut down by the government for hosting discussions on current events, military affairs, or other matters considered sensitive. Chinese citizens could be jailed for posting materials critical of the government on the internet.

- **Ethnic minorities**

Ethnic Tibetans, Uighurs, Mongolians in the Inner Mongolia Autonomous Region as well as other ethnic minority groups continue to face discrimination and restrictions on their rights to freedoms of religious belief, expression, association and peaceful assembly.

05:
BACKGROUND
RESOURCES

TASK SHEETS FOR GROUPS

TASK FOR ONLINE CAMPAIGNS

Your task is to encourage as many people as possible to tweet about Ilham's case. You want them to tweet, and also to forward to their networks.

Remember that people on your social networks probably do not know about Ilham, so they may not respond if you just send out a brief tweet. For that reason, you should draft a **short and snappy message** to inform and engage them.

- Draft an **initial message** to be sent out to potential supporters. This can be an image, a piece of text, or even a video of yourselves talking about the case, or something else.
- Think about **where** you will post this initial message. Make a list of sites or social networks you will use.
- Write some **sample tweets** that people can use. Remember that Amnesty is calling on the Chinese authorities to do the following:

Call on the Chinese Premier...

- ! To release Ilham Tohti immediately
- ! To make sure he is protected from torture and ill treatment
- ! To make sure he can meet with his family and lawyers, and that he receives any medical treatment he needs

Twitter hashtags you should use:



#W4R16 # #FreeIlhamTohti # #IlhamTohti

Prepare to give a presentation of your campaign strategy to others in the group. You will have about four minutes.

TASK SHEET FOR OFFLINE CAMPAIGNS

Your task is to encourage as many people as possible in your local community to write a letter to the Chinese Premier about Ilham's case.

Remember that people in your community probably do not know about Ilham. You will need to attract their attention!

- Think about how and where you will do this: you could use drama or theatre, leafleting, a large banner or poster, or something else.
- Draft an **initial message** or create a **visual prop** to accompany your action. For example, you could make a design for a banner you might use or draw up a short and snappy leaflet to hand out to people in the street.
- Think about other props you may need: for example, if you are doing a street stall, will you provide letters or template letters for people to sign? Make a list of everything you will need to take to your action.

Remember that Amnesty is calling on the Chinese Premier to do the following:

Call on the Chinese Premier...

- ! To release Ilham Tohti immediately
- ! To make sure he is protected against torture and ill-treatment
- ! To make sure he can meet with his family and lawyers, and that he receives any medical treatment he needs

Prepare to give a presentation of your campaign strategy to others in the group. You will have about four minutes.



Action for freedom of speech and against the death penalty in Saudi Arabia, Berlin, Germany 2016.

SUPPORT MATERIAL FOR ALL ACTIVITIES

SUCCESS STORIES

In the 2015 Write for Rights campaign, almost 4 million actions were taken by hundreds of thousands of people in more than 200 countries and territories around the world. The Action Counter (see image) did not even record all actions!



© AI USA/Jasmine Heiss



Albert Woodfox after his release from prison. He is wearing an Amnesty International T-shirt.

1. FREE AT LAST

In February 2016, Albert Woodfox was finally released – 44 years after he was first placed in solitary confinement in the USA. More than 240,000 people demanded his release and sent him messages of support.

Since leaving prison, Albert has been learning a lot about the world he missed out on after more than four decades behind bars. The first thing he did when he was freed was learn to use mobile phone so that he could talk to his friends and family around the world – mobile phones didn't exist when he was put away!

“Your messages from beyond the prison walls have become an enormous source of strength for me. I would like to thank all of the members of Amnesty International and its supporters for all of the wonderful work they are doing on [my] behalf.”

Albert Woodfox (USA)

2. A BETTER LIFE FOR WOMEN AND GIRLS IN BURKINA FASO

More than half a million took action – and it worked! The Ministry of Justice in Burkina Faso affirmed the government's commitment to eradicating early and forced marriage, and said they had felt compelled to do so after “receiving letters, emails and correspondence from people all over the world”.

SUCCESS STORIES

3. RELEASED FROM PRISON AFTER FOUR YEARS OF INJUSTICE

In June 2016, a judge in northern Mexico acquitted Yecenia Armenta Graciano, mother of two, and released her from prison. Yecenia had been beaten, tortured and raped by police. When they threatened her children, she confessed to a crime she did not commit. Now Amnesty continues to fight so that Yecenia's torturers are brought to justice for their crimes.

"I am immensely grateful and I think that [the activists writing letters] are doing the nicest thing you can do, which is helping people who are facing such unjust situations. It fills me with pride and I truly feel that it's a wonderful thing."

