

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 human rights abuses happen. We lobby governments, and 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 – we work to end the death penalty, to protect sexual and reproductive rights, to combat discrimination and to defend refugees and migrants' rights. We bring torturers to justice. Change oppressive laws. And free people jailed simply for voicing their opinion. We speak out for anyone and everyone whose freedom and dignity are under threat.

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All photos used throughout this education pack are taken during Amnesty International events, workshops, campaigns and activities.

[amnesty.org](https://www.amnesty.org)

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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.

The activities can be run at any time, but will be most effective either before or during the time of Amnesty International's 'Write for Rights' campaign, which this year runs from 4 to 17 December. By working on these cases and taking part in the campaign, young people will know 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.

**WRITE A LETTER
CHANGE A LIFE**

© Gizegorz Żukowski for Amnesty International



Activists writing letters at the 'main stage' Write for Rights event in Warsaw, Poland 2014

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, and people facing the death penalty or other human rights violations receive messages of solidarity from thousands of unknown 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 42.

In 2015, 12 cases are featured in the campaign, from 12 different countries. Eight of the cases appear in this publication. Each one involves an individual or group of individuals facing harsh treatment at the hands of the government.

* * *

We hope that this education pack will enable you to educate young people about human rights across the globe, and encourage them to join with hundreds of thousands of others who will be fighting for the human rights of Albert, Zunar, Yecenia, Fred, Yves, Costas, Waleed, Maria, Teodora, Phyo, Phyo, Muhammed, Saman, Rania and her children.

You can make a difference.

IN THE
2014 WRITE FOR
RIGHTS CAMPAIGN,
OVER 3 MILLION ACTIONS
WERE TAKEN BY HUNDREDS OF
THOUSANDS OF PEOPLE IN OVER
200 COUNTRIES AND TERRITORIES
AROUND THE WORLD AND
ALMOST 80% OF THE ACTIONS
WERE TAKEN BY YOUNG
PEOPLE!

"I cannot describe my feeling, to wake up one day and find that the whole world is talking about Raif's case."

Raif Badawi's wife. Raif was one of the people featured in the 2014 Write for Rights campaign.



© Amnesty International / Photo: Eliza Goroya

Paraskevi Kokoni, a victim of racist attacks, receives letters and gifts from Amnesty International supporters following Write for Rights 2014, Greece 2015

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.

© Amnesty International Nepal



Campaigning workshop for youth members and activists of Amnesty International Nepal, Pokhara, Nepal 2015

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 by 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, of course, 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 eight of the 12 cases selected by Amnesty International for this year's campaign. Most of the cases take just one individual currently experiencing violations of their rights at the hands of the state.

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

ACTIVITY 2 /

involves writing a letter to a public official. It takes the case of Albert Woodfox, a man who has been held in solitary confinement in the USA for 40 years.

ACTIVITY 3 /

involves writing a letter of solidarity to Yecenia Armenta, a woman who has been brutally tortured and unfairly imprisoned by the Mexican authorities.

ACTIVITY 4 /

looks at the case of a cartoonist from Malaysia, Zulkiflee Anwar Ulhaque (known as 'Zunar'). This is a creative activity using visual images.

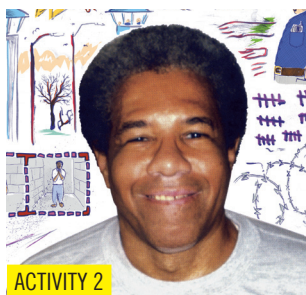
ACTIVITY 5 /

involves participants in planning an awareness-raising campaign. It takes the case of Waleed Abu al-Khair, a human rights lawyer from Saudi Arabia.

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 43). These will be useful if participants are doubtful that their letters can make a difference!
- + A small selection of successes from previous campaigns (page 42). These too will be useful in illustrating the importance and potential impact of participants' involvement.
- + Templates for writing letters to public officials (pages 45-52), 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 (pages 53-60).



ACTIVITY 2



ACTIVITY 3



ACTIVITY 4



ACTIVITY 5

© Nick Chaffe for Amnesty International
(L-R, top-bottom) Albert Woodfox, USA 2015. Yecenia Armenta, Mexico 2015. Zunar, Malaysia 2015. Waleed Abu Al-Khair, Saudi Arabia 2015

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.

In particular, 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 <https://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 young people 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.

- + Take part in Amnesty International's massive open online course on freedom of expression which runs from 17 November to 8 December <https://www.edx.org/course/human-rights-right-freedom-expression-amnesty-internationalx-rights1x>

This is an opportunity to explore the cases further – including those not included within this publication.

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



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(L-R, top-bottom) Saman Naseem, Iran 2015. Girl Victims of Forced Marriage, Burkina Faso 2015. Teodora del Carmen Vásquez, El Salvador 2015. Muhammad Bekzhanov, Uzbekistan 2015. Costas, Greece 2015. Phyoe Phyoe Aung, Myanmar 2015. Rania & Her Family, Syria 2015. Fred & Yves, DRC 2015

ACTIVITY 01:

PEOPLE AT RISK

KEY CONCEPTS

Human rights defenders
• UDHR • solidarity and activism • torture • freedom of expression • sexual and reproductive rights

Human rights education workshop in Oslo, Norway 2013

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.

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 Universal Declaration of Human Rights (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 10-17. 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 Albert Woodfox, Yecenia Armenta, Zunar and Waleed Abu al-Khair as these are addressed separately in later activities.
- + Copies of the template letters on pages 45-52
- + **Optional:** copies of the (simplified) UDHR on page 18

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 10-17.
- 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 19 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 <https://www.youtube.com/watch?v=Pby1KngOhBY> or provide some background information from page 18.

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 45-52.

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.

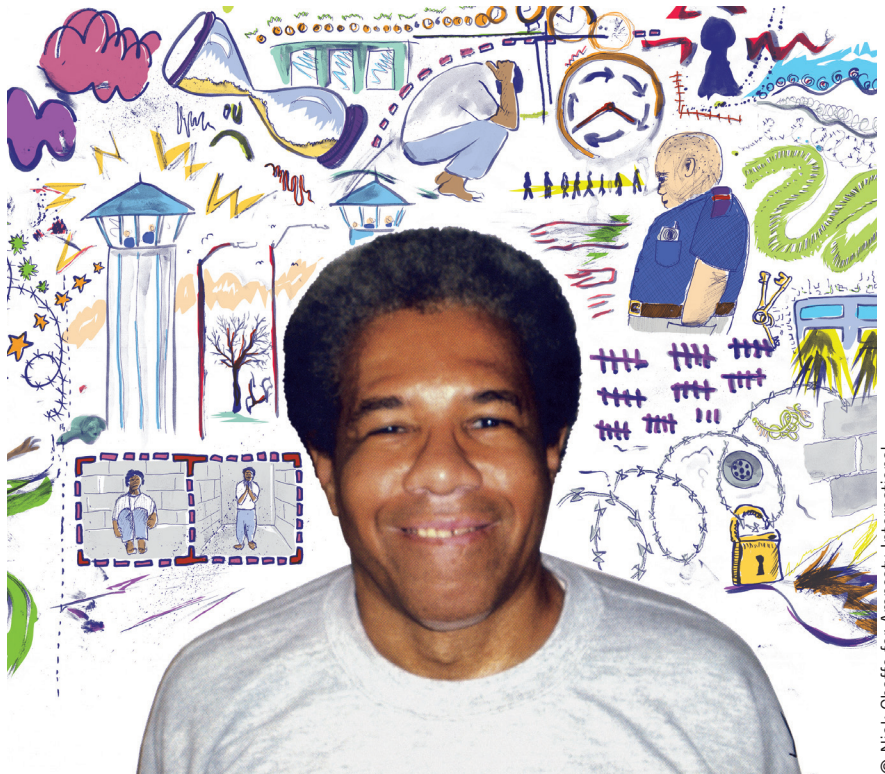
FOLLOW-UP ACTIVITIES

Refer to the tables starting on page 53. 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 36 to explore possibilities for local campaigns in support of Waleed Abu al-Khair (this activity could also be adapted for other cases).

BACKGROUND RESOURCES: PEOPLE AT RISK

ALBERT



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Think of a room so small that if you lie down, your head and legs would almost touch the walls – whichever way you lie. Imagine spending the next 40 years in such a room: unable to move around or see the outside world, no-one to talk to, no-one to laugh or share your thoughts with.

