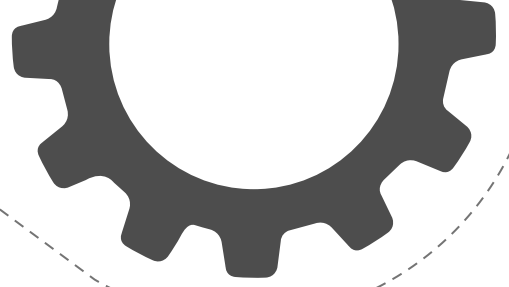




AN INTRODUCTION TO THE
RIGHT TO FREEDOM OF EXPRESSION
IN EDUCATIONAL INSTITUTIONS

Human Rights Education Programme
– Amnesty International India



HOW TO USE THIS ACTIVITY KIT

‘Your Right to Express Yourself!’ introduces the concept of the Right to Freedom of Expression, with a special focus on exercising this Right with responsibility in educational institutions.

Through an interactive theory-practice mix, this kit will help you acquire a basic understanding of the Right to Freedom of Expression. Additionally, this kit will also help you relate the theory to real-life instances and events, thus helping you to build your own perspective. All the activities in this kit are segregated by age, and have been indicated accordingly.



WHO SHOULD USE THIS ACTIVITY KIT



‘Your Right to Express Yourself!’ is designed to be read and implemented primarily for school students, although activities may be adapted for college students as well. For very young children, these activities may need to be adapted and moderated by a teacher facilitator. This activity kit can be used in social and international studies classes, history classes, arts and literature classes, or as a stand-alone learning opportunity. It can also be used in community settings, such as school or college clubs and societies. Individual lessons can act either as standalone lessons or as a part of a whole semester-long series.

INTRODUCTION

Perhaps the most frustrating thing about growing up is being treated like a child WHILE you're growing up. As we navigate the roller-coaster ride that is adolescence, "change" seems to be the over-arching theme, not only in our bodies, but also in the way people treat us, and the expectations they have of us to behave in a manner that is different from that of a child. And yet, our opinions and thoughts are, more often than not, dismissed as unimportant or irrelevant. To our ever-lasting frustration.

As we explore ideas from a new – grown-up – perspective, and attempt to put things into a context that is relevant to us and our lives, it is frustrating when we do not have a chance or the space to express our thoughts and opinions.

This is particularly difficult in spaces that are relevant to us and that have a direct effect on our lives. For example, we spend much of our lives in schools, colleges and universities, but have little opportunity to express our thoughts and opinions on the policies that affect us, or the manner in which our institutions are run.

'Your Right to Express Yourself!' is designed to introduce the concept of the Right to Freedom of Expression in educational spaces.

**"HEY! LISTEN TO ME.
I HAVE SOMETHING
IMPORTANT TO SAY."**

~ Every young person at some point



THE BASICS

SO WHAT EXACTLY IS THE RIGHT TO FREEDOM OF EXPRESSION?

Communicating with each other and expressing ourselves freely is central to living in an open and fair society.

Our right to seek, receive and share information and ideas, without fear or unlawful interference, is crucial for our education, to develop as individuals, help our communities, access justice, and enjoy all our other rights.

The Right to Freedom of Expression of every human being is guaranteed by the Universal Declaration of Human Rights (UDHR).

ARTICLE 19 OF THE UDHR STATES:

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.

THE RIGHT TO FREEDOM OF EXPRESSION IS ALSO A FUNDAMENTAL RIGHT OF EVERY INDIAN CITIZEN.

The Constitution of India under Article 19 (1) (a) guarantees to citizens the Right to Freedom of Speech and Expression. The Right to Freedom of Speech and Expression allows individuals to freely express their thoughts and ideas through any medium such as print, visual, and voice. This Right is not just about communicating ideas to others but also about being able to propagate other people's views. This Right can only be restricted in exceptional cases, such as when someone incites violence. It strengthens the individual to actively participate in decision making and lead a fulfilling life.