*Yecenia Armenta Graciano
(Mexico)*



© Amnesty International

Yecenia reading some of the letters she received in prison.

4. STUDENT LEADER FINALLY FREE!

Amnesty supporters across the world wrote more than 394,000 letters, emails, tweets and more for Phyo Phyo Aung during Write for Rights 2015. Phyo Phyo, who was detained in Myanmar after helping to organize largely peaceful student protests, was released on 8 April 2016, along with hundreds of other student protesters.

While still in jail, Phyo Phyo told us: "I thank everyone very much for their support for me and our movement. Receiving letters gives me real inspiration for what we are doing. I have begun to notice that the world is watching and cheering us – we are not alone."



© Amnesty International

Phyo Phyo Aung, with her family, after being released from prison in April 2016.

5. FIGHTING RACISM IN GREECE

Paraskevi Kokoni, a Roma woman who was beaten up in a vicious racist attack in western Greece, met the Greek Minister of Justice to hand over letters collected during Write for Rights. The Minister said the current anti-racist legislation is "insufficient" and proposed measures to change it.

SUCCESS STORIES

The quotes on this page are all taken from people who have received letters from around the globe as a result of Write for Rights.

“Write for Rights is one of the most important campaigns in the world, and because we don’t live in a perfect world, it should and must go on. It’s wonderful! I am so moved, and I thank you from the depth of my heart.”

Costas (Greece)

“The support is not only for my sister, but also for us as a family. We are happy and very thankful for you... Thank you so much. We are so thankful to you for the support that you are providing us. We know that one day, God willing, with your support my sister will be free.”

Cecilia Vásquez Sánchez, sister of Teodora del Carmen Vásquez (El Salvador)

“People have sent inspiring letters, supportive letters, letters about lovely animals, letters about their beautiful countries, letters about their beautiful and cute pets, and some lovely poems. Your letters are not just letters, they are also big presents and great strength not only for the students but also for Burma’s future.”

Phyoe Phyoe Aung (Myanmar)

“I am very happy because so many people around the world thought of people like us.”

Roseline, a girl living in Tema Bokin Shelter (Burkina Faso)

“Amnesty International members and activists are my heroes. I want to assure them that this great effort they have shown to me will not be in vain. I promise to be a human rights activist - to fight for others.”

Moses Akatugba (Nigeria)

“I’m staying strong because of you.”

*Chelsea Manning
(USA)*

WRITING LETTERS TO PUBLIC OFFICIALS

THINGS TO REMEMBER:

Participants may not have written letters to public officials before. It is worth reminding them of some of the following points:

- ✓ Letters should not be too long: the longer they are, the less likely the recipient is to read to the end. Two or three short paragraphs is probably about right.
- ✓ Letters should be formal in tone, but will have more impact if each one has a personal element to it: the official needs to feel that a *real* person is behind each letter he or she receives.
- ✓ Ideas or demands should be expressed as clearly as possible. Language should be kept simple, and participants should remember that *their* native language is unlikely to be the native language of the person who is reading the letter.

You could even encourage them to translate their letters as a foreign language activity.

- ✓ Participants should try to convey what they *feel* about the case or the treatment, and what they are asking the official to *do*. They can use the official 'call' from Amnesty: this is included in each template letter and in the tables on pages 49-70.
- ✓ If possible, participants should refer to international standards on human rights.
- ✓ They need to include their own address at the top of the letter (or the address of your school or youth group).
- ✓ They should respect the formal 'salutation' for the person they are writing to. This is included in the template letters on pages 49-59 – and also in the tables on pages 60-70.

However, while it is useful to remind participants of these points, they should not feel intimidated by the different demands! Try to convey to them that what is important is that they write about *their* concern in the way they feel most comfortable. A very personal message can often have the strongest impact.



© Amnesty International

Write for Rights 2015, Paraguay.

LETTER TEMPLATES FOR LETTERS TO OFFICIALS

END DISCRIMINATION AGAINST PEOPLE WITH ALBINISM

LETTER TO THE PRESIDENT OF THE REPUBLIC OF MALAWI, HIS EXCELLENCY PROFESSOR ARTHUR PETER MUTHARIK

President of the Republic of Malawi
His Excellency Professor Arthur Peter
Mutharika
Office of the President and Cabinet
Private bag 301, Capital city
Lilongwe 3, Malawi

Your address

(write the address of your
school or youth group here)

Your Excellency

- 1** Tell the President something to make this a personal letter:
 - You could say why you are shocked by the way people with albinism are treated, and the threats they face, or tell him something about yourself.
- 2** Remind him about the state's obligation to protect people's human rights. You could say why you do not think Annie's rights – and others – are being respected.
- 3** Tell the President that you want him to:
 - Act to remove all forms of discrimination and violence against people with albinism and introduce special protective measures against attacks, abductions and killings.
 - Investigate all attacks, abductions and killings of people with albinism and make sure that those found responsible are held accountable.