This is Albert's reality. Day in, day out; night in, night out.

Albert was convicted over 40 years ago for the murder of a prison guard, while in prison for robbery. There is no physical evidence linking him to the murder, and he says he did not do it. He says he was set up because he

belonged to a group fighting for black rights. The courts agree with him: three times his conviction for murder has been overturned. But he has still not been released.

For more than 40 years in total, Albert has been cut off from other human beings, confined to his tiny cell with very few personal possessions. For about three hours every week, he is taken to an outside cage and allowed to exercise by himself.

Independent experts have called it torture: human beings cannot be cut off from the world and kept in isolation.

“I do not have the words to convey the years of mental, emotional and physical torture I have endured. I am not sure what damage has been done to me, but I do know that the feeling of pain allows me to know that I am alive.”

Albert Woodfox

01:
BACKGROUND
RESOURCES



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Costas and his partner were badly beaten by thugs in a homophobic and racist attack in central Athens in August 2014. Costas' leg was broken in three places after he was repeatedly punched and kicked.

No suspects were ever identified, let alone punished.

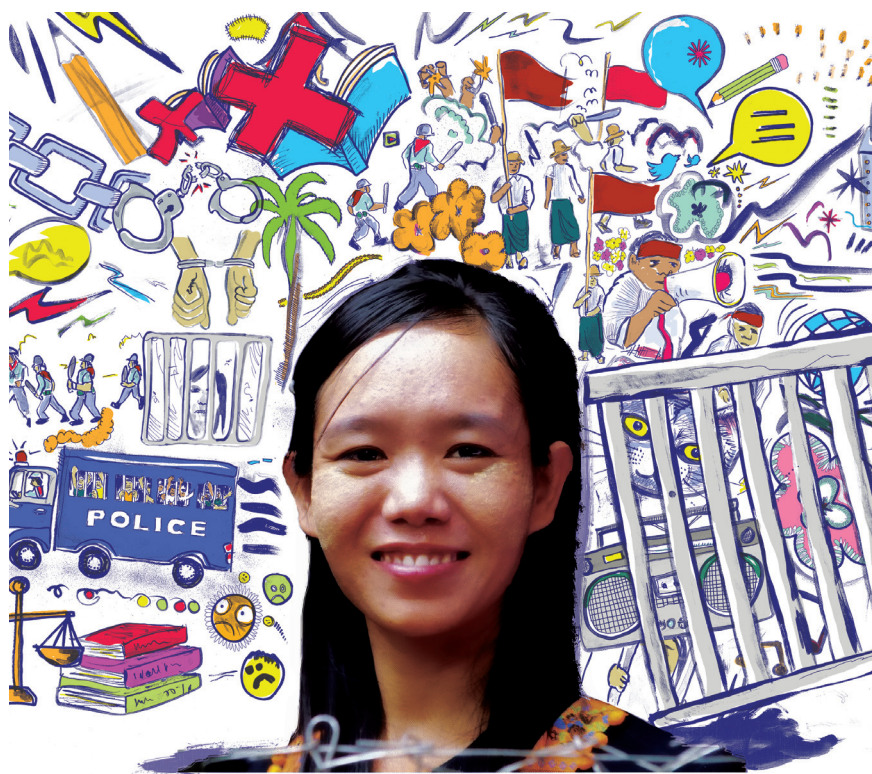
Costas' partner is a refugee. Costas is sure that they were attacked because his attackers "could tell we are a couple... and because of my partner's skin colour".

Reported attacks against gay, lesbian, bisexual, transgender or intersex (LGBTI) people in Greece have more than doubled over the past year. Police and the government have done little to discourage this climate of racial and homophobic violence and Greek law doesn't recognize same-sex relationships. Both Costas and his partner live in constant fear for their safety and in March 2015, Costas' partner was attacked again.

"When the police arrived, I was treated as if I'm contagious."

Costas

01:
BACKGROUND
RESOURCES



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Phyo Phyo Aung is a young activist and Secretary General of one of the largest student unions in Myanmar. In March 2015, she helped to organize a large protest against the new Education Law, which students say restricts what they can learn. Many students and other supporters joined the protest, but it was broken up by the police and they arrested many people, including Phyo Phyo. She and some of the other protestors were beaten on the head with police batons and threatened with sexual abuse.

Since March, Phyo Phyo has been held in jail. She and other students who were arrested at the protest have reported injuries or illnesses for which they have not received adequate medical treatment. They also claim they have had difficulties communicating with their lawyers.

Phyo Phyo has been charged with a range of criminal offences and she may face more than nine years' imprisonment.

“We want autonomous universities, we want freedom of education.”

Phyo Phyo Aung

WALEED



Waleed is a young lawyer. He specializes in defending people whose human rights have been violated and he has set up his own organization to document human rights abuses in his country.

Since 2011, Waleed has been actively harassed by the Saudi Arabian authorities. His actions are constantly monitored, he has been banned from travelling abroad, and he has been arrested and questioned numerous times.

Now he is sitting in jail, serving a 15-year sentence. The court found



© Nick Chaffe for Amnesty International

him guilty of 'disobeying the ruler', 'insulting' the court, and setting up an illegal organization. They tried him under a strict new counter-terror law.

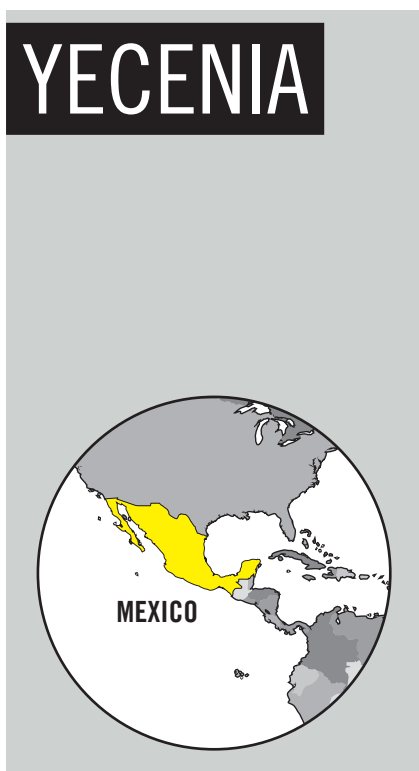
Waleed has been put in solitary confinement and deprived of sleep through constant exposure to very bright light. He says he has been beaten, and has not had proper access to the medication he needs for his diabetes.

He has a baby daughter who was born while he was in prison.

"I do not know when I will be released, but I hope that I will not be a broken man."

Waleed Abu al-Khair

01:
BACKGROUND
RESOURCES



Yecenia is 39 years old. She has two teenage children. For three years, she has been in prison.

When Yecenia was arrested in 2012, the police wanted her to admit she had killed her husband. So they tortured her brutally. They tied her up, hung her upside down, beat her and raped her, but she still would not sign the 'confession' that they had prepared. After 15 hours of torture, they threatened to rape and kill her children. The threat was too great for Yecenia, so she signed the piece

of paper they gave her, without even reading it. She was blindfolded when she signed the statement.

“Not one person has been punished. Except me.”

Yecenia Armenta

Doctors from the Prosecutor's office have since examined Yecenia. They saw her injuries, but did not include this in their report. She was later examined by independent medical experts on two separate occasions. Both times they concluded that she had been tortured. Yecenia is still in prison and the people who tortured her are still free.

FRED AND YVES



© Nick Chaffe for Amnesty International

Fred and Yves wanted to set up an organization for young people to prepare them for the upcoming elections in the DRC. They noticed that many young people were marginalized by politics, uninterested; they noticed the problems affecting young people, which politicians should have been addressing. They wanted to involve young people and engage them.

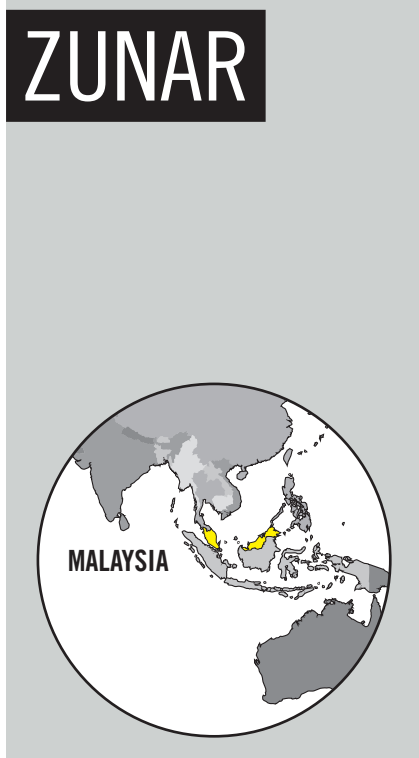
Their organization was called 'Filimbi', which means 'whistle' in Swahili. In March 2015, it was to be launched at a press conference.