RIGHTS AND RESPONSIBILITIES



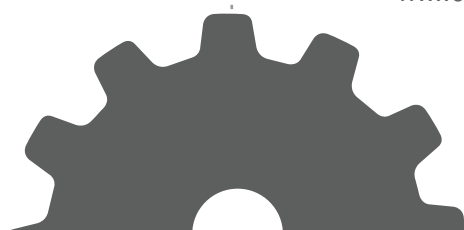
Human Rights also come with responsibilities. While every human being is entitled to certain fundamental freedoms, it is also each person's responsibility to respect the rights and freedoms of others. In this way, we can all access our rights in a Human Rights-friendly manner.

RESPECTING EACH OTHER'S RIGHTS IS KEY TO BUILDING AND SUSTAINING A FREE AND JUST SOCIETY.

The Human Rights Education programme at Amnesty International India believes that educational institutions should promote diversity, inclusion, different perspectives, and open, free and fearless dialogue. However, it is equally important that students – as rights holders – understand the responsibility that comes with these rights.

In short:

As a student, if I have an opinion I should have the **Right** to express it, while also bearing the **Responsibility** of listening to another's opinions, and respecting these opinions even if I do not agree with them. I also have the responsibility of not inciting hostility, discrimination or violence while exercising my Right to Freedom of Expression.



HOW TO USE YOUR RIGHT TO FREEDOM OF EXPRESSION?

read AND UNDERSTAND YOUR RIGHTS –

Part III of the Constitution of India lists certain Fundamental Rights. It guarantees people in India several fundamental freedoms, which are meant to be protected by the government and by courts. Before you can claim your rights, you must understand what they are. There are many clauses within the Constitution, and once you are familiar with these, you will be more empowered to exercise and demand your rights.

RESPECT THE LAW –

The law must be respected at all times. Many laws are created to recognise rights and specify if and when they can be restricted by the government. Respect for the law will help in the progress of our society.

BUT THERE ARE SOME RESPONSIBILITIES AS WELL:

- 1** Seek others' opinions and listen to what they have to say.
- 2** Try and understand different perspectives and views on what you believe in.
- 3** Put yourself in others' shoes and attempt to understand WHY they are saying what they are saying.
- 4** Ensure that you respect others and treat them the way you want to be treated.

ACTIVITIES

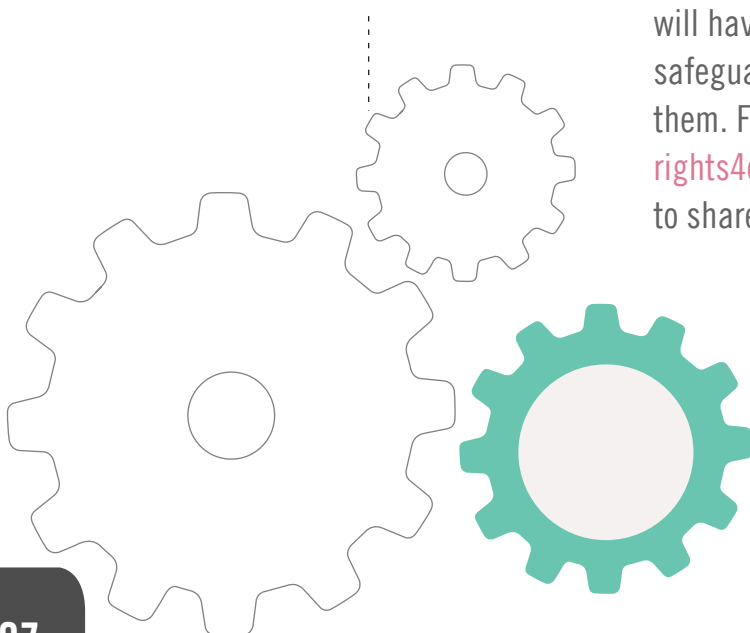
The activities in the following section are designed to not only introduce the concept of the Right to Freedom of Expression in educational spaces, but also to bring about an understanding of how this Right can be exercised responsibly.

“LAWS ALONE CANNOT SECURE FREEDOM OF EXPRESSION; IN ORDER THAT EVERY MAN PRESENT HIS VIEWS WITHOUT PENALTY, THERE MUST BE A SPIRIT OF TOLERANCE IN THE ENTIRE POPULATION.”

