

**WRITE
FOR
RIGHTS**

**AMNESTY
INTERNATIONAL**



GUSTAVO GATICA, CHILE

**BLINDED BY
POLICE FOR
DEMANDING
DIGNITY AND
EQUALITY**

HUMAN RIGHTS INTRODUCTION

WRITE FOR RIGHTS

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

A major part of the Write for Rights campaign consists of a letter-writing marathon and involves millions of people around the globe. As a result of the international call to action, decision-makers are bombarded with letters. This year's cases cover people imprisoned for defending their rights and expressing their opinions, LGBTI activists targeted

for who they are, peaceful protestors beaten and shot at and environmental defenders harassed and intimidated or other human rights violations. They will receive messages of solidarity from thousands of people in far-off corners of the globe. Those suffering the violations and their families know that their cases are being brought to public attention. They know that they are not forgotten.

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

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

Read about the people we're fighting for:
www.amnesty.org/writeforrights

Contact the Amnesty team in your country:
www.amnesty.org/countries

Tweet your support to @Amnesty using the hashtag #W4R20

HUMAN RIGHTS EDUCATION

BEFORE YOU START

This **human rights education activity** can take place in a variety of settings, such as a school classroom, a community group, a family group, an activist group, online or offline. As a facilitator, you can adapt the activity to best suit the needs and context of the group you are working with. For example, you may want to consider what knowledge the group already has about the issues discussed, the size of your group and how to best organize the activity to allow for active participation, the physical setting of your activity and any limitations. When participants take action on a case, discuss with them whether it is safe for them to do so – why or why not?

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 because participants will:

- **develop** key competences and skills
- **have the opportunity** to form their own opinions, raise questions, and gain a deeper understanding of the issues presented.
- **take control** of their learning, and shapes discussions according to their interests, abilities and concerns.
- **have the space** required for them to engage emotionally and develop their own attitudes



Students and school teachers in Taiwan organized letter writing events with Amnesty International for the Write for Rights campaign 2019.
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If you are not familiar with participatory learning methods, look at Amnesty International's **Facilitation Manual** before you start. This can be found at www.amnesty.org/en/documents/ACT35/020/2011/en/

Amnesty International offers further human rights education courses on different human rights issues through **the Amnesty Academy**, including a short course about human rights defenders which introduces the **Write for Rights Campaign**:
<https://academy.amnesty.org/learn>

SUCCESS STORIES FROM THE 2019 CAMPAIGN

HOW YOUR WORDS HAVE CHANGED LIVES

JAIL SENTENCE REDUCED IN IRAN

In 2019, Yasaman Aryani was sentenced to 16 years in prison for handing out flowers to train passengers while unveiled. In February 2020, her sentence was substantially reduced, thanks in part to the more than 1.2 million messages written worldwide for her freedom. We won't stop until she's free.



"We are joining hands around the world to combat all the injustice."

Crystal Swain of Grassy Narrows



HEALTHCARE WIN FOR GRASSY NARROWS, CANADA

For decades, the Grassy Narrows Indigenous community have been suffering the effects of mercury poisoning in one of Canada's worst health crises. The youth of Grassy Narrows have been particularly affected, and have been at the forefront of the fight for a healthy future for their community. *After years of delay, a \$19.5 million (CDN) agreement to build a care facility was finally signed on 2 April 2020 – a victory for the people of Grassy Narrows.*

DEATH SENTENCE REVOKED IN SOUTH SUDAN

Magai Matiop Ngong was only 15 when he was sentenced to death. But thanks to the amazing support of people like you, his death sentence was cancelled in July 2020. People around the world took an incredible 765,000 actions, including letters and tweets, calling for Magai's life to be spared – and it worked.

**"Thank you so much.
I have no words.
You have no idea
how my heart is filled
with happiness."**

Magai Matiop Ngong



HUMAN RIGHTS INTRODUCTION

ABOUT HUMAN RIGHTS

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

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

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

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



Members of Amnesty International Togo joining in the Write for Rights campaign, 2019. Every year they mobilize people throughout the country to take part.

© Amnesty International Togo



HUMAN RIGHTS INTRODUCTION

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

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

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

HUMAN RIGHTS INTRODUCTION

UNIVERSAL DECLARATION OF HUMAN RIGHTS



CIVIL RIGHTS AND LIBERTIES

Right to life, freedom from torture and slavery, right to non-discrimination.