The idea did not please the authorities. The event was stormed by the Congolese intelligence services and about 30 people were arrested, including Fred and Yves.

Some of the people were later released, but Fred and Yves were taken to a secret location and held for two weeks, and were not allowed to contact their lawyers or their family. They have now been charged with forming a criminal gang and attempting to overthrow the government. All they wanted to do was start a discussion and bring young people in.

If the two young men are convicted, they may face the death penalty. Their lawyers say that there is no criminal evidence against them.

01:
BACKGROUND
RESOURCES



© Nick Chaffe for Amnesty International

Zunar draws pictures. He draws political leaders, judges and others in power – and he likes to make fun of them. Often he tweets his pictures, or tweets comments about unfair decisions or corruption in the Government.

Zunar is not loved by the authorities. He has been charged more times than anyone else under a law called the 'Sedition Act', which is meant to protect national security. Yet all he does is draw cartoons and tweet about his political beliefs.

Zunar wants to make people laugh and he wants to draw attention to the

way the Government is behaving. His books of cartoons have been banned, his house has been raided, and it is increasingly hard for him to sell his work: copies of magazines which publish Zunar's cartoons have been confiscated and his publishers have been threatened.

In February 2015, Zunar tweeted about the opposition leader in Malaysia, who had been imprisoned on politically motivated charges. Now he faces the possibility of going to gaol for a long time.

“If you can't beat them, laugh at them!”

Zunar
(full name: Zulkiflee Anwar Ulhaque)

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.










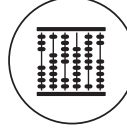


The UDHR itself is, as its name states, a declaration. It is a declaration of intent by every government around the world that they will abide by certain basic standards in the treatment of individual human beings. Since its adoption, numerous other binding laws and agreements have been drawn up on the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

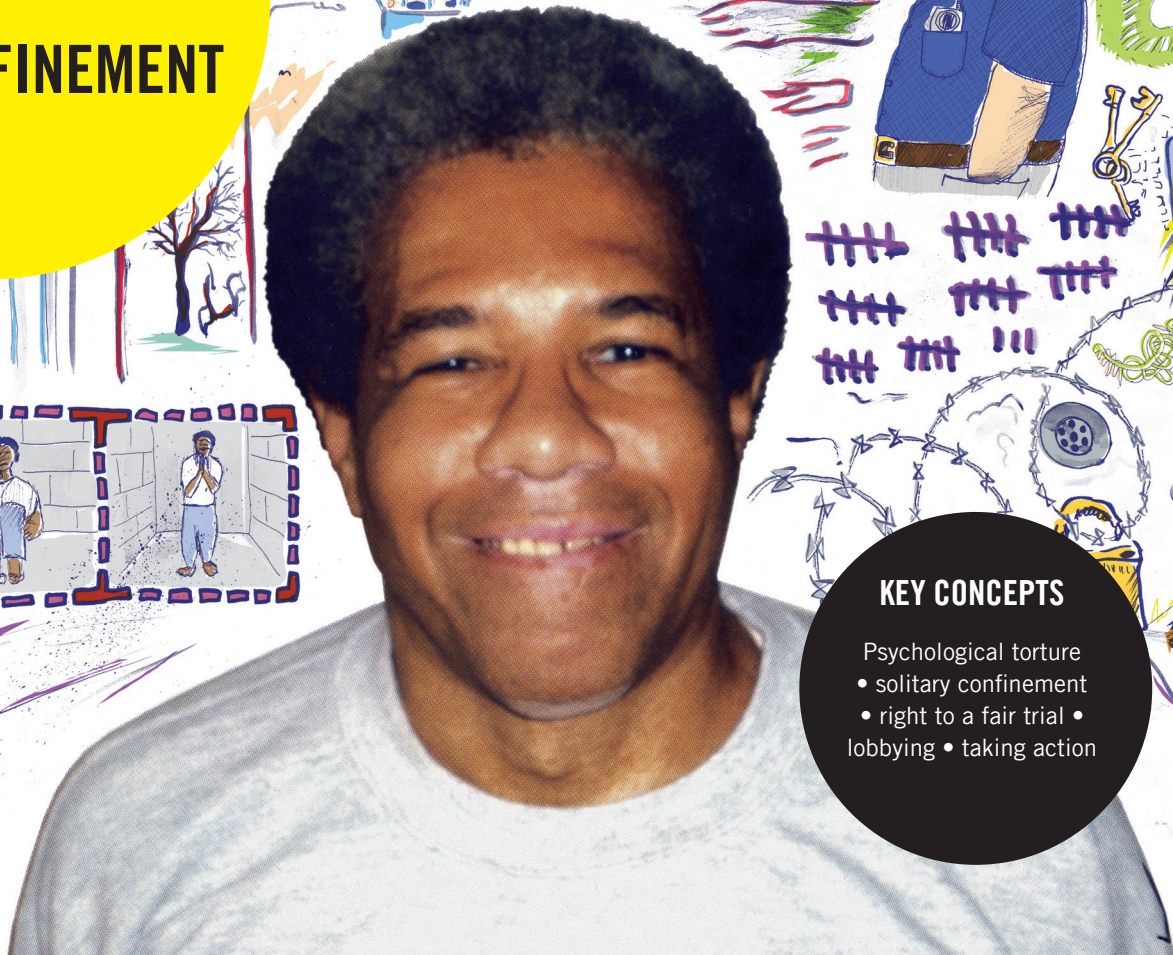
UNOFFICIAL SUMMARY OF ARTICLES IN THE UDHR

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 marry and start a family
15.	Right to go to another country and ask for protection
16.	Right to a nationality
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.

ACTIVITY 02:

SOLITARY CONFINEMENT



KEY CONCEPTS

- Psychological torture
- solitary confinement
- right to a fair trial •
- lobbying • taking action

ABOUT THIS SESSION:

Participants explore what they understand by torture and use the case of Albert Woodfox to compose a personal letter to the Attorney General of Louisiana, USA.

TIME NEEDED:

60 – 90 minutes

OBJECTIVES:

- ✓ To explore the concept of torture and empower students to take action
- ✓ To consider the impact of intense mental deprivation and suffering
- ✓ To practise writing formal letters to public officials

PREPARATION AND RESOURCES:

- + Copies of the flowchart on page 26 'Is it torture?'
- + Copies of the case studies on page 23
- + Information about Albert Woodfox (page 10)

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



02:
SOLITARY
CONFINEMENT

TASK 1:

UNDERSTANDING TORTURE

- 1 Ask participants what they understand by torture. Can they define it? Is any bad treatment torture?
- 2 Show them the definition below from the United Nations Convention against Torture (UNCAT):

“...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)

- 3 Remind them that this is a legal definition, so it is complicated. Show them the flowchart on page 26 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:

SOLITARY
CONFINEMENT

TASK 2:

INTRODUCING THE CASES

- 4 Ask participants to discuss the four case studies on page 23 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.

- 5 After about 15 minutes, bring the groups back together and discuss their responses. Use the information on page 24 to support the discussion. Discuss the case of Albert last.
- 6 Provide more details about Albert Woodfox (see page 10). Explain that he is one of the people Amnesty International has included within its Write for Rights campaign. Amnesty is calling on people around the globe to send letters of support to Albert, and to lobby the Attorney General of the State of Louisiana, where Albert is being held.
- 7 **Optional:** You could ask participants to imagine what it might be like to be held in isolation for such a long period of time. Ask them to reflect on how they spend their time on a daily basis – and how much of this they would be unable to carry out if they were locked in a small cell, unable to talk or interact with other people.
- 8 Draw up a list of things participants would like to say to the Attorney General. Tell them that Amnesty is asking for people to call on him to release Albert immediately.