- Albert Einstein

It is extremely important that, as students, you understand that the Right to Freedom of Expression cannot and should not be used to incite violence or discrimination. While exercising your Right to Freedom of Expression, remember to respect other people’s Freedom of Expression as well, even if you do not agree with them. At all costs, avoid making allegations and false statements to convince others of your point. Be mindful of HOW you say what you want to say, and always try to present it in a logical and straightforward manner.

While the activities listed in this kit are all age-appropriate, feel free to adapt them if you feel it will have a better impact. Please remember to safeguard the spirit of the activities while adapting them. Feel free to write to us at rights4edu@amnesty.org.in for more ideas or even just to share feedback!



FREEDOM OF EXPRESSION

FOR VERY YOUNG CHILDREN

– AGE GROUP:

5+

HOW DO WE FEEL TODAY?



LEARNING OBJECTIVES:

- 1 To learn and practice expressing oneself to others.
- 2 To learn to listen to others.



DOMAINS OF DEVELOPMENT:

- 1 Cognitive development.
- 2 Logical reasoning.
- 3 Language and communication (emotional vocabulary).
- 4 Socio-emotional development.



TIME required:

30 - 45 minutes.



THINGS required:

- Chart papers and markers (for teacher).
- Post-its or colourful pieces of paper.
- Glue sticks.

HOW DO WE FEEL TODAY?

PRE-CLASS PREP WORK:

- 1** Put headings on each chart paper that correspond to an emotion e.g. Happy, Sad, Angry, Sleepy, etc. You can use two emotions per chart paper. You can even draw smiley faces to represent each emotion. Put these chart papers up on a wall, at a height that is within reach of the children.
- 2** Keep Post-its or colourful pieces of paper and glue sticks ready.

ACTIVITY DESCRIPTION:

- 1** Once the class has come in and settled down, ask each of the students to take a Post-it or piece of colourful paper and stick it under the emotion they are feeling.
- 2** Once the students have returned to their seats, review the board with the class. Invite children to share where they placed their Post-it or colourful paper, and why. Encourage the quieter kids to share, while reminding the rest of the class that it is important to listen to what their classmates are saying.

DISCUSSION POINTS:

- 1** Ask children to talk about how they would feel in a similar situation. Initiate a discussion on sharing feelings and expressing emotions in a socially acceptable way.
- 2** Another variation is to ask the class to associate specific colours to the moods or feelings.

IF IT HAPPENED TO ME



LEARNING OBJECTIVES:

To be able to express themselves and their feelings to others.



DOMAINS OF DEVELOPMENT:

- 1** Cognitive development.
- 2** Logical reasoning.
- 3** Language and communication (emotional vocabulary).
- 4** Socio-emotional development.



TIME required:

30 - 45 minutes.



THINGS required:

- A4 size drawing sheets / blank sheets.
- Crayons and felt pens.

IF IT HAPPENED TO ME

ACTIVITY DESCRIPTION:

1 Divide the students into three groups of pets or animals e.g. puppies, kittens and birds, and hand out a drawing sheet to each member of the group.

2 Ask the students in Group 1 (e.g. the puppies) to imagine that they had a disagreement with another puppy and s/he says, “It is your fault.”

Group 2 students (e.g. the kittens) will be asked to imagine that they are sad and crying and a friend comes over and says, “You’re crying like a baby.”

Group 3 students (e.g. the birds) will be asked to imagine that their friend asks them for a toy that they don’t want to share, and the friend says, “I don’t want to be friends with you anymore.” (A teacher can play the role of the friend so that children can understand the situation better.)

3 Ask each student to draw himself/herself in the imaginary situation, and detail out how they feel. They can use words and colours to express their feelings as well.

DISCUSSION POINTS:

1 Ask children to talk about how they felt in such a situation. Ask them to discuss and share with the group.

2 Initiate a discussion on sharing feelings and expressing emotions in a socially acceptable way.

IF IT HAPPENED TO ME

TEACHER'S GUIDE:

Looking at the drawings. In a big circle, the first group shows and explains their drawings.