Article 1 Freedom and equality in dignity and rights

Article 2 Non-discrimination

Article 3 Right to life, liberty and security of person

Article 4 Freedom from slavery

Article 5 Freedom from torture



LEGAL RIGHTS

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

Article 6 All are protected by the law

Article 7 All are equal before the law

Article 8 A remedy when rights have been violated

Article 9 No unjust detention, imprisonment or exile

Article 10 Right to a fair trial

Article 11 Innocent until proven guilty

Article 14 Right to go to another country and ask for protection



SOCIAL RIGHTS

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

Article 12 Privacy and the right to home and family life

Article 13 Freedom to live and travel freely within state borders

Article 16 Right to marry and start a family

Article 24 Right to rest and leisure

Article 26 Right to education, including free primary education



ECONOMIC RIGHTS

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

Article 15 Right to a nationality

Article 17 Right to own property and possessions

Article 22 Right to social security

Article 23 Right to work for a fair wage and to join a trade union

Article 25 Right to a standard of living adequate for your health and well-being



POLITICAL RIGHTS

Right to participate in the government of the country, right to vote, right to peaceful assembly, freedoms of expression, belief and religion

Article 18 Freedom of belief (including religious belief)

Article 19 Freedom of expression and the right to spread information

Article 20 Freedom to join associations and meet with others in a peaceful way

Article 21 Right to take part in the government of your country



CULTURAL RIGHTS, SOLIDARITY RIGHTS

Right to participate in the cultural life of the community.

Article 27 Right to share in your community's cultural life

Article 28 Right to an international order where all these rights can be fully realized

Article 29 Responsibility to respect the rights of others

Article 30 No taking away any of these rights!

ACTIVITY

BLINDED BY POLICE FOR DEMANDING DIGNITY AND EQUALITY

FOLLOW COVID-19 MEASURES

Be sure to comply with public health advice in your area during the Covid-19 Pandemic and conduct your activity ensuring safety and any physical distance measures in place.

If you are doing the activity online:

- **Choose** a platform that provides participation and interaction while being secure.
- **Adapt** the activity to allow for relevant reflections and debriefing (in small groups)
- **Provide** technical support for participants to allow for good participation.

In light of Covid-19 and the various digital spaces in which schools and other groups now have to come together to continue their normal activities, Amnesty is developing additional material to support the delivery of these activities online. Check the **Write for Rights** webpage www.amnesty.org/writeforrights

KEY CONCEPTS

- Right to protest
- Police brutality
- Use of force
- Right to peaceful assembly

LEARNING OUTCOMES

- Participants analyse the misuse of police force in recent protests in Chile and the human rights violations involved
- Participants identify whether excessive force, or brutality, is used by the police as a tactic during protests and who should be held accountable for police actions
- Participants know about Amnesty International's Write for Rights campaign and prepare to take action in support of one of the cases

TIME NEEDED:

60 minutes

AGE: 14+

ABOUT THIS ACTIVITY

Students are inspired to take action for Gustavo Gatica after reflecting on their own activism and learning about what happened to Gustavo and the human rights violations that he has been subject to whilst protesting.

PREPARATION AND RESOURCES

- Copies of the background material on policing in protests (guidelines) page 10
- Copies of Gustavo's case card page 11
- Copies of the questions for group work in activity 2 and 3 on page 7
- OPTIONAL: Copies of the summary UDHR page 8
- OPTIONAL: Access to youtube to play Nano Stern's song <https://www.youtube.com/watch?v=xRcsUDbUKwo>

1 IMAGINING AND SHARING

 10 MINUTES

Welcome participants by asking them to close their eyes and think about their hobbies. Be clear that they should imagine this with their eyes closed.

Read the following paragraph aloud

What do you like to do in your free time? Do you like to play sports, play an instrument, read a book, watch movies? Visualize yourself engaging with your hobbies – what are you doing? Who are you with? Which body parts are you using? How are they moving? What do you see, how do you feel?

Continue by reading out the following:

You have your eyes closed now. What if you couldn't use your eyes anymore? Would you still be able to fully participate in your hobby? Would there be any obstacles? How do you feel now? What would you miss?