Yours sincerely

Your name

BAYRAM MAMMADOV AND GIYAS IBRAHIMOV**LETTER TO THE PRESIDENT, ILHAM ALIYEV**

President Ilham Aliyev,
Office of the President of Azerbaijan,
19 Istiqlaliyyat Street,
Baku, AZ 1066, Azerbaijan

Your address

(write the address of your
school or youth group here)

Your Excellency

- 1** Tell the President something to make this a personal letter:
 - You could say why you are shocked by Bayram and Giyas' case, or tell him something about yourself.
- 2** Tell him about Article 19 of the UDHR (freedom of expression) and say why this is important to you.
- 3** Tell the President that you want him to:
 - Ensure that Bayram Mammadov and Giyas Ibrahimov are immediately released and the false drug-related charges brought against them are dropped.
 - Ensure that an investigation into Bayram Mammadov's and Giyas Ibrahimov's allegations of torture and the false drug charges are carried out, and all those found responsible are brought to justice.

Yours sincerely

Your name



EDWARD SNOWDEN

LETTER TO PRESIDENT BARACK OBAMA

President Obama
The White House
1600 Pennsylvania Avenue NW
Washington DC 20500
USA

Your address

(write the address of your
school or youth group here)

Dear President Obama

- 1** Tell the President something to make this a personal letter:
 - You could tell President Obama that Edward Snowden only shared information because he was defending our rights – by revealing how governments are scooping up our private information.
- 2** Remind the President that he himself said that the debate Edward Snowden triggered on surveillance “will make us stronger”.
- 3** Tell President Obama to:
 - Grant a Presidential Pardon to Edward Snowden as a whistleblower who spoke out to defend our human rights.

Yours sincerely

Your name

EREN KESKIN**LETTER TO THE MINISTER OF JUSTICE, BEKIR BOZDAĞ**

Minister of Justice, Bekir Bozdağ,
Ministry of justice
Adalet Bakanlığı, 06659
Ankara Turkey

Your address
(write the address of your
school or youth group here)

Dear Minister

- 1** Tell the Minister something to make this a personal letter:
 - You could say why you are worried or shocked by Eren's case, or talk about some of the work Eren has been doing to help others. Or tell him something about yourself.
- 2** Remind him about Article 19 (freedom of expression) and say why it is important to you. Tell him that Eren Keskin must not be jailed just for speaking out against injustice.
- 3** Tell the Minister that you want him to:
 - Allow Eren to exercise her right to freedom of expression and to carry out her human rights work without being harassed or punished.
 - Repeal laws that restrict people's right to freedom of expression.

Yours sincerely

Your name



FOMUSOH IVO FEH

LETTER TO THE PRESIDENT OF THE REPUBLIC OF CAMEROON, PAUL BIYA

President of the Republic of Cameroon
Paul Biya Presidency, Unity Palace
P.O. Box 95 Yaoundé, Cameroon

Your address
(write the address of your
school or youth group here)

Your Excellency

- 1** Tell the President something to make this a personal letter:
 - You could say why you are shocked by Ivo's case, or tell him something about yourself.
- 2** Remind him about the State's obligation to protect people's human rights.
 - You could tell him about Article 19 of the UDHR (Freedom of Expression) and say why you think it is important.
- 3** Tell the President that you want him to:
 - Drop all charges against Fomusoh Ivo Feh and his friends and release them.
 - Make sure that while he is still detained, Ivo and his two friends are not subjected to torture or other ill-treatment and that they have access to their family and lawyers.

Yours sincerely

Your name

ILHAM TOHTI**LETTER TO THE PREMIER OF THE STATE COUNCIL OF THE
PEOPLE'S REPUBLIC OF CHINA**

Premier Li Keqiang
The State Council General Office
2 Fuyoujie, Xichengqu
Beijingshi 100017
People's Republic of China

Your address

(write the address of your
school or youth group here)

Your Excellency

- 1** Tell the Premier something to make this a personal letter:
 - You could say why you are shocked by Ilham's treatment, or tell him something about yourself.
- 2** Remind him about some of the rights which have not been respected for Ilham – for example Article 19 of the UDHR (Freedom of Expression), and say that Ilham has always used peaceful means to raise human rights issues.
 - You could say why you think Article 19 is important, and why Ilham's work has been important.
- 3** Tell the Premier that you want him to:
 - Make sure that Ilham Tohti is released immediately.
 - Make sure that Ilham Tohti is not tortured or ill-treated in detention [and that he has regular access to his family and lawyers].