- 9 Draw up another list of things to bear in mind when writing letters to officials. You could make a list of 'Dos' and 'Don't-s'. See page 44 for some tips on writing letters to officials. Add these suggestions to participants' list, if necessary.
- 10 Hand out pieces of paper and invite participants to write their own letter to the Attorney General. 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 Albert's case. They could build a small cell out of cardboard and display it in the school or local community. People could be invited to sit inside and see what it would be like to live in such a small space. If possible, such a demonstration could be held in front of the US Embassy in your country.
- 2 Participants could write to their parliamentary representatives and ask what they are doing to lobby the US 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 Albert or to the Attorney General.

02:
BACKGROUND
RESOURCES

BACKGROUND RESOURCES: SOLITARY CONFINEMENT

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 violently 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 very brutally 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.

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 in Amnesty'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'.

- Point out that Albert is not claiming to have been physically abused, but he has been 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.
- Remind participants that torture only covers the very worst forms of treatment: people can even suffer physical abuse without this necessarily amounting to torture. So when something does count as torture, we know that the suffering must be very severe indeed. The fact that independent experts have called Albert's treatment torture tells us how much he must be suffering.

02:
BACKGROUND
RESOURCES

“I’m not sure what the New Year means to you, for me, it’s the realization that another year of mental and emotional torture has started! I constantly ask myself, is this the year of justice and freedom? Or just another year of the same? Is this the year that I lose my battle against constant attacks of claustrophobia, mental and emotional pain and suffering? Is this the year that I run out of creative ways that allow me to ignore time and space, and the weight of the world crushes me, instead of making me stronger?”

Albert Woodfox

“This is a sad case... Keeping Albert Woodfox in solitary confinement for more than four decades clearly amounts to torture and it should be lifted immediately. I am deeply concerned about his physical and mental condition.”

*Juan Méndez,
UN Special Rapporteur on Torture*

! REMIND PARTICIPANTS THAT TORTURE IS NEVER PERMITTED: THE PROHIBITION IS ABSOLUTE.

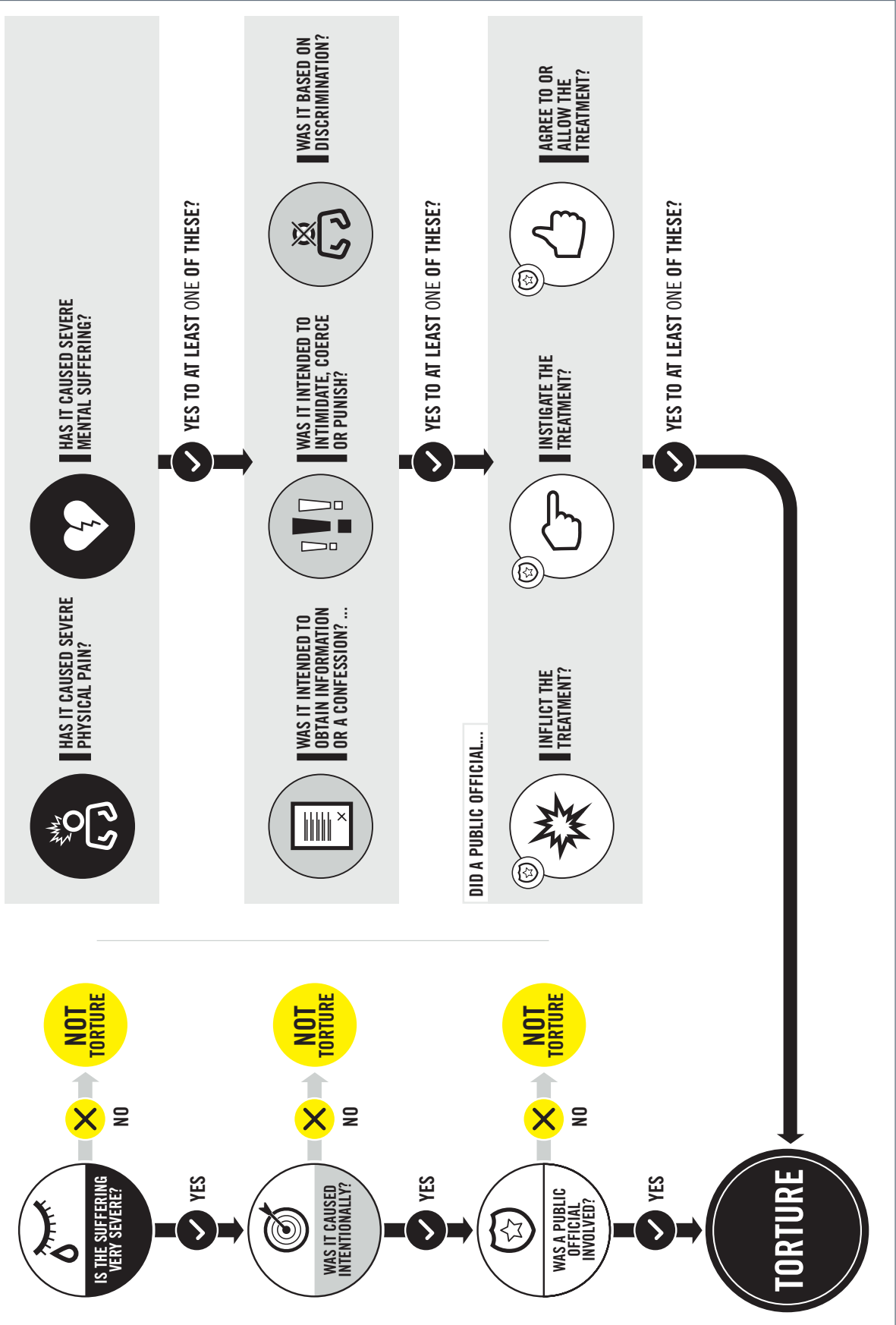


© Amnesty International (photo: Janus Engel)

Denmark’s biggest postcard to the king of Morocco organized by Amnesty International Denmark, its activists and youth groups as part of the Stop Torture campaign, Denmark 2015.

02
BACKGROUND
RESOURCES

IS IT TORTURE?



ACTIVITY 03:

SOLIDARITY LETTERS



KEY CONCEPTS

- Torture • justice
- right to a fair trial • impunity • solidarity

ABOUT THIS SESSION:

This is a letter-writing activity. Participants read a letter from a woman who has been imprisoned and tortured and compose their own letters of solidarity.

TIME NEEDED:

45 – 60 minutes

OBJECTIVES:

- ✓ To promote empathy and solidarity

- ✓ 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 letter from Yecenia Armenta on page 30. Make individual copies for each participant and if possible, place them in individual envelopes (or fold them) and write the names of participants on the outside.

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

OPTIONAL:

- + Equipment for showing the video at <https://www.youtube.com/watch?v=YzyPsnK6NV0>
- + Internet access to show participants the Facebook page for Yecenia at <https://www.facebook.com/groups/SolidaridadConYecenia/>
- + Quotes on the impact of letters from Amnesty supporters (page 43)

03:

SOLIDARITY
LETTERS

TASK 1:

A LETTER FROM MEXICO

- 1 Hand out the letters to participants. Tell them that they are from a real person.
- 2 Ask them to take 10 minutes to read the 'personal' letter and reflect on the contents. They should think about and make notes on:
 - How it makes them feel
 - What shocks them most about Yecenia's story
 - What touches them

Tell them that they will not have to share these notes unless they want to.

- 3 Spend about 20 minutes discussing participants' reactions in the whole group.
 - Try to address any strong emotions participants may feel having read the letter.
 - You could ask them to identify which human rights have been violated for Yecenia.
 - Read out or show them Article 5 of the UDHR and 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

- Remind them that there is no evidence against Yecenia, apart from the confession she signed after her children were threatened.

- 4 Explain that Yecenia is one of the people Amnesty International has identified for its campaign Write for Rights. Provide more detail on the campaign if this is the first activity (see page 2). 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

- 5 **Optional:** Before beginning the creative writing, you could provide further information for participants:

- Show them some of the quotes on page 43 from people who have received letters under the Write for Rights campaign. This will show them the impact their own letters are likely to have.
- If appropriate, show them the video of Yecenia at: <https://www.youtube.com/watch?v=YzyPsnK6NVo>.

03: SOLIDARITY LETTERS

TASK 2:

CREATIVE WRITING

- 6 Ask participants to write to Yecenia. Tell them the letters need not be long: the aim is for Yecenia to feel that many people around the globe are thinking about her and working for her freedom.
- 7 If people want to share their letters before sending them, give them the opportunity to do so. The address for letters is given on page 59.