Ask them to keep their eyes closed, and tell them the following story:

If any participants of the group are visually impaired you can ask them to reflect on something that they would like to share about their own experience to help participants understand their reality.

“Gustavo, a 22-year-old psychology student from Chile, loves photography and playing music. He is learning how to play the guitar and the piano. Gustavo tragically lost his eyesight last year and can no longer practise his hobbies. He says about the incident: ‘I gave my eyes so that people would wake up’.”

Ask participants to open their eyes and tell them that they will come back to what Gustavo wanted the world to wake up to later. You can ask them to do a quick shake off to bring their attention back to the present moment, their surroundings and the session.

Ask participants together how they felt and what they discovered during the activity. Ask them what they would miss if they could no longer use their eyes, collecting responses from different participants.

2 CAUSES TO FIGHT FOR

10 MINUTES

Explain to participants that they will now be reflecting on something completely different: things in their life that they feel strongly about or have felt strongly about in the past.

Split them into pairs and ask them to think about and discuss the following:

- **What causes do you feel strongly about? Why?**
- **What have you done about them (this could be anything from learning or reading about it, speaking about it, taking an action for it or other things)?**
- **Have you ever demonstrated on the streets for any cause? Why/why not?**
- **Whose responsibility do you think it is to protect people’s safety when they are demonstrating?**

Bring participants back together to share some of the responses from the discussions they had with their partner, focusing mainly on the last two questions.

3 GUSTAVO’S STORY

20 MINUTES

Remind the participants of Gustavo, the person you mentioned earlier who lost his eyesight, and hand out his case card so they can read through it by themselves. Alternatively, you can read his story out loud.

Split participants into small groups and ask them to discuss the following questions:

- **What surprises you most about Gustavo’s story? How has his life changed as a result of attending the protest?**
- **Why were people on the street demonstrating?**
- **What is the role of police in demonstrations? What do you think happened to the police who fired shots?**
- **What is needed to break the cycle of police violence? Is it enough to suspend the police officers involved?**
- **What do you think should happen to the commanders in charge of the police on duty? Why?**

Bring participants back together and ask them to share some of the responses from their small group work. Focus on the questions about policing in protests.

Inform participants that some police who were on duty during the protests have been suspended or used as a scapegoat. Tell them that this has not changed the continued violence used during demonstrations, as internal police investigations have not focused on chain of command responsibility.

If you have time, you may want to share the 1 min video about Gustavo Gatica
<https://www.amnesty.org/en/w4r-videos/>

Hand out a copy of the international guidelines on policing protests on page 10. Give participants a chance to read through them -ask them to identify if the guidelines had been followed in the Chile protests or not. Ask participants which guidelines were not respected and how this is related to Gustavo's case.

4 DISCUSSION

🕒 10 MINUTES

Use the following questions to guide the discussion:

- Has Gustavo's right to peaceful assembly been respected?
- Do you know of other protests where tactical police violence has been used to stop people accessing their rights?
- What can be done to help Gustavo achieve justice?

Conclude by reading or handing out the statement made in November 2019 by Erika Guevara-Rosas, Americas director at Amnesty International.

"The intention of the Chilean security forces is clear: to injure demonstrators in order to discourage protest, even to the extent of using torture and sexual violence against protesters. (...) Guaranteeing justice and non-repetition of these incidents must involve sanctions against those superiors who, in the full knowledge of the crimes committed by officials under their command, have ordered or tolerated them day after day."

With this quote in mind, circle back to the earlier question and conclusions in activity 3 above, asking whether it is enough to suspend police officers if their superiors willingly condoned the violence and allowed for it to continue in this and in other protests.



