



EDUCATION

UNDER

FIRE

A DOCUMENTARY AND CONVERSATION your human rights campaign in a hand-held box



Before going any further....

TAKE

DRIVE

Read the Nobel Laureates' Letter

Nobel Peace Prize Laureates President José Ramos-Horta (East Timor) and Archbishop Desmond Tutu call on the international academic community to speak out regarding the denial of the right to higher education for religious and ideological reasons in Iran.

Copies of this letter are contained in this DVD case and are available online at www.educationunderfire.com.

ACTION

TO 25

Take a few minutes and be one of a community of 25,000. Raise your voice in protest and send your petition to Ayatollah Khamenei, President Ahmadinejad and other top Iranian officials.



“The Education Under Fire visit drew our attention to the issue of BIHE credit for the first time, and upon review, HGSE has determined that we will accept BIHE credit.”

**Dean Kathleen McCartney
Harvard Graduate School of Education**

“Education Under Fire illuminates a little-known struggle for human dignity by the Bahá’í community in Iran to overcome systematic discrimination and secure higher education for its young people. Amnesty International is proud to be associated with this project and encourages its members and supporters to pay attention and get involved!!”

**Joshua Rubenstein
Northeast Regional Director - Amnesty International USA**

From Some

FRIENDS

“Education Under Fire highlights an important aspect of the ongoing violations of human rights in Iran and reminds us of the value of freedom of education and of belief-universal rights that many of us take for granted.”

**Roxana Saberi
Author of “Between Two Worlds: My Life and Captivity in Iran”**

**“Education Under Fire
is a phenomenal effort-
bringing awareness to one
of Iran’s most egregious
human rights abuses!”**

**Firuzeh Mahmoudi
Founding Executive Director
United4Iran**

“I strongly encourage you to support the wonderful Education Under Fire film and campaign, which is endorsed by Amnesty International USA.”

**Elise Auerbach
Iran Specialist - Amnesty
International USA**

“The Education Under Fire campaign is a compelling testament to the unbreakable hope and tenacity of a persecuted religious minority in achieving a basic human right.”

**Nazanin Boniadi
Actress and Amnesty International spokesperson**

+ ALLIES...

“Born out of deep concern about the Iranian government’s systematic denial of higher education to members of the Bahá’í Faith, Education Under Fire is a campaign with universal implications. (Its) powerful message of unity and equal rights should be commended by all.”

**Gissou Nia
Executive Director - Iran Human Rights Documentation Center**

“This is a film and initiative that focuses international attention on one of the most unjust discriminations of our time. Powerful and most timely, it has already achieved much impact. Education Under Fire is an example of an advocacy campaign at its best.”

**Hadi Ghaemi
Executive Director - International Campaign for Human Rights in Iran**



Mahmoud Badavam

Mahmoud Badavam, 58, holds a degree in electronic engineering from Tehran Polytechnic University and a post-graduate degree from the Massachusetts Institute of Technology, U.S.A. The manager of civil engineering projects and a lecturer for the Bahá'í Institute for Higher Education, Mr. Badavam is married with two children. In 1986, Mr. Badavam was incarcerated for a period of three years for being a Bahá'í. He has been in prison since his arrest on 22 May 2011, and first appeared in court on Tuesday 27 September 2011. He has since received a four-year prison sentence.

SENTENCED:



Nooshin Khadem

Nooshin Khadem, 48, gained a General Studies degree – the only major available via correspondence course from Indiana University, U.S.A. She also later received a post-graduate Masters of Business Administration from Carleton University, Canada. Ms. Khadem worked in an administrative capacity with BIHE. She was arrested on 22 May 2011 and first appeared in court on Tuesday 27 September 2011. She has been sentenced to four years in prison.



Kamran Mortezaie

Kamran Mortezaie, 59, has been sentenced to five years in prison. He holds a degree in electronic engineering from Áryámíhr University – now the Sharif University of Technology – in Iran, as well as a post-graduate degree from George Washington University in the U.S.A. Having been denied the right to practice his profession for being a Bahá'í, he worked in the building industry. He was a director of BIHE and a lecturer in computing. He was among 36 members of BIHE's faculty and staff who were arrested during a series of raids carried out in 1998 by the Iranian authorities. He is the father of one child.