Yours sincerely

Your name



JOHAN TETERISSA

LETTER TO THE PRESIDENT JOKO WIDODO

President Joko Widodo
C/o Presidential Staff Office (KSP)
Gedung Bina Graha
Jalan Veteran No. 16, Jakarta Pusat,
10110, Indonesia

Your address
(write the address of your
school or youth group here)

Your Excellency Joko Widodo

- 1** Tell the President something to make this a personal letter:
 - You could say why you are shocked by Johan's case, or tell him something about yourself.
- 2** Remind him about Article 19 (freedom of expression) and say why it is important to you. Or you could mention some of the other rights which have not been respected for Johan.
- 3** Tell the President that you want him to:
 - Release immediately and unconditionally Johan and the other protestors. Until their release, they should be immediately transferred to a prison closer to their families.

Yours sincerely

Your name

MÁXIMA ACUÑA**LETTER TO THE MINISTER OF INTERIOR CARLOS BAOMBRÍ**

Minister of Interior
 Carlos Baombrío
 Ministro del Interior
 Plaza 30 de Agosto s/n Urb. Corpac – San Isidro
 Lima, Perú

Your address

(write the address of your
 school or youth group here)

Dear Minister of Interior

- 1** Tell the Minister of Interior something to make this a personal letter:
 - You could say why you are shocked by Máxima’s case, or tell him something about yourself.
- 2** Remind him that the state’s role is to protect people’s human rights.
 - You could say why you think they have failed to do this, and mention Máxima’s concern that she will be evicted from her home.
- 3** Tell him that you want him to:
 - Act together with the police to protect Máxima Acuña and her family from violence and intimidation.
 - Urge the Attorney General to ensure that Máxima Acuña and her family are not evicted from their home.

Yours sincerely

Your name

INDIGENOUS PEOPLES IN THE PEACE RIVER VALLEY

LETTER TO THE PRIME MINISTER, JUSTIN TRUDEAU

Prime Minister of Canada
The Right Honourable Justin Trudeau
Office of the Prime Minister
80 Wellington Street
Ottawa, ON, Canada
K1A 0A2

Your address
(write the address of your
school or youth group here)

Dear Prime Minister

- 1** Tell the Prime Minister something to make this a personal letter:
 - You could say why you are shocked by the Peace River Valley case, or tell him something about yourself.
- 2** Remind him of the state's obligation to respect the rights of Indigenous People. You could tell him why you think they haven't done this.
- 3** Tell the Prime Minister that you want him to:
 - Make sure the permits approving the Site C dam are rescinded or suspended, at least until the legal issues have been resolved.
 - Make sure that Canada's obligation to respect Indigenous Peoples' rights to free, prior and informed consent is recognised legally.

Yours sincerely

Your name

SHAWKAN**LETTER TO THE PUBLIC PROSECUTOR NABIL SADEK**

Public Prosecutor Nabil Sadek,
Office of the Public Prosecutor
Madinat Al-Rihab
New Cairo
Egypt

Your address
(write the address of your
school or youth group here)

Dear Counsellor

- 1** Tell the Counsellor something to make this a personal letter:
 - You could mention what shocks you about the way Mahmoud Abu Zeid (Shawkan) has been treated, or tell him something about yourself.
- 2** You could remind him about Article 19 of the UDHR (the right to freedom of expression) and tell him why you think it is important.
- 3** Tell the Counsellor that you want him to:
 - Drop the charges against Shawkan immediately and unconditionally and ensure that he is released.
 - Ensure that Shawkan is protected from further torture and other ill-treatment.

Yours sincerely

Your name

ZEYNAB JALALIAN

LETTER TO THE HEAD OF THE JUDICIARY, AYATOLLAH SADEGH LARIJAN

Ayatollah Sadegh Larijani
Head of the Judiciary
C/o Permanent Mission of the Islamic Republic of Iran
to the United Nations
Chemin du Petit-Saconnex 28
1209 Geneva, Switzerland

Your address

(write the address of your
school or youth group here)

Your Excellency




- 1** Tell His Excellency something to make this a personal letter:
 - You could explain why you're shocked by Zeynab's treatment, or tell him something about yourself.
- 2** Remind him about the right to be free from torture (Article 5) and about the right to a fair trial (Article 10). Tell him that Zeynab has always worked to support other people in peaceful ways.
- 3** Tell the Ayatollah that you want him to:
 - Make sure that Zeynab Jalalian is released immediately and given compensation for the harm that has been done to her.
 - Make sure that Zeynab is given proper medical care for her eye problem, and ongoing access to adequate health care.

