



**WRITE
FOR
RIGHTS**

AMNESTY
INTERNATIONAL



**KILLED BY A
TEAR GAS GRENADE**

ZINEB REDOUANE

📍 **FRANCE**

WRITE FOR RIGHTS

MORE THAN 20 YEARS OF WRITING
LETTERS THAT CHANGE LIVES

When just a handful of people unite behind someone, the results can be amazing.

Some 20 years ago, a small group of activists in Poland ran a 24-hour letter-writing marathon. Over the following years, the idea spread. Today, Write for Rights is the world's biggest human rights event.

From 2,326 letters in 2001 to close to 4.7 million letters, tweets, petition signatures and other actions in 2021, people the world over have used the power of their words to unite behind the idea that geography is no barrier to solidarity. Together, these individuals have helped transform the lives of more than 100 people over the years, freeing them from torture, harassment or unjust imprisonment.

This year's campaign channels this support towards people targeted for their peaceful activism, views or personal characteristics to protect their right to protest and express themselves freely. This includes women human rights defenders, trans rights activists,

artists and peaceful protesters. These individuals have variously been beaten, jailed, shot at, harassed and intimidated. Through Write for Rights, they will receive individual messages of solidarity from thousands of people across the globe. They and their families know that their situations are being brought to public attention and they are not forgotten. By acting in solidarity and ensuring that everyone – including those most discriminated against – can participate in protests equally without fear of violence, we can create a more just and equal world.

Alongside the letter-writing actions, Amnesty speaks to those who have the power to change these people's situations, such as politicians in their countries. Write for Rights also gives visibility to these injustices through public events, and garners international attention on social media.

Individuals and groups featured in the campaign in previous years report the difference that these actions make, and often describe the strength they derive from knowing that so many people care about them.

Often, there is a noticeable change in the treatment of these individuals, and of other people and groups in a similar situation, by the country's authorities. Charges may be dropped and people released from detention. People are treated more humanely, and new laws or regulations addressing the injustice are introduced.

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Amnesty Nigeria activists participate in Write for Rights 2021.

Read about the people we're fighting for:
www.amnesty.org/writefor-rights

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

Tweet your support to @Amnesty using the hashtag #W4R22

BEFORE YOU START

This **human rights education activity** can take place in a variety of online or offline settings, such as a school classroom, a community group, a family or an activist group. As a facilitator, you can adapt the activity to best suit the context and 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, delivering it in-person or online, and any limitations. When participants want to take action on a case, discuss whether it is safe for them to do so.

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 allows participants to:

DEVELOP key competencies and skills

FORM their own opinions, raise questions and gain a deeper understanding of the issues presented

TAKE CONTROL of their learning, and shape discussions according to their interests, abilities and concerns

HAVE THE SPACE required for them to engage emotionally and develop their own attitudes.

If you are not familiar with participatory learning methods, look at Amnesty International's **Facilitation Manual** before you start
www.amnesty.org/en/documents/ACT35/020/2011/en/

Amnesty International offers online human rights education courses, including a short course about human rights defenders which introduces the **Write for Rights** campaign: <https://academy.amnesty.org/learn>

YOUR WORDS ARE POWERFUL

REUNITED WITH HIS FAMILY

On 30 June 2021, human rights defender Germain Rukuki was released after serving more than four years in prison in Burundi. He had been arrested, prosecuted and convicted simply for his human rights work.

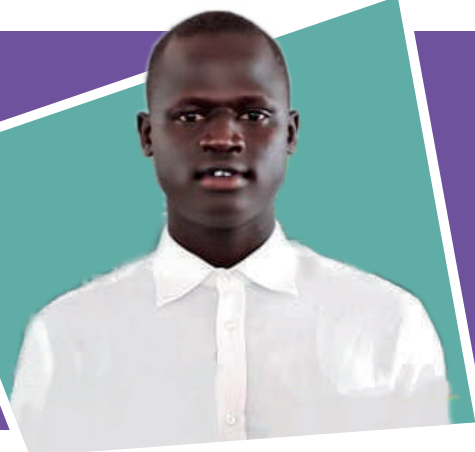
During Write for Rights 2020, supporters from around the world took more than 436,000 actions calling for Germain's freedom. Unable to leave the country following his release, Germain was finally reunited with his family in Belgium in February 2022. He said: "Write for Rights really does have a positive impact. [The] support has made me, Germain Rukuki, come out of prison even more committed to defending human rights."