FOLLOW-UP ACTIVITIES

- 1 Participants could make a simple piece of jewellery and send it to Yecenia with a solidarity message. Yecenia has been learning to make jewellery herself while in prison.
- 2 They could create their own Christmas card for Yecenia. She is a devout Christian (but not Catholic).
- 3 They could post messages about Yecenia on social media or sign the online petition at www.amnesty.org/writeforrights. There is also a Facebook page where participants can join with others in sending messages: <https://www.facebook.com/groups/SolidaridadConYecenia/>

© Amnesty International / Photo: Eliza Goroyva



Paraskevi Kokoni, a victim of racist attacks, receives letters and gifts from Amnesty International supporters following Write for Rights 2014, Greece 2015



Secondary school students posting their letters to support cases of injustice worldwide caused by violations of sexual and reproductive rights. Write them free day, Borgloon, Belgium 2014.

© Amnesty International

BACKGROUND RESOURCES: SOLIDARITY LETTERS

A letter from Mexico

I'm writing to you from a prison cell in northern Mexico. The heat is intense: in these summer months it gets to 40 degrees and rising, and inside these cells, we are all sweating.

Three years: I've seen summers come and fade, people arrive at and then leave this place, and all the time my children are growing up, outside these walls. Three years of change and movement: but still I remain here. At times I must admit I've felt very tired, and defeated.

Before all this happened, I used to feel useful in society, and I loved looking after others. But then, I was tortured by Mexican police. They tortured me physically, psychologically and sexually. Then they charged me with a crime I never committed. Those same authorities are now standing in the way of my release; they are denying me justice. They need to know that the world is now watching. And for that, I need your help: without it they will forget about me. I think many people will identify with my story. Amnesty has visited me recently, and told me about others - like Claudia Medina - whose experiences are similar to mine, and who've been released thanks to the solidarity and pressure of thousands of you around the world. I'm hopeful, and thankful.

Before all this happened, I used to take my son to swimming classes. I remember watching how all the other children would compete amongst themselves to be the fastest, or the strongest. Not my son. He didn't swim. Instead, he would float happily and freely in the middle of the pool, while the others raced past him. He would bob up and down, worry-free. I used to be concerned that he wasn't well-behaved. But then I realized how glad I was that he felt free to be the way he is. We all should be free to be ourselves. Freedom is vital for any human being. Freedom helps us breathe, it helps us live fully.

I also want to be free, free to be myself, just the way I am.

I don't want to spend another day here. I want my story to be heard, and I'm asking you, dear friends, to help me. I need your help to demand justice from the authorities, and I have faith and hope that you will.

Meanwhile, I'll be here in my cell, praying that it all works out well.

With love

Yecenia Armenta



© Nick Chaffe for Amnesty International

ACTIVITY 04:

FREE TO DRAW

KEY CONCEPTS

- Freedom of expression
- political engagement
- pluralism • artistic expression • solidarity

ABOUT THIS SESSION:

The first part of the activity examines freedom of expression using a real case of a persecuted cartoonist. In the second part of the activity, participants create their own cartoons or images to convey a message of solidarity.

TIME NEEDED:

At least 60 minutes

OBJECTIVES:

- ✓ To examine the concept of freedom of expression
- ✓ To develop creative design skills
- ✓ To practise analytical and information processing skills

PREPARATION AND RESOURCES:

- + Copy the page of quotes on page 35
- + You will need paper and art materials for participants to create their own cartoons
- + **Optional:** you may want access to the internet in order to show some of Zunar's cartoons

04:

FREE TO
DRAW

TASK 1:

UNDERSTANDING FREEDOM OF EXPRESSION

- 1 Ask participants what they understand by 'freedom of expression'. Prompt them with a few questions – for example:
 - Should there be any limits to what people can say?
 - If you were the government, how would you decide what should be allowed, and what should not be allowed?
 - Does it make a difference who you're criticizing? Why or why not?
 - What do you think about criticizing the government itself?
- 2 Give them some information on freedom of expression (see page 34).
- 3 Explain that we shall be looking at a real case where people have different views on freedom of expression. Divide participants into small groups and hand each group a copy of the quotes from Zunar, a cartoonist in Malaysia facing jail for criticizing the Government (page 35).
- 4 Tell them that all these quotes are from one person. Do not tell them anything about the person!

- 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
 - Try to guess what is happening: what can you say about the author of these quotes?
 - Which of the quotes do you agree with? Do you disagree with any of them?
- 6 Bring the groups back and ask each group to feedback briefly on their discussions.
 - 7 Now give them some information about Zunar – you can use the card on page 17. Explain that Zunar 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 for information).
 - 8 **Optional:** You could also show participants some of Zunar's cartoons, which can be found on his website at: <http://www.zunar.my/> There is a short video with English subtitles at: <http://www.zunar.my/animations/datuk-nazak-antutuya-2/>

04:
**FREE TO
DRAW**

TASK 2:

BRAINSTORMING MESSAGES

- 9** 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 Zunar. Encourage them to think about the kind of thing that someone like Zunar would like to hear. You could prompt with some of the following questions:
- What would make him feel stronger?
 - What would make him happy, or make him laugh?
 - How can you show him that you agree with some of the things he has said about criticizing the government, or about political cartoons?
- 10** Tell them that we shall be sending some of these messages to Zunar – in the form of cartoons, doodles or drawings! He has said he would prefer to receive this instead of traditional letters. The images will be uploaded to Instagram and tweeted with the tags #zunar and #W4R.

TASK 3:

DRAWING ACTIVITY

- 11** Hand out pieces of paper, or if people prefer to use computers, make these available. Allow them to work in groups if they feel happier doing this – but remind them that it would be nice to send as many messages as possible! People could also create collages and then take a photo which can be uploaded to the internet.
- 12** Allow time for the creative work. When people have finished, ask them to display the work around the room. Take photos of the images individually and of the whole 'gallery' – or ask participants to do this. Encourage them to upload the images to Instagram and tag them appropriately.

© Amnesty International



Zunar drawing in his studio, Malaysia 2015



Zunar comic books, Malaysia 2015

© Amnesty International

BACKGROUND RESOURCES: FREE TO DRAW

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 or perceived danger to people or groups of people, or to national security. Zunar’s cartoons cannot be said to fall into either category.



04:

BACKGROUND
RESOURCES

WHO AM I, WHAT HAVE I DONE, AND WHAT ARE THEY DOING TO ME?

"I say that if you can't beat politicians, laugh at them. I think laughter is the best protest. Not everyone can come to [a political rally]. I understand that. So why don't we laugh at the government? When they see people laughing [at them], they can't stand it and they do something."

"To fight through cartoon is an endless marathon. The winners are those who stay in the track and move forward. Just keep going, keep fighting. I keep telling others that they can fight in their own way too. Whatever they do is a contribution. You're a blogger? Put something in your blog. Rubbertapper? Write on your tree. Fisherman? Write on your boat."

"For me, what the government did to me so far has one objective: to silence me and stop me from doing cartoons... It's intimidation and harassment. I say, I won't stop. I want to concentrate and draw cartoons as usual. I don't want to practise self-censorship. I don't want to draw and think about sedition, asking myself, 'Will I get imprisoned for this?'"

"Political cartoons are not just a recording of what happened – you need to create a movement through cartoons. Give something new. You must be at the forefront. I believe you need to cross a line of fear in your mind, despite the risk. Then people will follow."

"I started to sense that something was wrong and realized that I am a cartoonist. This is what's happening in my country. I want to be a political analyst but don't want to be politician. I converted anger and frustration into laughter without losing the message."

"People often think that if something is political, it has nothing to do with them. Some people don't want to get involved in politics. This is not good. I wanted cartoons to be drawn for the people and from their perspective. I wanted them to see that everything that politicians do will affect them."

"Everybody gets scared, we're human. But you ask, which is bigger, fear or responsibility? You think about that. For me, responsibility is bigger than fear. I need to do this for my nation and for future generations."

"I believe that a talent is not a gift but a responsibility. I am not using it for my own benefit but for the benefit of the people... What I want is for people to understand the message and share."