Gustavo Gatica is a musician. Listen to Nano Stern's song dedicated to him at <https://open.spotify.com/track/0OQRpjoRZUBSN7q3VZ1znH> or Youtube at www.youtube.com/watch?v=xRcsUDbUKwo

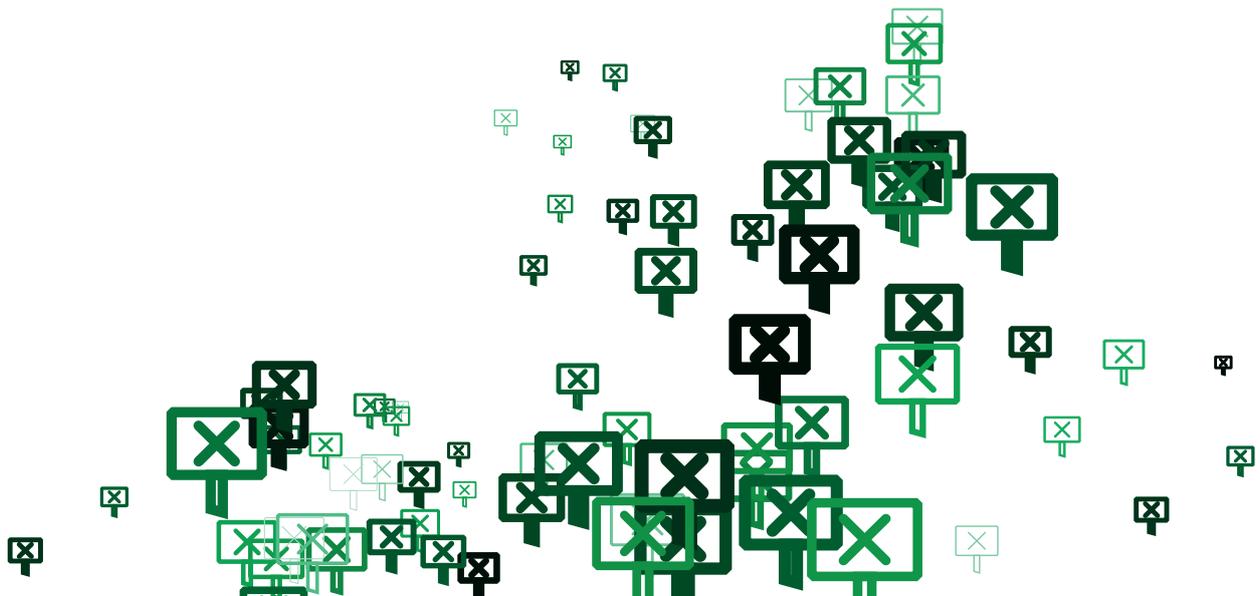
5. TAKE ACTION FOR GUSTAVO GATICA

🕒 10 MINUTES

Explain to participants that Amnesty International is calling on people around the world to take action on behalf of Gustavo. Gustavo has said "I gave my eyes so people would wake up". Explain that as the demonstrations in Chile continued last year, protesters wore eye patches and chanted his name at police, demanding justice.

To guarantee justice and non-repetition of such acts of violence, Amnesty is calling upon the Chilean government to investigate the commanders involved. Share some of the success stories from previous Write for Rights campaigns and explain that Amnesty is encouraging people to do the actions on page 9.

If there isn't enough time for participants to take action within the time allowed, encourage them to organize how to do so afterwards, or divide the actions among the groups. Encourage them to be creative.



WRITE A LETTER – SAVE A LIFE

- Encourage them to write to Chile’s National Prosecutor at the following address:

Jorge Abbott Charme

Fiscalía Nacional, Catedral 1421-1453

Santiago de Chile, Chile

Email: jabbott@minpublico.cl

(cc aseguel@minpublico.cl)

Twitter: Fiscalía de Chile: [@FiscaliadeChile](https://twitter.com/FiscaliadeChile)

Facebook: Fiscalía Nacional: <https://www.facebook.com/pages/Fiscal%C3%ADa%20Nacional/345649492241585/>

Instagram: [@fiscaliadechile](https://www.instagram.com/fiscaliadechile)

Salutation: Dear National Prosecutor, Jorge Abbott Charme

Or you can give them the following guidelines to write a more personal letter:

Tell the national prosecutor something to make this a personal letter:

- Tell him something about yourself
- Tell him what shocks you about the case
- Tell him to investigate the commanders involved in Gustavo’s shooting. They had a duty to avoid the misuse of dangerous shotguns and ammunition, but they failed to fulfil it.

Participants can use the template letters in the letter writing toolkit which you can download on the Write for Rights web page at <https://www.amnesty.org/writeforrights>.