Yours sincerely

Your name




SUMMARY INFORMATION ON THE CASES






Name of individuals affected		END DISCRIMINATION AGAINST PEOPLE WITH ALBINISM
Country	Malawi	
Key rights	Non-discrimination (equality), freedom from inhuman and degrading treatment	
Lobbying letters		
Name of official target	President of the Republic of Malawi	
What are we asking him to do?	<ul style="list-style-type: none"> • Eliminate all forms of discrimination and violence against people with albinism and institute special protective measures against attacks, abductions and killings, including by providing visible policing in rural districts in an effort to prevent further attacks. • Investigate all attacks, abductions and killings of people with albinism and bring those responsible to justice. 	
Address for letters to the President	President of the Republic of Malawi His Excellency Professor Arthur Peter Mutharika Office of the President and Cabinet Private bag 301 Capital city Lilongwe 3 Malawi Fax: +265 1 789 273	
Online links	Facebook: https://www.facebook.com/APMutharika	
Appeal language	English	
Solidarity letters		
Address for solidarity letters	Association of People with Albinism in Malawi (APAM) c/o FEDOMA Private Bag 797 Limbe, Blantyre Malawi	
Preferred language	English	
Ideas for other actions		
<ol style="list-style-type: none"> 1. Organize guest talks about albinism: host events where guests can be invited to talk about albinism and people from local organizations or associations for people with albinism can also be invited. This would be an opportunity to raise the plight of people with albinism in Malawi both with the public and also with the media. Some of these events can be held at universities in an effort to add a youth voice to this campaign. Sections can also partner with Art4Amnesty to bring in musical guests with albinism like Salif Keita. 2. Hold Photo Exhibitions on people with albinism: host a photo exhibition of people with albinism at their events. Pictures are available for download on Amnesty International's images database and/or can be provided upon request. 		



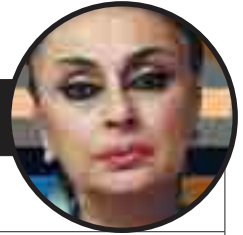





Name of individuals affected	BAYRAM MAMMADOV AND GIYAS IBRAHIMOV	
Country	Azerbaijan	
Key rights	Freedom of expression, freedom from inhuman and degrading treatment	
Lobbying letters 		
Name of official target	President Ilham Aliyev	
What are we asking him to do?	Ensure that Bayram Mammadov and Giyas Ibrahimov are released immediately and unconditionally and the false drug-related charges brought against them in connection with their activism are dropped.	
Address for letters to the President	President Ilham Aliyev Office of the President of Azerbaijan 19 Istiqlaliyyat Street Baku AZ1066, Azerbaijan Fax: +994 12 492 0625 Email: office@pa.gov.az	
Online links	Twitter: @presidentaz	
Appeal language	Azerbaijani, English, Russian or Turkish	
Solidarity letters 		
Address for solidarity letters	Bayram Mammadov / Giyas Ibrahimov Baku Investigation Isolator (Kurdakhany Detention Facility) Sabunchu District Zabrat 2 Settlement Az1104 Azerbaijan	
Preferred language	Azerbaijani, English, Russian or Turkish	
Ideas for other actions 		
<ol style="list-style-type: none"> 1. Public events and demonstrations outside of embassies, engage with university and school students. 2. Sections can organize events linking to the fact that Bayram and Giyas have been imprisoned for painting political graffiti, for example, inviting graffiti artists or encouraging activists to express their solidarity using graffiti. 3. Activists can organize public actions using “fake graffiti” on landmarks monuments, statues or buildings. They can do that by using projections or by spraying graffiti on transparent film and covering the monument with it. They can write messages such as “Aliyev: Free Giyas and Bayram”, “Giyas and Bayram: imprisoned and tortured for graffiti in Azerbaijan”, “Happy Slave Day, Azerbaijan!” (as a reference to the message Giyas and Bayram wrote). 		