© Private

FREED FROM DEATH ROW

Magai Matiop Ngong from South Sudan was just a schoolboy when he was sentenced to death on 14 November 2017 for murder. Magai recounted how he told the judge the death was an accident and that he was only 15 years old at the time. Yet Magai was tried for capital murder without any access to a lawyer. Over 700,000 actions were taken for Magai during Write for Rights 2019. In March 2022 the High Court agreed that, because he had been a child at the time, he should be released. Magai is now safely out of the country and determined more than ever to help people like him.



HUMAN RIGHTS DEFENDER FREED

Bernardo Caal Xol, a teacher and father, worked tirelessly to defend communities affected by hydroelectric projects on the Cahabón river, in northern Guatemala. In November 2018 he was sentenced to more than seven years in prison on bogus charges aimed at preventing his human rights work. During Write for Rights 2021 over half a million actions were taken for Bernardo and, in March 2022, he was released.



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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 and state officials to respect, protect and fulfil the rights of those within their jurisdiction and also abroad.

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



Amnesty Switzerland activists participate in Write for Rights 2021.

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THE UNIVERSAL DECLARATION OF Human Rights

Preamble Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 No one shall be subjected to discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which persons belong, whether that status is independent, dependent or non-existent.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery or servitude shall be prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to recognition as a person before the law.

Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal treatment before the courts.

Article 8 Everyone has the right to an effective remedy by the competent national or international authorities.

Article 9 No one shall be subjected to arbitrary arrest, detention or exile.

Article 10 Everyone has the right to a fair and public hearing by an independent and impartial tribunal in the determination of his rights and obligations.

Article 11 Everyone has the right to a fair trial.

Article 12 No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13 Everyone has the right to freedom of movement and residence within the frontiers of each State.

Article 14 Everyone has the right to leave any country, including his own, and to return to his country.

Article 15 Everyone has the right to a nationality.

Article 16 Everyone has the right to marry and to found a family, which shall be protected by society.

Article 17 Everyone has the right to own property alone as well as in association with others.

Article 18 Everyone has the right to freedom of thought, conscience and religion.

Article 19 Everyone has the right to freedom of opinion and expression.

Article 20 Everyone has the right to peaceful assembly and to associate with others in the form of unions, associations or organisations for the protection of their interests.

Article 21 Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Article 22 Everyone has the right to social security.

Article 23 Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25 Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care, and to education.

Article 26 Education shall be free, at least in the elementary and technical stages. Education shall promote understanding, peace, goodwill, brotherhood and peace among nations, tolerance between races, tolerance between religions, and to the full development of the human personality.

Article 27 Everyone has the right to the free enjoyment of his own material and intellectual property.

Article 28 Everyone has the right to the realization of the economic, social and cultural rights set forth in this Declaration.

Article 29 Everyone has duties to the community in which alone the free and full development of his personality is possible.

Article 30 Nothing in this Declaration may be interpreted as authorizing any State, group or person to engage in any activity aimed at the destruction of any of the rights and freedoms here proclaimed.

UNITED NATIONS

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 its adoption on 10 December 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.

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

POLICING PROTESTS

KEY CONCEPTS

- law enforcement
- policing at protests

ABOUT THIS ACTIVITY

In this activity, participants learn about excessive use of force, including the use of weapons, against protesters by police in France through the real-life story of Zineb Redouane who was killed by a tear gas grenade. As part of the activity, participants are encouraged to write a letter to demand justice for Zineb's killing and show solidarity with her family.