SHOW SOLIDARITY

Encourage participants to send messages of hope and solidarity to Gustavo to tell him his loss is not in vain.

Be mindful that solidarity actions should be accessible for Gustavo who can no longer see. Participants could send him recordings of their messages of hope and solidarity.

For example, audio notes, songs, poems, embroidery or physical braille letters, including your name and where you are from saying the following:

- **“Mucha fuerza Gustavo. La lucha sigue y tu esfuerzo no ha sido en vano” (Stay strong, Gustavo. The fight goes on and your effort has not been in vain)**
- **“Gustavo! tu historia me ha inspirado y es un ejemplo de valentía en la defensa por el derecho a la protesta” (Gustavo! Your story has inspired me and is an example of courage in defending the right to protest)**

Send physical braille letters, or any physical show of solidarity to Chile’s Amnesty International Section:

Amnistía Internacional Chile
Calle Eliodoro Yañez 828, Comuna de Providencia
Santiago de Chile

And digital copies of the letters to Gustavo at justiciaparagustavo@amnistia.cl

For social media you can use the following Hashtags: #InvestiguenMandos #ChileDespertó

- **#ChileDespertó y el mundo fue testigo. Por #GustavoGatica y cientos más, ahora es el momento de que @FiscaliadeChile investigue a los mandos responsables. #InvestiguenMandos // Chile woke up and the world bore witness. Now is the time for @FiscaliadeChile to investigate commanders in charge. #ChileDespertó**
- **@FiscaliadeChile, commanders are responsible for allowing eye mutilation of #GustavoGatica and hundreds of others. #InvestiguenMandos**
- **@FiscaliadeChile investiguen a los mandos de @Carabdechile porque queremos un Chile con justicia y sin impunidad. #InvestiguenMandos**

THE USE OF FORCE AND HUMAN RIGHTS

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

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

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



POLICING PROTESTS

Governments have an obligation to ensure that everyone can enjoy the right to freedom of peaceful assembly, including through protests.

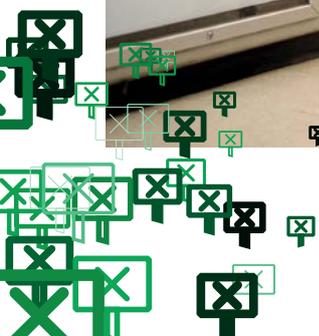
There are clear international guidelines for police conduct during protests:

It is the role of police to facilitate peaceful protests. If tensions arise, the police have a duty to de-escalate them

- If some protesters engage in violent actions, this does not turn the otherwise peaceful protest into a non-peaceful assembly. Police should ensure those who remain peaceful can continue protesting
- Acts of violence by a small minority do not justify indiscriminate use of force
- If use of force is unavoidable to secure the safety of others, police must use the minimum force necessary
- The decision to disperse a protest must be a last resort - when all other less restrictive means have proven to be unsuccessful
- Tear gas or water cannons to disperse a protest should only be used if people can leave the scene. They may only be used in response to widespread violence and where more targeted means have failed to contain the violence
- Firearms should NEVER be used to disperse a crowd.

Gustavo gets expert help learning to navigate his new life in Santiago after he was blinded in both eyes by rubber bullets in 2019 in Chile.

© Edgard Garrido



GUSTAVO GATICA, CHILE

When in 2019 protests broke out across Chile over rising prices and inequality, Gustavo Gatica was studying psychology in the capital, Santiago. Like millions of others, he also took the streets. Demonstrations lasted for months, capturing imaginations around the world. This was people power in action and it was awe-inspiring. The authorities, however, took a different view.

At one fateful protest in November, police loaded their shotguns with rubber and metal ammunition and fired into the gathered crowds. It was no different from other protests where hundreds were hurt and dozens suffered eye injuries almost every day. Those in charge didn't stop the police officers. Instead, they allowed the violence to continue.