Names of individuals affected	EDWARD SNOWDEN
Country	USA
Key rights	Whistle-blowers, surveillance, right to privacy, forced exile
Lobbying letters 	
Name of official target	President Barack Obama
What are we asking him to do?	Call on the President to use his power to pardon Edward Snowden in recognition of his actions taken in the public interest, to protect and defend human rights of US citizens and individuals worldwide.
Address for letters to President Obama	President Obama The White House 1600 Pennsylvania Avenue NW Washington DC 20500 USA Email: www.whitehouse.gov/submit-questions-and-comments
Online links	Tweet: @POTUS
Appeal languages	English
Solidarity letters 	
Address for solidarity letters	Edward Snowden c/o Individuals at Risk team Amnesty International 1 Easton Street London, WC1X ODW
Preferred language	English
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Murals, statues, public art, projections. This is about making it clear that Snowden is a #HeronotTraitor. 2. Gain the participation of prominent individuals. How many writers, Nobel prize winners, celebrities and prominent public persona can we get to stand behind Snowden? Remember, even if we do not achieve a pardon now, this is the single biggest chance we have to put a stamp on Snowden's legitimacy as a whistleblower acting according to his conscience and on behalf of human rights. The more notable individuals who publicly and visibly participate, the higher chances that Snowden will one day be able to leave Russia and return home. 3. Something about listing every single thing that has changed directly as a result of his actions. A giant list. Legislative reforms, court rulings, statements or actions taken by individuals and companies, security in tech. A giant list of all the ways that Snowden changed the world. 	








Names of individuals affected	EREN KESKIN
Country	Turkey
Key rights	Freedom of expression
Lobbying letters 	
Name of official target	Minister of Justice Bekir Bozdağ
What are we asking him to do?	Repeal laws that stifle people's right to freedom of expression. Eren must not be jailed for speaking out for justice.
Address for letters to the Minister of Justice	Minister of justice Bekir Bozdağ Ministry of Justice Adalet Bakanlığı 06659 Ankara Turkey Fax: +90 312 417 71 13 / +90 312 419 33 70 Email: ozelkalem@adalet.gov.tr
Online links	Twitter: @bybekirbozdag
Appeal language	Turkish and English
Solidarity letters 	
Address for solidarity letters	Eren Keskin c/o Turkey team Amnesty International International Secretariat 1 Easton Street London WC1X 0DW UK
Preferred language	Turkish and English
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Organize public events and demonstrations, including outside Turkish embassies and ideally attracting as much media attention as possible. 2. Use videoconferencing to ensure Eren's participation in meetings and events. 	






Names of individuals affected	FOMUSOH IVO FEH
Country	Cameroon
Key rights	Freedom of expression
Lobbying letters 	
Name of official target	President of the Republic of Cameroon, Paul Biya
What are we asking him to do?	Drop all charges against Fomusoh Ivo Feh and his friends and releases them.
Address for letters to the President	President of the Republic of Cameroon Paul Biya Presidency Unity Palace P.O. Box 95 Yaoundé, Cameroon Fax: +237222219376 Email: cellcom@prc.cm / contact@presidenceducameroun.com
Online links	Twitter: @PR_Paul_Biya Facebook: https://www.facebook.com/prc.cellcom/
Appeal language	English or French
Solidarity letters 	
Address for solidarity letters	Fomusoh Ivo Feh Délégation régionale de l'administration pénitentiaire Prison principale de Yaoundé s/c Prison centrale de Yaoundé B.P. 100 Yaoundé
Preferred language	English or French
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Supporters can organize human chains and form the campaign name Protect Our Rights (if possible in front of the Cameroonian embassy or any other symbolic place in your city) to show their solidarity. The supporters in the human chains can hold either a butterfly or a flower origami paper. The butterfly is the symbol of freedom for Ivo and his friends. The flower symbolizes our support to them. Thus, our support in their release. 2. Please do take photos of yourselves in the human chains and share online using the hashtag #FreeTheSMS3 and #ProtectOurRights tagging the President @PR_Paul_Biya on Twitter. You can also share your photos on the President's Facebook at https://www.facebook.com/prc.cellcom/ 	








Name of person affected	ILHAM TOHTI
Country	China
Key rights	Ethnic minority, freedom of religion, freedom of expression, freedom from inhuman and degrading treatment
Lobbying letters 	
Name of official target	Chinese Premier, Li Keqiang
What are we asking him to do?	<ul style="list-style-type: none"> • Release Ilham Tohti immediately and unconditionally • Ensure that Ilham Tohti is not tortured or ill-treated in detention
Address for letters to the Premier	Li Keqiang The State Council General Office 2 Fuyoujie, Xichengqu Beijingshi 100017 People's Republic of China
Appeal language	English
Solidarity letters 	
Address for solidarity letters	Ilham Tohti Xinjiang Uighur Autonomous Region No. 1 Prison No. 215 Hebei Donglu Urumqi, Xinjiang Uighur Autonomous Region People's Republic of China Postal code: 830013
Preferred language	English
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Vigils or demonstrations outside the Chinese embassy. 2. Ilham Tohti's daughter, who is studying in the US, is willing to take part in Amnesty International's campaign for her father. You could explore the possibility of involving her in any of their activities, for example, a speaking tour. Please contact ais-chinateam@amnesty.org for further assistance. 	