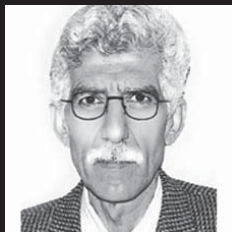


Farhad Sedghi

Farhad Sedghi, 64, has a degree in accountancy and financial management. He was expelled from his post-graduate mechanical engineering studies for being a Bahá'í. A lecturer with BIHE, he also worked as an accountant and financial adviser. He is married with three children. He was arrested on 22 May 2011 and first appeared in court on Tuesday 20 September 2011. He has recently begun a four-year prison sentence.

PROFILES OF 6 PRISONERS

These six prisoners have received 4 and 5-year prison terms for the crime of educating in Iran:



Riaz Sobhani

Arrested on 14 June 2011, Riaz Sobhani, 65, holds a post-graduate diploma certificate in building industry. He worked for the BIHE as a building industry consultant and manager. Married with three children, he appeared in court on 1 October 2011. He was given a four-year jail term.



Ramin Zibaie

Ramin Zibaie, 44, has a post-graduate degree in psychology from BIHE where he worked as a director and a lecturer in psychology. He is also an educational counselor. Married with two children, Mr. Zibaie reportedly first appeared in court on 1 October 2011. He has been sentenced to five years in prison.

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A GUIDE FOR ACTION

I'm not sure if I've written you since I got out of (Evin) prison... I've been bombarded by BIHE work. We are starting the new semester while three of our lecturers are currently in jail... This means that we have to work harder to fill the gaps. Yesterday we had the start of semester ceremony. It was quite different from what you might think... we reviewed... a situation when someone is getting arrested and what to do when you are in prison! Imagine starting a semester of learning by getting prepared for imprisonment and torture!

- A detainee in the May 2011 attack on the BIHE

Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Universal Declaration of Human Rights, Article 26—to which Iran is a Signatory

Education Under Fire (EUF) addresses the Iranian government's denial of the right to education for ideological and religious reasons. Beyond the goal of encouraging specific action in order to mitigate the effects of these policies in Iran, EUF is encouraging conversations on university campuses and within communities around the country in order to raise awareness of and shine a light on the importance of defending Article 26 of the Universal Declaration of Human Rights, which guarantees education as an inalienable right of every human being.

Whether you are a student, professor, human rights activist or a citizen concerned about the importance of education you can begin the process of engagement by making a list of others likely to share your commitment. Collaborating with others from diverse and varied backgrounds, inviting them to participate in this important discourse and in contemplating action is the key to an effective outreach plan. The following simple script will help you convey the essence of the campaign's story to your fellow prospective collaborators...

EDUCATION UNDER FIRE: ACTION SCRIPT



I'd like to take a few minutes to tell you about an important human rights campaign that I've gotten involved in. It's an amazing story. In fact, most people have trouble believing that such a thing could happen in the 21st century. Have you got a few minutes to chat about it? Is now a good time?

For the past thirty years, the Iranian government has made it a state policy to "block the progress" of its largest non-Muslim religious minority. 300,000 Iranian Bahá'ís have faced every kind of abuse including arrest, imprisonment, torture and even execution.

Since the 1979 revolution, young Bahá'ís have not been allowed to attend any of Iran's universities. Imagine a government in this day and age withholding the right to education from an entire population of its own people. This type of abuse is in violation of every international human rights charter and even Iran's own constitution.

In 1987, the Iranian Bahá'í community started an informal university, which has evolved into the Bahá'í Institute for Higher Education (BIHE for short). With classes taught peacefully in the living rooms and kitchens of homes across Iran by Bahá'í academics that have themselves been barred from teaching professionally as a result of their religious beliefs, the BIHE represents the only chance that Bahá'í youth have for higher education.