Draw the children's attention to the fact that all of them didn't feel the same emotions in a similar situation. For example, one child feels guilty because he thinks he has made a mistake (he was wrong) and he is sad because he wants to be accepted. Another child is angry because she thinks she is right. When we try to guess how the other person feels, it doesn't mean we will always guess correctly. It is always okay to talk about how the other person is feeling and what one can do to make him/her feel better.

Do an extension activity by asking students to draw various expressions after the discussion and talk about it.

For example:



HAPPY



SAD



FREEDOM OF EXPRESSION

IN MIDDLE SCHOOL

– age group:

10+

ACCESSING THE RIGHT TO FREEDOM OF EXPRESSION IN THE CLASSROOM

This activity is the first of a two-part activity. It must be conducted before you move on to Activity 4 – Exercising the Right to Freedom of Expression – in this kit.



LEARNING OBJECTIVES:

To help students collaboratively identify issues or instances when they would like to voice their opinions in the classroom.



TIME required:

60 minutes.



THINGS required:

- Chart paper.
- Markers.

ACCESSING THE RIGHT TO FREEDOM OF EXPRESSION IN THE CLASSROOM

ACTIVITY DESCRIPTION:

- 1** Divide the students into groups of five or six. Give each group two chart papers.
- 2** Each group is given 15 minutes to list out five instances/examples of when they have felt that students' opinions and ideas have been taken into consideration. These should be listed on the first chart paper.
- 3** Next, the group has 15 minutes to discuss and note down five instances/examples of when they would have liked students' opinions and ideas to be considered, but were not. These should be listed on the second chart paper.
- 4** Groups can present their charts. To avoid repetition, each subsequent group should be asked to only add points that are not covered by the other groups. Make a note of the points on the blackboard under two lists: 'Have' and 'Have Not'.
- 5** Have a discussion with the class about the items under the "Have Not" list. Some points will be impossible to resolve, as they may lie outside the purview of the classroom, or may be related to school policies. Explain this to the students in an open and honest manner before you remove them from the list.
- 6** Next, negotiate with the class as a whole to identify what items under the "Have Not" list can be moved to the "Have" list.
- 7** Once a reasonable and achievable list is formed and agreed upon, put it up on the notice board. This chart will serve as a guide to both, the students and teacher, for further interaction.
- 8** Finish the exercise with a group sharing exercise. Ask students how they felt about the exercise. Encourage them to share their expectations as well, and take the time to respond to them.

ACCESSING THE RIGHT TO FREEDOM OF EXPRESSION IN THE CLASSROOM

TEACHER TIPS:

- 1** Keep in mind that everyone has a responsibility to respect others' rights, and make sure that is understood by all the students either before or after the activity.
- 2** Make sure that you are serious about listening to the students' concerns.
- 3** Ensure that there is a follow-up done on the issues that need to be resolved. Put the students in charge of the follow-up.
- 4** Help the students understand why all their concerns may not be met and welcome them to the real world of negotiation.



EXERCISING THE RIGHT TO FREEDOM OF EXPRESSION IN THE CLASSROOM

This activity is second in the two-part activity. It must be conducted after Activity 3 – Accessing the Right to Freedom of Expression – in this kit.



LEARNING OBJECTIVES:

To help students collaboratively identify where and how they can voice their opinions in the classroom in a sensitive and effective manner.



THINGS REQUIRED:

- Supplement #1 in this kit.
- A large space that will allow the students to move about.
- Chart paper.
- Markers.



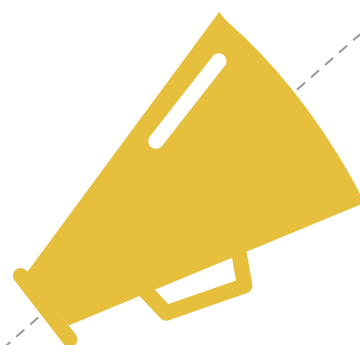
TIME REQUIRED:

60 minutes.