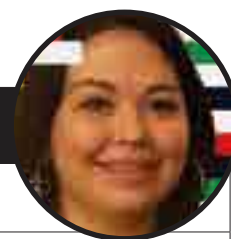





Name of person affected	JOHAN TETERISSA
Country	Indonesia
Key rights	Freedom of expression, right to fair trial
Lobbying letters 	
Name of official target	H.E Joko Widodo, President of the Republic of Indonesia
What are we asking him to do?	<ul style="list-style-type: none"> Tell him to immediately and unconditionally release Johan and the other protesters. Until his release, he should be immediately transferred to a prison closer to his family.
Address for letters to the President	President of the Republic of Indonesia H.E Joko Widodo c/o Presidential Staff Office (KSP) Gedung Bina Graha Jalan Veteran No. 16 Jakarta Pusat 10110 Indonesia Fax: +62 21 345 0009 Email: webmaster@ksp.go.id
Online links	Twitter: @jokowi
Appeal language	English
Solidarity letters 	
Address for solidarity letters	Johan Teterissa Lembaga Pemasyarakatan (Lapas) Klas I Batu Nusakambangan Tambakreja, Cilacap Selatan 53213, Cilacap Central Java Indonesia
Preferred language	English
Ideas for other actions 	
1. Show Johan that you stand with him. 31 December is Johan's birthday. Send him a special wish and show him he is not alone.	








Name of person affected	MÁXIMA ACUÑA
Country	Peru
Key rights	Environmental rights, right to land, economic, social and cultural rights
Lobbying letters 	
Name of official target	Minister of Interior Carlos Baombrío
What are we asking him to do?	<ul style="list-style-type: none"> • Protect Máxima Acuña and her family in a comprehensive and effective manner, and guarantee that they are not forcibly evicted and have freedom of movement and access to the land where they live. • Together with the police, respect, protect, and fulfill the human rights of Máxima Acuña and her family, and refrain from using violence against them, including harassment and intimidation. • Order a prompt, thorough and impartial investigation into the attacks and harassment against Máxima Acuña and her family, make the results public and bring those responsible to justice.
Address for letters to the Minister	Minister of Interior Carlos Baombrío Ministro del Interior Plaza 30 de Agosto s/n Urb. Corpac – San Isidro Lima, Perú Fax: +511 418 4030
Online links	Twitter: @CarlosBasombrio / @MininterPeru @MINJUS_PERU or @marperezello @Defensoria_Peru
Appeal language	English or Spanish
Solidarity letters 	
Address for solidarity letters	Máxima Acuña c/o Amnistía Internacional Perú Calle Manuel A. Fuentes N° 894 San Isidro, Lima 27, Perú
Preferred language	Spanish
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Activists are encouraged to carry out activities in the street to show solidarity with Máxima. Taking photos of these activities with placards showing solidarity messages and uploading the photos to sections' social media platforms will help spread awareness and support for her case. Activities can include: perform music concerts, theatrical activities, painting festivals, street actions, take selfies and / or photos with messages of support for Máxima, project images or videos of Máxima Acuña's struggle on large or important buildings or sites in your country, create murals in the street depicting Máxima Acuña's struggle for land, water and the environment. 2. Organize activists in front of Peruvian embassies in your country and take photos of them holding solidarity signs saying "Máxima is not alone" / "Máxima no está sola". 	






Names of individuals affected		INDIGENOUS PEOPLES IN THE PEACE RIVER VALLEY
Country	Canada	
Key rights	Indigenous rights, environmental rights, economic, social and cultural rights, corporate responsibility	
Lobbying letters		
Name of official target	Prime Minister of Canada	
What are we asking him to do?	<ul style="list-style-type: none"> • Rescind, or at least suspend all permits and approvals related to the construction of the Site C dam, pending resolution of the outstanding legal issues. • Uphold Indigenous Peoples' right of free, prior and informed consent in law and policy. • Work in collaboration with Indigenous Peoples in northeast British Columbia to implement a mutually agreed framework for protecting Indigenous Peoples' ongoing land use. 	
Address for letters to the Prime Minister	The Right Honourable Justin Trudeau Office of the Prime Minister 80 Wellington Street Ottawa, ON, Canada K1A 0A2 Fax: +1 (613) 941-6900 Email: pm@pm.gc.ca	
Online links	Twitter: @JustinTrudeau	
Appeal language	English or French	
Solidarity letters		
Address for solidarity letters	Solidarity messages and photos that are shared on Facebook, Twitter or Instagram with the hashtag #WithThePeaceRiver will automatically be added to solidarity site being developed by AI Canada at www.amnesty.ca/withthepeaceriver	
Preferred language	English, French or your own language	
Ideas for other actions		
<ol style="list-style-type: none"> 1. Organize big events, demonstrations outside embassies and other public activism activities. 2. We would like to be able to connect the people of the Peace River Valley with people from river valleys or similar areas in their own countries. For those living near rivers or other bodies of water, we encourage you to display or project solidarity messages on the water or organize other stunts near the water to show solidarity from one river valley to another. 3. The timing of the Write for Rights campaign provides an activism opportunity to show solidarity with the Indigenous Peoples of the Peace River Valley as the construction of the dam is set to become worse during the winter months in Canada (beginning November/December). We encourage sections to organize solidarity actions showing activists "standing on the land" with Indigenous Peoples during this time. This could be done through taking full-length photos of people with solidarity messages, or holding signs with their country or city name, then printing them in life-size and putting them up in open spaces of land or near river valleys in your own countries. 		