ACTIVITY 05:

**THE
POWER OF
NUMBERS**



KEY CONCEPTS

- Political engagement
- strategy and campaigning
- activism
- right to a fair trial
- 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 40-41

You may wish to refer to the following resources:

- + Facts on Saudi Arabia (page 39)
- + Success stories from previous campaigns (page 42)
- + Information on Waleed Abu al-Khair (page 14)



05:

THE POWER OF
NUMBERS

TASK 1:

EXPLORING THE CONTEXT

- 1 Introduce the case of Waleed Abu al-Khair, if participants have not already worked on this case. Ask for brief reactions.
- 2 Explore the context of Waleed's case with participants. Ask them what else they know about Saudi Arabia. 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 39.
 - What is the population of Saudi Arabia (roughly)? Is the country bigger or smaller than ours?
 - What is the Government like, how is it selected?
 - What are the main exports? Is the country rich or poor?
 - What do you know about the human rights record in the country?
- 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 main call for this case: they are asking for people to write letters to Waleed, in solidarity, and also to write to the King himself. Letters to the King should call on him to:
 - Release Waleed Abu al-Khair immediately
 - Make sure he is protected from torture and ill treatment
 - Drop all charges against him
- 5 Ask participants to reflect on Amnesty's letter-writing strategy:
 - Can a letter make a difference?
 - Why would a King take notice of a letter from young people in another country!?
- 6 Introduce some of the 'Success stories' on page 42, and the quotes on page 43. 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 Saudi 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 40-41.
- 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 probably 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.

05:
BACKGROUND
RESOURCES

BACKGROUND RESOURCES: THE POWER OF NUMBERS

QUESTIONS AND FACTS ON SAUDI ARABIA

- 1** What is the population (roughly)? Is Saudi Arabia bigger or smaller than our country?

The population in 2014 was about 30 million. Geographically, the country is the second largest country in the Arab world and the 13th largest in the whole world.

- 2** What is the Government like, how is it selected?

The country is an absolute monarchy and no political parties or national elections are permitted. Policy is made by a very small circle consisting of the royal family and a few important tribal or commercial leaders.

- 3** What are the main exports? Is the country rich or poor?

The main export is oil. Oil accounts for nearly all foreign exports. Saudi Arabia's economy is the 20th largest in the world. When the size of the population is taken into account, it is the 10th richest country in the world. But there is great inequality.



- 4** What do you know about the human rights record in the country?

Saudi Arabia has a very bad record in relation to many human rights. The following are some examples:

- **Democracy/right to participation**
There are no national elections and almost no possibilities to participate in policy making.
- **Freedom of expression, association and assembly**
Dissent or disagreement with the Government is severely restricted and critics are frequently arrested and imprisoned. This includes online activists. Human rights activists and even their family members are often threatened or intimidated.
- **Right to a fair trial**
Court processes frequently do not satisfy international standards. This is particularly true for cases involving human rights defenders.
- **Right to life**
Saudi Arabia still has the death penalty and this is often carried out by public execution. In 2014, 79 people were executed.
- **Right to non-discrimination/equality**
There is severe discrimination of minorities, in particular of the Shi'a minority. Saudi Arabia is near the bottom of all countries in terms of equality for women.
- **Right to be free from torture**
Torture of detainees is very common and the country carries out public floggings.

TASK SHEETS FOR GROUPS

TASK FOR ONLINE CAMPAIGNS

Your task is to encourage as many people as possible to tweet the Saudi authorities about Waleed's case.

Remember that people on your social networks probably do not know about Waleed. You want them to tweet, and also to forward to their networks. You will need to come up with a **short and snappy** message to 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, for example.
- Think about **where** you will post this image. 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 King to do the following:


Call on the King...

- ! To release Waleed Abu al-Khair immediately and unconditionally
- ! To make sure he is protected against torture and ill-treatment
- ! To drop all charges against him


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

Twitter accounts you may want to use:

 **@KingSalman**
Official twitter account of King Salman bin Abdul Aziz Al Saud (the King of Saudi Arabia)

 **@WaleedAbulkhair**
Official twitter account of Waleed Abu al-Khair

Twitter hashtags you should use:

 **#W4R, #FreeWaleed, #Waleed_Abualkhair, #detaineesinKSA, #Saudi**



05:
BACKGROUND
RESOURCES

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 Saudi authorities about Waleed's case.

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

- Think about how and where you will do this: you could use drama or theatre, leafletting, 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 King to do the following:

Call on the King...

- ! To release Waleed Abu al-Khair immediately and unconditionally
- ! To make sure he is protected against torture and ill-treatment
- ! To drop all charges against him

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



Write for Rights 2014 event in Buenos Aires, Argentina 2014

SUPPORT
MATERIAL
FOR ALL
ACTIVITIES

SUPPORT MATERIAL FOR ALL ACTIVITIES

SUCCESS STORIES

In the 2014 Write for Rights campaign, more than 3 million actions were taken by hundreds of thousands of people in more than 200 countries around the world. The Action Counter (see image) did not even record all actions!

ACTION COUNTER
3,245,565
Actions taken worldwide

The following list records some of the successes of the 2014 campaign. You can use them to show participants the impact of the letters they write.

1. FREEDOM IN NIGERIA

Moses Akatugba had been sentenced to death at the age of 16 for stealing three phones. After Amnesty supporters bombarded him with letters, the Governor of the Niger Delta granted him a full pardon.

2. INVESTIGATING TORTURE IN THE PHILIPPINES

The Philippines police announced that letters sent by a 'human rights organization' prompted them to investigate the shocking torture of Jerryyme Corre, who was electrocuted, punched and threatened with death.

3. CHANGING THE LAW IN NORWAY

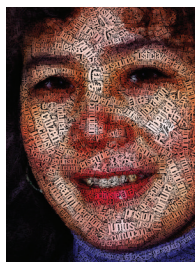
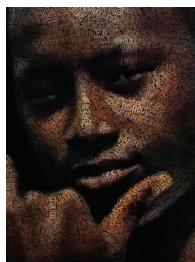
Amnesty campaigned for a transgender woman, John Jeanette Solstad Remø, to be able to change her legal gender without compulsory medical treatment. As a result of the campaign, the Norwegian Government agreed to change the law for people who want to change their legal gender.

4. ALLOWING PRISON VISITS IN CHINA

The daughter of Liu Ping, the activist jailed for fighting corruption in China, has finally been allowed to visit her in prison. The international attention brought to her case by Amnesty may have played a role in this positive development.

5. FIGHTING RACISM IN GREECE

Paraskevi Kokoni, a Roma woman who was beaten up in a vicious racist attack in western Greece, met with 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.



© Juan Osborne for Amnesty International (L-R): Moses Akatugba, Nigeria 2014
Jerryyme Corre, Philippines 2014
John Jeanette Solstad Remø, Norway 2014
Liu Ping, China 2014
Paraskevi Kokoni, Greece 2014



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.

"I remember that suddenly [Raif] started to cry out of joy: 'Ensaf, how can I thank all those people who supported me; I want to thank them one by one.' All words of appreciation are not enough to thank the people who took action. Raif knows all your names and where you're from. From inside his small and dark cell he sends you all his greetings and wishes ... we thank you from our hearts."

Raif Badawi's wife (Saudi Arabia)

"This is everything I have dreamt of and hoped for. It was worth the fight. It took a long time, but when the results of our work finally came, it felt great."

*John Jeanette Solstad Remø
(Norway)*

"I can never give enough thanks. These [letters] give me strength. It even changed the course of my case as compared to before. It also gives courage to my wife. We are not alone in this fight. Many people also seek justice for us."

Jerryme Corre (Philippines)

"While before I felt all hope had gone, the story changed when Amnesty International came in. The messages I received overwhelmed me. I regained hope."

Moses Akatugba (Nigeria)

"I'm staying strong because of you."

*Chelsea Manning
(USA)*

"To the many people around the world, who have taken us into your lives, your hearts... and have taken the time to write to me, and the Louisiana State officials, you have no idea what a source of strength and courage you have been in my darkest moments!"

Albert Woodfox (USA)

"Chelsea is overwhelmed with the incredible support she received from Amnesty and its supporters. She wishes she could thank every person who sent her one of the tens of thousands of cards and letters she received. It is encouraging for her to know that so many people around the world support her and want to see her out of prison."

Chelsea Manning's lawyer (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 (pages 45-52) and in the tables on pages 53-60.
- ✓ 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 45-52 – and also in the tables on pages 53-60.