EXERCISING THE RIGHT TO FREEDOM OF EXPRESSION IN THE CLASSROOM

ACTIVITY DESCRIPTION:

- 1** Designate one corner of the class as the “Agree” section and the other as the “Disagree” section. Ask the students to stand in the middle of the class.
- 2** Read out one of the scenarios from Supplement #1 and ask the students to sit in one of the corners – “Agree” or “Disagree”. Once the students have settled down, ask each group why they picked their corner. Have a discussion on the topic and note down important points raised on the blackboard.
- 3** Continue this cycle of reading out scenarios, having the students pick if they agree or disagree and follow it with a discussion until all the scenarios have been discussed. Feel free to add some of your own scenarios if you think it will contribute to an enriching discussion.
- 4** Next, review the important points from the discussion which you have noted on the blackboard. Divide the class into two groups and give each group a chart paper. Ask one group to table a list of “Classroom Dos” from the points discussed, while the other group should table a list of “Classroom Don’ts”.
- 5** Put these charts up on the notice board. They will form a guide and a reminder to the students about things to keep in mind while exercising their Right to Freedom of Expression.



EXERCISING THE RIGHT TO FREEDOM OF EXPRESSION IN THE CLASSROOM

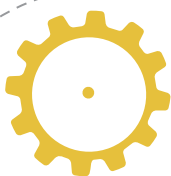
TEACHER TIPS:

- 1** It is important that you do not have any biases and remain neutral through this exercise. Let the students decide and help them to form their argument in a logical manner.
- 2** Keep coming back to the discussion on Rights and Responsibilities. Help students identify the consequences of their actions and the impact it will have on the class.



SUPPLEMENT #1

- 1** The Right to Freedom of Expression means that students can interrupt a class whenever they feel like it.
- 2** The Right to Freedom of Expression means that a teacher can say whatever they wish to a student in front of the whole class.
- 3** Calling people nasty names is a way in which I can access my Right to Freedom of Expression.
- 4** If a teacher asks me to be quiet in class, it is a violation of my Right to Freedom of Expression.
- 5** Covering the school walls with graffiti, carving into table tops and writing on surfaces is a version of my Right to Freedom of Expression.
- 6** Freedom of Expression means I can hold a protest in school as long as I am not disturbing any classes, or bringing harm to any person.
- 7** If I voice my opinion and my suggestions are not taken on board, it means that my classmates are not respecting my Right to Freedom of Expression.
- 8** The louder you are, the more chances you have of accessing your Right to Freedom of Expression.
- 9** Freedom of Expression means I can encourage my peers to treat someone differently or make fun of them because of their religion, caste, economic background or gender.



FREEDOM OF EXPRESSION

IN HIGH SCHOOL AND COLLEGE

- age group:

13+

FREEDOM OF EXPRESSION AND THE INDIAN FREEDOM STRUGGLE

It is recommended that Activities 3 and 4 of this kit are conducted before proceeding to this activity, as they set the context of Freedom of Expression in an educational institution.



LEARNING OBJECTIVES:

- 1** To help students further explore the Right to Freedom of Expression and the role it played in the Indian Freedom Struggle.
- 2** Within this context, to explore, discuss and debate Sedition laws in India.



THINGS REQUIRED:

- Copies of Supplement #2 – to be circulated as homework reading.



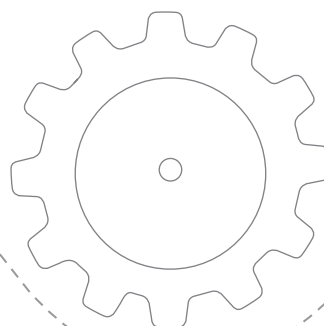
TIME REQUIRED:

60 minutes.

FREEDOM OF EXPRESSION AND THE INDIAN FREEDOM STRUGGLE

ACTIVITY DESCRIPTION:

- 1** Circulate copies of Supplement #2 in this booklet among the students for homework reading. For young school students, you can spend some time during class to explain the text, rather than assigning it as homework.
- 2** Initiate a discussion in the class about how Sedition laws were used to suppress Freedom of Expression, including Freedom of the Press, during the Indian Freedom Struggle.
- 3** You can also conduct an inter-class debate on 'Sedition Laws and the Indian Freedom Struggle'.
- 4** As an additional exercise, set a project on how the Indian Press influenced the Freedom Struggle.
- 5** As an additional exercise, set a project on how Freedom of Expression is not restricted to Freedom of the Press. What are other ways in which citizens can express themselves? For example, how have art, music, literature and poetry been used in exercising Freedom of Expression?