LEARNING OUTCOMES

Participants will:

- **understand** the role of the police at protests and relate it to their own lives;
- **feel** empathy with those whose rights have been violated by the police and who have not obtained justice;
- **learn** about Amnesty International's Write for Rights campaign;
- **write** letters to the authorities demanding justice and accountability for the killing of Zineb Redouane and showing solidarity with Zineb's family.

AGE: 13+

TIME NEEDED

60 minutes — you may want additional time for the **Take Action** section.

MATERIALS

- **Handout:** Zineb's story (page 11)
- **Background information** on police, the use of force and protests (page 9)
- **Background information** on relevant rights (page 10)
- **Universal Declaration of Human Rights (UDHR)** simplified version (page 5)
- Paper, pens and envelopes (if sending letters)
- Optional: Template letters from www.amnesty.org/writeforrights/
- Optional: Video of Zineb's story from www.amnesty.org/w4r-videos (available in English).

PREPARATION

- Print the handout for each participant.
- Read the handout on Zineb's story (page 11) and the background information (pages 9-10).

MORE INFORMATION

- Take the Write for Rights short course at academy.amnesty.org/learn/course/external/view/elearning/145/write-for-rights-a-short-guide
- Take our Right to Protest short course at academy.amnesty.org/learn/course/external/view/elearning/201/the-right-to-protest
- Read Amnesty's briefing on the right to protest at www.amnesty.org/en/documents/ACT30/5856/2022/en/

1. THE ROLE OF THE POLICE

Start by asking the participants to think about the role that the police should play in society.

- **Why do we have a police force?**
- **What is it supposed to do?**

Ask for some responses. If not mentioned by participants, remind them that in most countries, the police have the following key roles:

- **making sure people obey the law (enforcing the law);**
- **protecting people and property and keeping public order;**
- **investigating crimes and making arrests.**

You can consult the **background information** on police, use of force and protests (page 9).



10 MINUTES

2. INTRODUCING ZINEB REDOUANE

 15 MINUTES

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

INSTRUCTIONS:

In December 2018, 80-year-old Zineb was preparing dinner and chatting to her daughter on the phone in her fourth-floor apartment in Marseille, France. In the streets below, police officers were using tear gas to disperse a protest against poor housing conditions. As Zineb went to shut her window, a police officer pointed a tear gas grenade launcher in her direction and fired. She was hit in the face by a grenade and sadly died from her injuries. No one has been suspended or charged over her tragic death.

Ask the participants to work in pairs, and hand out **Zineb's story** (page 11). Give them about 10 minutes to read the information and discuss the following questions:

- **What do you think happened?**
- **Why did it happen?**
- **What should the authorities do to make sure that the crime against Zineb Redouane is effectively investigated and that all those suspected to be responsible for her killing are brought to justice?**

Bring the group back together, and collect some responses from different pairs.

Explain that, in recent years, large protests have taken place in France with people taking to the streets and speaking out about numerous concerns, including demanding social and economic justice. Between 2018 and 2020 the Yellow Vests movement (*gilets jaunes* in French), which initially opposed a rise in fuel prices, extended its initial calls and resulted in millions demanding social and economic justice and protesting against government inaction on the climate crisis and pension reforms.

In plenary, encourage participants to analyze the story further, using the following questions:

- **What should the police have done, and what should they not have done?**

Some of the answers could include:

- ☐ *The police should have used the minimum force necessary to secure the safety of others.*
- ☐ *They should not have fired directly towards a window.*

- **What might help Zineb Redouane's family, especially her daughter, to see justice done and possibly get some closure?**

Some of the answers could include:

- ☐ *Obtain full accountability from all those involved in the killing of Zineb Redouane, including the officer suspected of having fired the grenade and those in his chain of command.*
- ☐ *Solidarity from around the world for a family that feels abandoned, to help them overcome the obstacles to get justice and end impunity for Zineb's death.*
- ☐ *Pressure on the authorities and attention to dangerous policing practices and police impunity at protests.*

You can consult the **background information** on police, use of force and protests (page 9) to help guide the discussion.