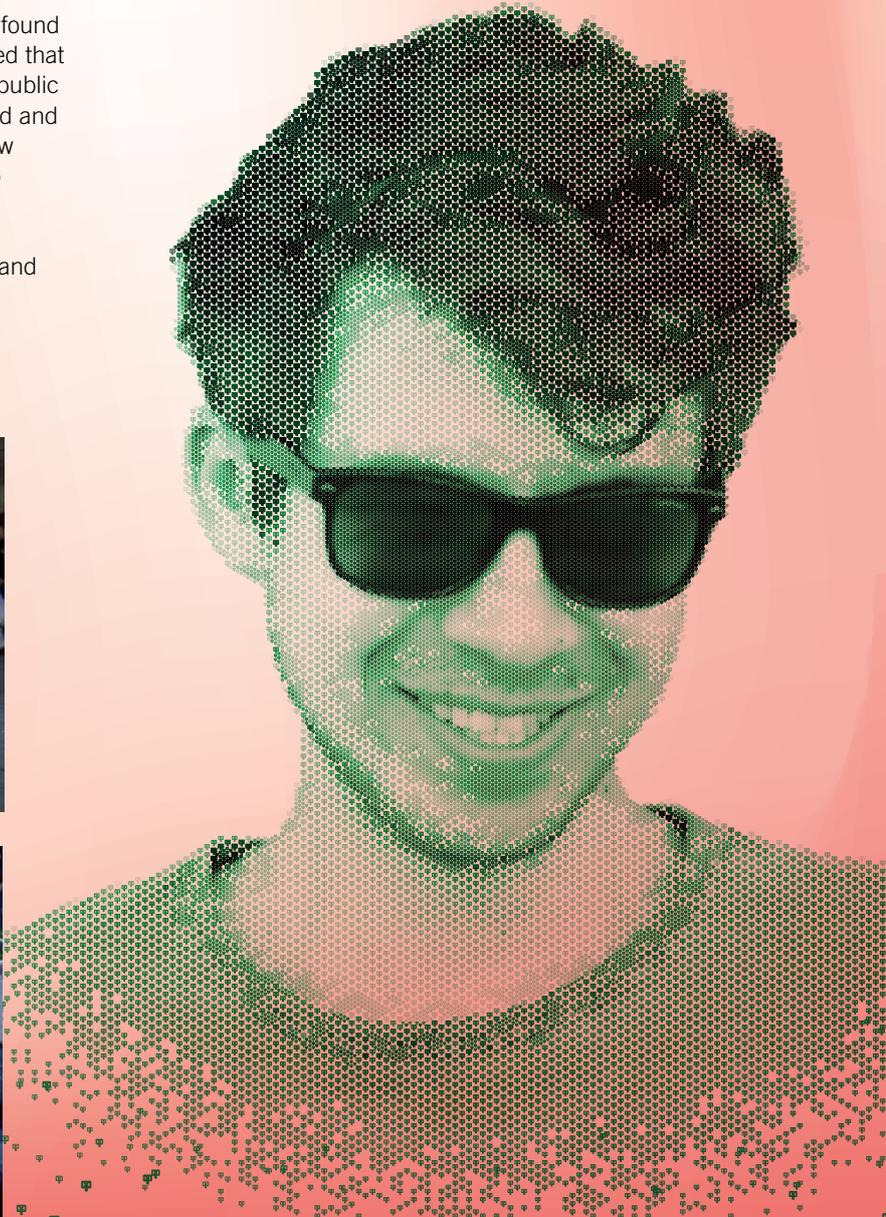
Gustavo was among the crowds that November. He was shot in both eyes and permanently blinded. The attack made global headlines.

An initial internal police investigation following the shooting found that no one could be held responsible, and it even suggested that demonstrators themselves injured Gustavo. However, after public criticism about this outcome, the investigation was reopened and is currently pending. The National Prosecutor's Office is now investigating. Still, those who allowed the attack on Gustavo remain unpunished.

As demonstrations continued, protesters wore eye patches and chanted his name at police. They want justice, truth and reparation. So do we.

"I gave my eyes so people would wake up and see"

Gustavo Gatica



ABOUT AMNESTY INTERNATIONAL

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

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

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

AMNESTY INTERNATIONAL INTERNATIONAL SECRETARIAT

www.amnesty.org

Peter Benenson House
1 Easton Street
London WC1X 0DW
United Kingdom

e: contactus@amnesty.org
t: +44-20-74135500
f: +44-20-79561157

December 2020
Index: POL 32/2887/2020 English

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Cover photograph: © Private
Script development: © David Hunter

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