SUPPLEMENT #2

SEDITION AND THE INDIAN FREEDOM STRUGGLE

Adapted from "SEDITION LAWS & THE DEATH OF FREE SPEECH IN INDIA" – Centre for the Study of Social Exclusion and Inclusive Policy, National Law School of India University, Bangalore & Alternative Law Forum, Bangalore, February 2011.

Sedition laws in India are governed by Section 124A of the India Penal Code.

124A. Sedition — Whoever, by words, either spoken or written, or by signs, or by visible representation, or otherwise, brings or attempts to bring into hatred or contempt, or excites or attempts to excite disaffection towards,¹ [***] the Government established by law in² [India],³ [***] shall be punished with⁴ [imprisonment for life], to which fine may be added, or with imprisonment which may extend to three years, to which fine may be added, or with fine.

Explanation 1 — The expression “disaffection” includes disloyalty and all feelings of enmity.

Explanation 2 — Comments expressing disapprobation of the measures of the Government with a view to obtain their alteration by lawful means, without exciting or attempting to excite hatred, contempt or disaffection, do not constitute an offence under this section.

Explanation 3 — Comments expressing disapprobation of the administrative or other action of the Government without exciting or attempting to excite hatred, contempt or disaffection, do not constitute an offence under this section.

1. The words “her Majesty or” omitted by the A.O. 1950. The words “or the Crown Representative ins. after the word “Majesty” by the A.O. 1937 were omitted by the A.O 1948.

2. The words “British India” have successively been subs. by the A.O. 1948, the A.O. 1950 and Act 3 of 1951, sec. 3 and Sch., to read as above

3. The words “or British Burma” ins. by the A.O. 1937 omitted by the A.O. 1948.

4. Subs. by Act 26 of 1955, sec. 117 and Sch., for “transportation for life or any shorter term” (w.e.f. 1-1-56).

SUPPLEMENT #2

Section 124A was introduced in India by the British colonial government in 1870, and was one of the many draconian laws enacted to stifle any voices of dissent at that time. Mahatma Gandhi was prophetic in recognising the fundamental threat it posed when he called it the ‘prince among the political sections of the Indian Penal Code designed to suppress the liberty of the citizen.’⁵

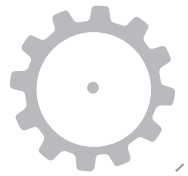
The framework of the law was imported from various existing English laws at the time. The common law of seditious libel governed both actions and words that pertained to citizens and the government, as well as between communities of persons.⁶

The sedition laws under Section 124A of the IPC were invoked very effectively in conjunction with the Indian Press Act (1910) to curb freedom of the press during the Indian Freedom struggle. Some of the most famous sedition trials of the late 19th and early 20th Century involved Indian nationalist leaders. Prominent persons charged with sedition under this law include Bal Gangadhar Tilak, Dr. Annie Besant and Mahatma Gandhi himself.

5. A.G., *Noorani Indian Political Trials: 1775-1947*, New Delhi: OUP, 2009, p. 235.

6.W.R. Donogh, *A Treatise on the Law of Sedition and Cognate Offences in British India*, 1 (Calcutta: Thakker, Spink and Co., 1911).

SUPPLEMENT #2



BAL GANGADHAR TILAK

In 1898, Section 124A of the IPC was amended to include any comments that could be – in any way – construed as attacks upon the government itself, its existence, its essential characteristics, its motives, or its feelings towards people. The colonial government, particularly the Bombay government, followed the changes in the law with a spate of prosecutions against native newspapers. In 1908 the British enacted the Newspapers (Incitement to Offences) Act, a law that empowered District Magistrates to confiscate printing presses that published seditious material. They also enacted the Seditious Meetings Act to prevent more than 20 people from assembling for meetings. These measures came in for severe criticism from Tilak.