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 Austria (photo: Robert Fellner)

Write for Rights 2014 event in Vienna, Austria 2014

LETTER TEMPLATES FOR LETTERS TO OFFICIALS

ALBERT WOODFOX

LETTER TO THE ATTORNEY GENERAL OF LOUISIANA

Attorney General of Louisiana
Office of the Attorney General
1885 North Third Street
Baton Rouge
LA 70802
USA

Your address

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

Dear Attorney General

- 1 Tell the Attorney General something to make this a personal letter:
 - You could mention what shocks you about Albert's treatment or tell him something about yourself.
- 2 Tell him about Article 3 of the Universal Declaration of Human Rights (the right to be free from torture).
- 3 Tell him that you want him to:
 - Release Albert immediately.

Yours sincerely

Your name

COSTAS**LETTER TO THE MINISTER OF JUSTICE**

Nikos Paraskevopoulos
Minister of Justice, Transparency and Human Rights
Ministry of Justice, Transparency and Human Rights
96 Mesogeion Avenue
115 27 Athens
Greece

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 mention what shocks you about the brutal attack on Costas, and the failure to punish crimes like these.
- 2** Tell him about Article 2 of the Universal Declaration of Human Rights (the right to non-discrimination) – or other rights you think are important.
- 3** Tell him that you want him to:
 - Carry out a prompt investigation into the attack suffered by Costas and his partner and make sure that those responsible are convicted for the hate crime.
 - Make sure that Costas and his partner get compensation for the injuries and trauma they have suffered.

Yours sincerely

Your name

'MARIA' AND OTHER GIRLS IN BURKINA FASO

LETTER TO THE MINISTER OF JUSTICE AND HUMAN RIGHTS

Ministry of Justice and Human Rights
Avenue de l'Indépendance
Ouagadougou
01 BP 526 Burkina Faso

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 mention what shocks you about the treatment of people like Maria, or tell them something about yourself.
- 2** Remind them of obligations towards women and children under international treaties.
 - You could mention the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women.
- 3** Tell the Minister that you want them to:
 - Enforce and ensure that there is respect for national laws and international obligations which prohibit forced and early marriage.
 - Make sure that more shelters for women are set up and that support services are available for victims of early and forced marriages.

Yours sincerely

Your name

FRED BAUMA AND YVES MAKWAMBALA**LETTER TO THE PRESIDENT, JOSEPH KABILA**

Cabinet du President de la République
 Palais de la Nation
 Av. De Lemera
 Kinshasa-Gombe
 Democratic Republic of the Congo

Your address

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

Dear President Kabila

- 1 Tell the President something to make this a personal letter:
 - You could mention what shocks you about the way that Fred and Yves were arrested or tell him something about yourself.
- 2 Tell him about Article 19 of the Universal Declaration of Human Rights (the right to freedom of expression).
- 3 Tell him that you want him to:
 - Release Fred and Yves immediately and drop all charges against them.

Yours sincerely

Your name

PHYOE PHYOE AUNG

LETTER TO THE PRESIDENT, THEIN SEIN

President of the Republic of the Union of Myanmar
Thein Sein
President Office, Office No.18
Nay Pyi Taw
Republic of the Union of Myanmar

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 mention what shocks you about the way that Phyoe Phyoe Aung has been treated, or tell him something about yourself.
- 2 Tell him about Article 19 of the Universal Declaration of Human Rights (the right to freedom of expression).
- 3 Tell him that you want him to:
 - Immediately release Phyoe Phyoe Aung and all the detained peaceful student protesters.
 - Release them without any conditions or charges.

Yours sincerely

Your name

WALEED ABU AL KHAIR**LETTER TO THE KING OF SAUDI ARABIA,
KING SALMAN BIN ABDUL AZIZ AL SAUD**

Office of His Majesty the King
Royal Court, Riyadh
Kingdom of Saudi Arabia

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

Your Majesty

- 1** Tell the King something to make this a personal letter:
 - You could mention what shocks you about Waleed's treatment or tell him something about yourself.
- 2** Tell him about Article 3 of the Universal Declaration of Human Rights (the right to be free from torture). Tell him that Waleed is a human rights defender, not a terrorist.
- 3** Tell him that you want him to:
 - Free Waleed immediately.
 - Make sure that he is protected from torture and other ill treatment.

Yours sincerely

Your name

YECENIA ARMENTA

LETTER TO THE ATTORNEY GENERAL OF SINALOA STATE

Marco Antonio Higuera Gómez
Procurador General de Justicia del Estado de Sinaloa
Procuraduría General de Justicia del Estado de Sinaloa
Blvd. Enrique Sánchez Alonso No. 1833
Desarrollo Plan Tres Ríos
C.P. 80030, Culiacán, Sinaloa
México

Your address

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

Dear Attorney General

- 1 Tell the Attorney General something to make this a personal letter:
 - You could mention what shocks you about Yecenia's treatment or tell him something about yourself.
- 2 Tell him about Article 3 of the Universal Declaration of Human Rights (the right to be free from torture).
- 3 Tell him that you want him to:
 - Drop the charges against Yecenia and release her from prison.
 - Carry out a full, prompt and impartial investigation into the torture and bring all those responsible to justice.

Yours sincerely

Your name

ZULKIFLEE ANWAR ULHAQUE ('ZUNAR')**LETTER TO THE PRIME MINISTER, NAJIB RAZAK**

Main Block, Perdana Putra Building
Federal Government Administrative Centre, 62502
Putrajaya, Malaysia

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 mention what shocks you about the charges facing Zunar or tell him something about yourself.

2 Tell him about Article 19 of the Universal Declaration of Human Rights (the right to freedom of expression).

3 Tell him that you want him to:

- Drop the charges against Zunar because he was only exercising his right to freedom of expression.




Yours sincerely

Your name






SUMMARY INFORMATION ON THE CASES






Name of person affected	ALBERT WOODFOX
Country	USA
Key rights	Right to a fair trial, freedom from inhuman and degrading treatment, right to health, right to life
Lobbying letters 	
Name of official target	Attorney General
What are we asking him to do?	Immediately release Albert Woodfox from prison
Address for letters to Attorney General	Attorney General of Louisiana Office of the Attorney General 1885 North Third Street Baton Rouge LA 70802 USA Email: executive@ag.state.la.us
Online links	Facebook: https://www.facebook.com/LouisianaAttorneyGeneral/timeline/ Twitter: @LouisianaAGO
Appeal language	English
Solidarity letters 	
Address for solidarity letters	Albert Woodfox #72148 West Feliciana Parish Detention Center PO Box 2727 St. Francisville, LA 70775 USA
Preferred language	English
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Project Albert's photos during big events, especially football matches. Albert is a big fan of football. 2. Organize flash mobs raising awareness on Albert's case. You can, for example, build a small cell using cardboard and ask people to spend some time in it. 3. Hold public vigils or demonstrations in front of US Embassies. 	






Name of person affected	COSTAS
Country	Greece
Key rights	Non-discrimination (equality), LGBTI rights, refugee rights
Lobbying letters 	
Name of official target	Nikos Paraskevopoulos, Minister of Justice, Transparency and Human Rights
What are we asking him to do?	<ul style="list-style-type: none"> • Urge the Minister of Justice to carry out a prompt, independent and impartial investigation on the attack suffered by Costas and his partner and that those responsible are convicted with a sentence that fully acknowledges the hate motive behind the attack. • Urge the authorities to ensure that Costas and his partner get compensation for the injuries and trauma they have suffered.
Address for letters to Minister of Justice	<p>Nikos Paraskevopoulos Minister of Justice, Transparency and Human Rights Ministry of Justice, Transparency and Human Rights 96 Mesogeion Avenue 115 27 Athens Greece Email: grammateia@justice.gov.gr</p>
Appeal languages	English or Greek
Solidarity letters 	
Address for solidarity letters	<p>c/o Amnesty International – Greek Section Sina 30 Athens, 106 72 Greece</p>
Preferred language	English or Greek
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Use social media and the hashtag #CostasW4R to send messages of solidarity to Costas and his partner. Tell the Greek government (@govgr) to end hate crimes, and stand against homophobia and racism. 2. Sit on a bench with your partner or another activist and hold hands and/or kiss in public and tweet the photo using #CostasW4R. 	