3. INTRODUCING HUMAN RIGHTS

One by one, read out the list of human rights on the left-hand side of the table in **Background information: relevant rights** (page 10). Ask participants to identify which of them are relevant to Zineb Redouane's case by standing up or raising their hand. Ask one of those standing or with their hand raised to explain briefly why they think that right is relevant.

Alternatively, pair participants up, give them a copy of the **summary of the UDHR** (page 5) and ask them to mark those rights which could be relevant.

**20 MINUTES**

If this is the first time that participants have been introduced to the UDHR, you should start by explaining what it is, using the information on page 4.

4. TAKE ACTION

Explain about Amnesty's Write for Rights campaign. Explain that Amnesty is encouraging people to demand justice for Zineb. Give examples from last year's campaign (page 3) demonstrating how successful writing letters and taking other actions can be.

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.

**15 MINUTES**

Show participants the video of Zineb's story which can be found here: www.amnesty.org/w4r-videos (available in English).

WRITE A LETTER

Encourage participants to write to the French authorities to demand justice for Zineb Redouane using the contact information on the right.

Explain that a personal message to the officials can have the most impact. You can give the participants the following guidelines to help them write their letter:

- Tell the authorities something about yourself to make this a personal letter.
- Tell them what shocks you about the case of Zineb Redouane.
- Tell them why it is important that the police are held accountable for their actions.
- Demand **full accountability from all those involved** in the killing of Zineb Redouane, including the officer who fired the grenade and his chain of command. The judges should consider all existing evidence and, if warranted, ensure all suspects are fairly tried.

Juges d'instruction
(Investigating Judges)
Tribunal judiciaire de Lyon
67 rue Servient
69003
Lyon
France

Twitter: @TJLyon

Salutation: Dear Investigating Judges

SHOW SOLIDARITY

Show Zineb's family you're with them! Send them messages of solidarity and hope, to help them stay strong in their battle for justice. Draw pictures of cats and roses, Zineb's favourite things, to accompany your message. You could even put dried rose petals in the envelope.

Amnesty International France
10 Jours pour signer 2022
76 boulevard de la Villette
75019
Paris
France

BACKGROUND INFORMATION

POLICE, THE USE OF FORCE AND PROTESTS

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 and carry weapons. The police are given these additional powers so that they can carry out their responsibility to protect citizens and keep public order.

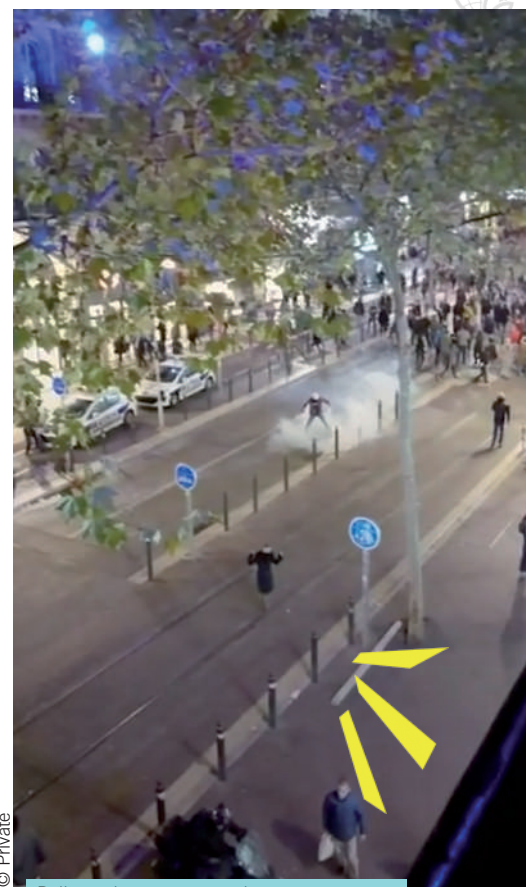
However, with power comes responsibility. The police are permitted to use force against others, but they must always do so in accordance with the law and human rights.