After the Muzaffarpur bomb incident, which was an attempt to assassinate the Magistrate of Muzaffarpur, Tilak's paper, 'Kesari', carried an editorial pointing to the effects of governmental repression. Tilak was once again prosecuted for sedition and sentenced to six years rigorous imprisonment with transportation.⁷

7. Transportation was a form of punishment whereby convicted criminals were deported to a penal colony. In India many political opponents of the British regime were transported to the Cellular Jail in the Andaman Islands

SUPPLEMENT #2

DR. ANNIE BESANT

Section 4(1) of the Indian Press Act, 1910, was framed in a similar manner to Section 124A. The relevant provision said that any press used for printing/publishing newspapers, books or other documents containing words, signs or other visible representations that had a tendency to provoke hatred or contempt to His Majesty's government...or any class of subjects (either directly or indirectly, by way of inference, suggestion, metaphor, etc.) would be liable to have its deposit forfeited. Dr. Annie Besant's publication had levelled an attack against the English bureaucracy and the deposit of Annie Besant's printing press was confiscated.⁸

MAHATMA GANDHI

In 1922, Mahatma Gandhi was charged with sedition for three articles that he had published. Gandhi explained to the judge why he had become an uncompromising disaffectionist and non-cooperator, and why it was his moral duty to disobey the law. Gandhi commented on the law that was used to try him and demanded that the judge give him the maximum punishment possible, saying, "...Section 124A under which I am happily charged is perhaps the prince among the political sections of the IPC designed to suppress the liberty of the citizen. Affection cannot be manufactured or regulated by the law. If one has no affection for a person, one should be free to give the fullest expression to his disaffection, so long as he does not contemplate, promote or incite to violence." Although the judge acknowledged the stature of Gandhi and his commitment to non-violence, he still convicted him of sedition under the law, and sentenced him to six years imprisonment.

8. Annie Besant v. Advocate General of Madras, (1919) 46 IA 176

SUPPLEMENT #2

SEDITION AND THE INDIAN CONSTITUTION

The irony of the sedition law used against nationalists like Gandhi and Tilak continuing in the statute books of independent India was not lost on those drafting the Constitution. Although present in the initial Draft of the Constitution (and therefore limiting the fundamental right to speech under Article 13),⁹ sedition was eliminated from the exceptions to the Right to Freedom of Speech and Expression (Article 19 (2)). This amendment was the result of the initiative taken by K.M. Munshi, a lawyer and an active participant in the Indian Independence movement.

But the public opinion has changed considerably since and now that we have a democratic Government a line must be drawn between criticism of Government which should be welcome and incitement which would undermine the security or order on which civilised life is based, or which is calculated to overthrow the State. Therefore, the word 'sedition' has been omitted. As a matter of fact the essence of democracy is Criticism of Government.

By removing sedition from the terms included in Article 19(2) the Constitution makers signalled their wish to move away from the colonial order where legitimate dissent was denied to Indians.

9. Clause 13 cited on p. 7 of the Draft Constitution of India prepared by the Drafting Committee. Constituent Assembly Debates of Wednesday 30-4-1947, Vol. III, No. 3 at p. 445 where Clause 8 referred to above is reproduced cited in Para 81, Ram Nandan v State AIR 1959 All 101, 1959 CriLJ 1

YOUR WORLD, YOUR PERSPECTIVE

It is recommended that Activities 3, 4 and 5 of this kit are conducted before proceeding to this activity, as they set the context of Freedom of Expression in an educational institution.



LEARNING OBJECTIVES:

- 1** To help students relate events taking place in the world around them to the Right to Freedom of Expression and build their own perspectives on these.
- 2** Within the context, to explore, discuss and debate the rights and responsibilities of students while accessing the Right to Freedom of Expression in educational institutions.



THINGS REQUIRED:

- Copies of Supplement #3 – to be circulated as homework reading.



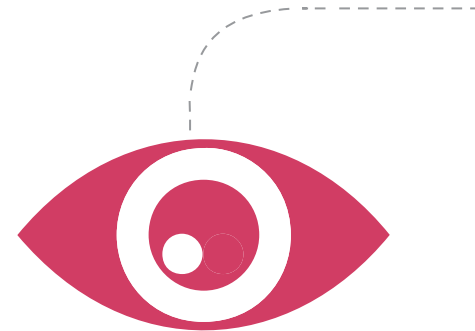
TIME REQUIRED:

60 minutes.