Names of individuals affected	FRED BAUMA AND YVES MAKWAMBALA	
Country	Democratic Republic of the Congo	
Key rights	Freedom of expression, freedom of assembly and association	
Lobbying letters		
Name of official target	President Joseph Kabila	
What are we asking him to do?	Immediately and unconditionally release Fred Bauma and Yves Makwambala and drop all charges against them.	
Address for letters to President Kabila	Cabinet du President de la République, Palais de la Nation, Av. De Lemera Kinshasa-Gombe, Democratic Republic of the Congo Email: presidence.de.la.rdcongo@gmail.com	
Online links	Facebook: https://www.facebook.com/jkkabila	
Appeal languages	French, Swahili, Lingala	
Solidarity letters		
Address for solidarity letters	c/o Amnesty International – Regional Office for East Africa, the Horn and the Great Lakes P.O. Box 1527-00606 Nairobi Kenya	
Preferred language	French	
Ideas for other actions		
<ol style="list-style-type: none"> 1. Post solidarity messages onto the Facebook page for Fred and Yves at https://www.facebook.com/Free-Fred-Free-Yves-444969695681264/timeline/. People are encouraged to post photos of themselves with #FreeFred #FreeYves on the palm of their hands. 2. Join the Thunderclap event on 15 December. This will be targeted at the DRC authorities and will ask for the immediate release of Fred and Yves. 3. Organize a Solidarity Day in your school or local community to encourage others to Write for Rights. 		






Names of individuals affected		'MARIA' (AND OTHER GIRLS IN BURKINA FASO)
Country	Burkina Faso	
Key rights	Non-discrimination (equality), right to education and health, freedom from inhuman and degrading treatment	
Lobbying letters		
Name of official target	Minister of Justice and Human Rights	
What are we asking him to do?	Make sure that national laws and international obligations prohibiting forced and early marriage are properly applied	
Address for letters to Minister of Justice	Ministry of Justice and Human Rights Avenue de l'Indépendance Ouagadougou 01 BP 526 Burkina Faso	
Online links	Facebook: https://www.facebook.com/Minist%C3%A8re-de-la-Justice-Burkina-Faso-1479006358987436/timeline/	
Appeal language	French	
Solidarity letters		
Address for solidarity letters	Amnesty International Burkina 08 Av. Houari Boumediene Ouagadougou 08 BP 11344 Burkina Faso	
Preferred language	French	
Ideas for other actions		
<ol style="list-style-type: none"> 1. Organize a solidarity action in the form of a human chain. You can wear padlocks on your ring fingers in the place of a wedding ring to symbolize forced marriage. Take photos of the human chain and share it online. 2. Spread the message about Maria and other girls to raise awareness of the problem of forced marriage in Burkina Faso. 		








Names of individuals affected	PHYOE PHYOE AUNG	
Country	Myanmar	
Key rights	Right to freedom of expression and assembly	
Lobbying letters		
Name of official target	President of the Republic of the Union of Myanmar, Thein Sein	
What are we asking him to do?	Immediately and unconditionally release Phyoe Phyoe Aung and all the detained peaceful student protesters.	
Address for letters to the President	President Office, Office No.18 Nay Pyi Taw Republic of the Union of Myanmar	
Online links	https://www.facebook.com/myanmarpresidentoffice.gov.mm	
Appeal language	English or Burmese	
Solidarity letters		
Address for solidarity letters	c/o Myanmar team Amnesty International 1 Easton Street London WC1X 0DW UK	
Preferred language	English or Burmese	
Ideas for other actions		
<ol style="list-style-type: none"> 1. Organize a public action outside the Myanmar embassy in your country, or a solidarity march similar to the one Phyoe Phyoe tried to organize in her own country. 2. Spread the word on social media: there is a Facebook page to support the student protestors at: https://www.facebook.com/pages/We-Support-Myanmar-Students/1617301761814639?fref=ts&ref=br_tf The President also has an active Facebook page: https://www.facebook.com/myanmarpresidentoffice.gov.mm 		






Name of person affected	WALEED ABU AL-KHAIR
Country	Saudi Arabia
Key rights	Freedom of expression, association and assembly, freedom from torture and inhuman and degrading treatment, right to a fair trial
Lobbying letters 	
Name of official target	His Majesty King Salman Bin Abdul Aziz Al Saud
What are we asking him to do?	Immediately and unconditionally release Waleed from prison and drop all charges against him
Address for letters to the King	Office of His Majesty the King Royal Court, Riyadh Kingdom of Saudi Arabia
Online links	Twitter account of King Salman: @KingSalman Hashtags: #W4R, #FreeWaleed, #Saudi, #Waleed_Abualkhair, #detaineesinKSA
Appeal language	English, Arabic
Solidarity letters 	
Address for solidarity letters	Al-Ha'ir Prison Al-Ha'ir Riyadh 14765 Saudi Arabia
Online links	@WaleedAbulkhair (this Twitter account has been managed by Waleed's wife and friends since his arrest)
Preferred language	English, Arabic
Note that letters to Waleed should not make any reference to Amnesty International as this might lead to worse treatment or a longer sentence	
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Organize a demonstration in front of Saudi Arabian Embassy in your country. Hold up photos of Waleed Abu al-Khair and use banners or placards to condemn the crackdown on freedom of expression. 2. Organize online actions. Tweet messages about Waleed Abu al-Khair to raise awareness of his case. Target the authorities in your country. 3. Organize a simple solidarity action in your school holding pictures of Waleed and demanding to release him from prison. Take pictures during your action and spread the message on social media. 	



Name of person affected	YECENIA ARMENTA
Country	Mexico
Key rights	Freedom from torture, inhuman and degrading treatment, right to a fair trial
Lobbying letters 	
Name of official target	Marco Antonio Higuera Gómez, Sinaloa State Attorney General
What are we asking him to do?	<ul style="list-style-type: none"> • Drop all charges against Yecenia, allowing for her release. • Make sure that adequate reparations, including rehabilitation, are provided in consultation with Yecenia. • Carry out a full, prompt and impartial investigation into the torture of Yecenia and bring those responsible to justice.
Address for letters Attorney General	<p>Marco Antonio Higuera Gómez, Procurador General de Justicia del Estado de Sinaloa Procuraduría General de Justicia del Estado de Sinaloa Blvd. Enrique Sánchez Alonso No. 1833 Desarrollo Plan Tres Ríos C.P. 80030, Culiacán, Sinaloa México Email: pgjupart@sinaloa.gob.mx</p>
Online links	Twitter account for Attorney General: @gobsinaloa
Appeal language	Spanish, English
Solidarity letters 	
Address for solidarity letters	<p>c/o Centro de Ejecución de las Consecuencias Jurídicas del Delito de Culiacán (CECJUDE) Carretera a Navolato Km. 9.5, Col. Aguaruto Culiacán, Sinaloa. C. P. 80370 México</p>
Preferred language	Spanish
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Send Yecenia a Christmas card. Yecenia is a devout Christian (but not Catholic). 2. Make some simple jewellery (out of card, fabric or soft materials) and send it to Yecenia with a solidarity message. Yecenia has been learning how to make jewellery while in prison. 3. Sign the petition on Facebook https://www.facebook.com/groups/SolidaridadConYecenia/ and spread the message in your own social networks. 	



Name of person affected	ZUNAR (ZULKIFLEE ANWAR ULHAQUE)
Country	Malaysia
Key rights	Freedom of expression, right to a fair trial
Lobbying letters 	
Name of official target	Prime Minister Najib Razak
What are we asking him to do?	<ul style="list-style-type: none"> • Drop all charges against Zunar and make sure that all people working with him are not subject to any form of restrictions and harassment. • Repeal or amend the Sedition Act and other laws that restrict freedom of expression.
Address for letters to the Prime Minister	Main Block, Perdana Putra Building Federal Government Administrative Centre, 62502 Putrajaya Malaysia Email: ppm@pmo.gov.my
Online links	Facebook: https://www.facebook.com/najibrazak Twitter account of the Prime Minister: @najibrazak
Appeal language	English, Malay
Solidarity letters 	
Address for solidarity letters	c/o Al Malaysia D-2,33A 8 Avenue Jalan Sungai Jernih 8/ 1 Section 8 46050 Petaling Jaya Selangor, Malaysia
Online links	Instagram: #Zunar and #W4R Zunar's twitter account: @zunarkartunis
Preferred language	English, Malay
Ideas for other actions 	
<ol style="list-style-type: none"> 1. Spread the message about Zunar's case on Twitter, or tweet the Malaysian authorities to release him from prison. 2. Draw your own cartoons and send them directly to Zunar or upload to Instagram. 3. Organize an event on freedom of expression highlighting Zunar's case. Take photos from the action and send them to Amnesty International. 	