Name of person affected	SHAWKAN (MAHMOUD ABU ZEID)
Country	Egypt
Key rights	Right to freedom of expression, freedom from inhuman and degrading treatment
Lobbying letters 	
Name of official target	Public Prosecutor Nabil Sadek
What are we asking him to do?	Immediately and unconditionally release Shawkan and drop all charges against him.
Address for letters to the Public Prosecutor	Office of the Public Prosecutor Madinat Al-Rihab New Cairo, Egypt Salutation: Dear Counsellor
Appeal language	English or Arabic
Solidarity letters 	
Address for solidarity letters	FREE SHAWKAN Ahmed Abu Seif 211 E. Ohio St. Apt #2523, Chicago, IL 60611, United States
Online links	Solidarity social media messages can be addressed to: @ShawkanZeid and you can write comments on the Freedom of Shawkan Facebook page and send them messages: https://www.facebook.com/Freedomforshawkan/
Preferred language	English or Arabic
Ideas for other actions 	
<ol style="list-style-type: none"> 1. On 22 November, Shawkan is due to receive the International Press Freedom Award from the Committee to Protect Journalists in New York, so let's make 22 November a Free Shawkan Day. Change your social media profile to a picture of Shawkan including a solidarity message and call for his release. 2. Photographic exhibition. 3. Flash mobs and demonstrations, for example: https://www.facebook.com/ajplusenglish/videos/761145577360285 4. Getting other journalists engaged to reach out to press syndicates, issue statements demanding the release of Shawkan, sign open letters, etc. 	



Name of person affected	ZEYNAB JALALIAN
Country	Iran
Key rights	Right to health, freedom from inhuman and degrading treatment
Lobbying letters 	
Name of official target	Ayatollah Sadegh Larijani - Head of the Judiciary
What are we asking him to do?	<ul style="list-style-type: none"> • Implement the decision of the UN Working Group on Arbitrary Detention by releasing Zeynab Jalalian immediately and according her an enforceable right to compensation. • Provide Zeynab Jalalian with the specialized medical care she needs for her eye problem, and ensure that she has ongoing access to adequate health care.
Address for letters to the Ayatollah	<p>Ayatollah Sadegh Larijani - Head of the Judiciary C/o Permanent Mission of the Islamic Republic of Iran to the United Nations Chemin du Petit-Saconnex 28 1209 Geneva Switzerland Email: mission.iran@ties.itu.int iran@un.int / babaei77@yahoo.com</p>
Appeal language	English, Persian, Kurdish, or your own language
Solidarity letters 	
Address for solidarity letters	<p>Darioush Bakhshi - Head of Khoy Prison Khoy Prison, Salmas Road (across Rah va Tarabari) Khoy County, West Azerbaijan Province, Iran</p>
Preferred language	English, Persian, Kurdish, or your own language
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Demonstrations in front of Iranian embassies holding posters with pictures of Zeynab Jalalian and slogans. A stunt that sections can do to draw attention to the fact that Zeynab Jalalian will go blind if she continues to be denied medical care. Hold a demonstration with everyone wearing blindfolds or something to cover their eyes to symbolize her loss of sight. 2. Publicize all your actions on social media as much as possible with images and tag, on Twitter, Iranian officials (see Twitter handles above). Always use the #FreeZeynab hashtag on Twitter. 	





The Write for Rights 2016: A Human Rights Education Pack

contains five activities on human rights for young people, and refers to all cases from Amnesty International's Write for Rights Campaign 2016. It can be used as an introduction to human rights, to global solidarity, to campaigning and activism, and to the wider work of Amnesty International. The education pack provides a broad perspective on these issues and others and is useful in opening young people's minds to global concerns and involving them in actions which can have a real impact on people's lives.

amnesty.org/writeforrights

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