ACTIVITY DESCRIPTION:

Conduct a classroom discussion or an inter-class debate on the Freedom of Expression in Educational Institutions.

SUPPLEMENT #3



YOUR WORLD, YOUR PERSPECTIVE

There's a lot happening in the world around us, and we want to hear what you have to say.

Take a look at events related to student voices in educational spaces in the recent past through a Human Rights lens, and share your viewpoint. As a member of the global community, what do these events mean to you? We want to know what you think, how it affects YOU, your family, educational institution, community, neighbourhood and nation. So go ahead and read, review, ponder, discuss and tell us – what is your perspective of your world?

Send us your speeches, essays, articles, posters, blog posts or any other piece of work related to Freedom of Expression in Educational Spaces. If we like your work, we'll feature it on our website and Facebook page! Write to us at Amnesty International India, # 235, 13th Cross, Indiranagar 2nd Stage, Bangalore 560038 or email us at rights4edu@amnesty.org.in

SUPPLEMENT #3

Here are some recent incidents to help you get started with your discussions and debates:

BURMA

On December 18, 2015, in Burma, student human rights defenders Kyaw Ko Ko, Nandar Sit Aung, Lin Htet Naing and Phyo Phyo Aung were presented with fresh charges under the Peaceful Assembly and Procession Act.

The charges were in connection with their involvement and activities surrounding student protests against the National Education Law which took place in March 2015.

On April 7, 2016, NLD leader Aung San Suu Kyi, the newly appointed state counselor to President Htin Kyaw and the parliament, announced a plan to release political prisoners and activists facing charges for political activities.

Kyaw Ko Ko, Nanda Sit Aung, Min Thway Thit and Ma Phyo Phyo Aung along with 69 student human rights defenders who were facing trial, were released on April 8, 2016 after a court in Tharrawaddy pardoned them.

INDIA

In February 2016, an event was organised by some students of the Jawaharlal Nehru University, Delhi, to question the use of the death penalty and to bring the grievances of people in Kashmir to light. A controversy ensued after the police said that some of the students had used “anti-India” slogans.

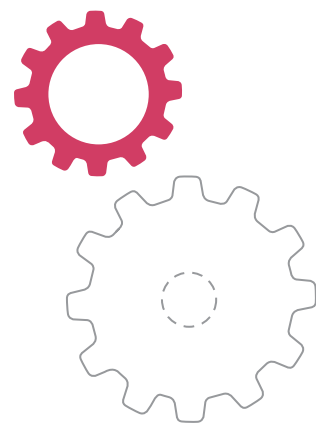
As a result, JNU Students Union president Kanhaiya Kumar was arrested on sedition charges. He was detained for nearly three weeks.

When Kumar was brought to a Delhi court on February 15, 2016, JNU students and professors, as well as journalists, were attacked by a group of lawyers.

Kanhaiya Kumar was released on interim bail by the Delhi High Court on March 2, 2016.



SUPPLEMENT #3



WAYS IN WHICH YOU CAN EXPRESS YOURSELF!

Organise a debate on the statement– “Educational institutions should be a space for free debate and dialogue”.

Organise an essay writing event (1000 words) – “I think that educational institutions should be a space to promote freedom of expression because...” (The top five entries will be showcased on our website).

Create a newsletter – how would you report similar articles?

Work with your principal and teachers to create a Charter on how students in your educational institution can access their Freedom of Expression. Don't forget to include your responsibilities as well! Take a picture of your Charter, put it up on Facebook and tag us at <https://www.facebook.com/RightsForEducation/>

RESOURCES THAT YOU COULD USE...

<https://www.amnesty.org/en/what-we-do/freedom-of-expression/>

<https://www.youtube.com/watch?v=geMOuJZ20lc>

<http://thewire.in/2016/02/16/an-illustrated-history-lesson-on-free-speech-in-india-21758/>

<http://www.livelaw.in/15-facts-everyone-should-know-about-indian-sedition-law/>

HUMAN RIGHTS EDUCATION


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