- The use of force must be **necessary**: it must be the lowest level of force needed to achieve a legitimate objective.
- The force must be **proportionate** to the risk or the danger (e.g. 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.
- Police officers must be held **accountable** if they misuse their powers and they must face due process of law.
- Law enforcement agencies must create 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

With regards to protests, governments have an obligation to ensure that everyone can enjoy the right to freedom of peaceful assembly (which includes protests). There are clear international guidelines for police conduct during protests. It is the role of the 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. Tear gas grenades, projectiles or canisters should never be fired directly at individuals. When fired, these canisters become dangerous projectiles, and direct impact can result in penetrating trauma or blindness, especially when fired from a close range or targeted to specific parts of the body.**
- Firearms should never be used to disperse a crowd.



Police using tear gas at the protest on 1 December 2018 in Marseille, France.

BACKGROUND INFORMATION

RELEVANT RIGHTS

HUMAN RIGHT	IS IT RELEVANT TO ZINEB REDOUANE'S CASE?
RIGHT TO LIFE (ARTICLE 3)	Relevant: Zineb's right to life was violated when she was killed by the reckless use of a tear gas grenade.
RIGHT TO EDUCATION (ARTICLE 26)	Not relevant
ACCESS TO JUSTICE AND EFFECTIVE REMEDIES (ARTICLE 8)	Relevant: It has been four years since her death and no one has been suspended or charged. Zineb's family has the right to an effective remedy by the French justice system and to witness a proper trial.
RIGHT TO HUMAN DIGNITY AND SECURITY OF PERSON (ARTICLE 3)	Relevant: Zineb had the right to be safe in her own home without being shot by a tear gas grenade.
RIGHT TO FREEDOM OF EXPRESSION (ARTICLE 19)	Relevant: Protesters had the right to express themselves.
RIGHT TO WORK (ARTICLE 23)	Not relevant
RIGHT TO BE PRESUMED INNOCENT UNTIL PROVEN GUILTY (ARTICLE 11)	May be relevant: The police officer has the right to be presumed innocent until proven guilty, until justice is served.
RIGHT TO MEET WITH OTHERS IN A PEACEFUL WAY (ARTICLE 20)	Relevant: People had the right to meet with others to challenge poor housing conditions in Marseille.

HANDOUT

ZINEB'S STORY

Zineb Redouane, an 80-year-old woman who lived in Marseille, France, found joy in music and flowers. On the evening of 1 December 2018, Zineb was preparing dinner and chatting to her daughter on the phone in her fourth-floor apartment. In the streets below, people were protesting about poor living conditions in Marseille after two residential buildings collapsed, killing eight people. Police officers were using tear gas to disperse the protesters.

Realizing that tear gas was entering through her open window, Zineb went to the window to close it. She noticed police officers in the street below. What happened next was truly awful. One of the police officers pointed a tear gas grenade launcher in Zineb's direction and fired. She was hit in the face by an MP7 tear gas grenade.

Zineb was taken to hospital with severe facial wounds and bleeding. She was suffocating because of the fractures in her jawbone and the collapse of the roof of her mouth. She needed surgery urgently, but it couldn't be completed because she went into cardiac arrest under the anaesthetic. Zineb went into cardiac arrest several more times and died.

Zineb was killed by the reckless use of a tear gas grenade. Nearly four years later, an investigation into her death is still ongoing, and no one has been charged or suspended over the killing. Zineb's family are still waiting for justice.



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***"The police officer aimed at me.
I saw him,"***

Zineb managed to tell her daughter, Milfet, over the phone soon after being hit by the tear gas grenade.

Top to bottom: Zineb Redouane;
The protest on 1 December 2018 in Marseille,
France;
Tear gas canister burn marks on the floor of
Zineb Redouane's flat.

ABOUT

AMNESTY INTERNATIONAL

Amnesty International is a global movement of more than 10 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.

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