In May 2011, the government launched a coordinated attack against the BIHE—raiding dozens of homes, confiscating computers and materials and detaining eighteen professors and administrators. Seven of those arrested received four or five-year prison terms—their only crime: educating the youth in their community.

Continued...

DRIVE TO 25



Visit www.educationunderfire.com and go to the "TAKE ACTION" page...

Education Under Fire is a campaign designed to help mitigate the effects of these discriminatory policies and to raise awareness of the importance of defending Article 26 of the Universal Declaration of Human Rights, which guarantees education as an inalienable right of every human being.

The campaign has produced a 30-minute documentary, co-presented by Amnesty International. It tells the poignant and compelling story of the BIHE. I'd like to invite you to see the film and to participate in a conversation about what we can do together to make a difference. Would you be available to join me on (Date) at (Time)?

At the request of the campaign, Nobel Peace Prize Laureates Archbishop Desmond Tutu and President José Ramos-Horta of East Timor have co-authored a letter about these abuses addressed to the international academic community. We are asking everyone to read the Nobel Laureates' open letter and to take two or three minutes to send a petition to selected Iranian government officials. Our goal is to achieve a minimum of 25,000 petitions by May 2012 - one year from the attack on the BIHE. So, please read the Nobel Laureates' letter, pass it along to others and complete the online petition.

All you have to do is visit www.educationunderfire.com and go to the "TAKE ACTION" page.

The Screening-Conversation

“One of the most powerful human documentaries I have ever seen, Education Under Fire is sure to galvanize viewers who will be exposed to an outrage that until now has received little attention — the systematic denial of an entire religious community of the right to pursue higher education in their own country.”

Elise Auerbach, Iran Specialist - Amnesty International USA

By now, you are engaged with others in the discourse. Having read and reflected on the Nobel Laureates’ open letter and taken the first action called for in that letter by becoming part of the Drive to 25, you will undoubtedly find the Education Under Fire documentary profoundly moving.

Early screening-conversation events had panel discussions follow the screening of the film. While a panel consisting of a variety of participants may be appropriate in certain circumstances, it is really not an integral part of the process. Arranging a diverse and effective panel often takes a great deal of time, energy and focus. Panels consisting of “experts” from various fields and backgrounds may even inadvertently strip power from the participants causing the experience to become more of a passive one. Moreover, panel discussions may have a tendency to take up time and detract from the kind of conversation which could lead to specific concrete action steps more likely to emerge from consultation among a group of engaged and passionate collaborators.

Another component that emerged in early screening-conversation events was the fielding of a variety of questions that audience members had regarding points raised by the film. Who are the Bahá’ís? What do they believe in? Why don’t Iranian Bahá’í youth simply check “Muslim” or some other designation so they can attend university? Why would Iranian Bahá’ís be willing to go to prison rather than just leaving Iran, taking a low profile or telling their persecutors what they want to hear?

Reading aloud the Nobel Laureates' letter could be a good place to begin in order to provide a framework for discussion.

These questions and related answers may be quite interesting. However, when the conversation centers on such issues there may be little or no time to discuss ways and means of making a difference. For this reason, we have developed a 'Frequently Asked Questions' document which is available on the website and further on in this guide. Perhaps this material could be printed and shared with the collaborators in advance of the screening-conversation so that maximum time can be spent in solution-based consultation while the group is assembled following the stirring impact of the film. Letting your associates know that this material is accessible and encouraging them to avail themselves of it will help ensure that the participants are well prepared prior to the event itself.

Identifying a facilitator (or facilitators) adept at drawing participants into a collaborative consultation might well prove to be an effective method of approaching the conversation portion of the event. Reading aloud the Nobel Laureates' letter could be a good place to begin in order to provide a framework for discussion.

As you explore the action points called for in the open letter, you will note that the first point can be accomplished in less than two minutes by participating in the Drive to 25. It might be a good idea to announce the status of the campaign's collective goal of 25,000 petitioners and to encourage those who have not yet had a chance to participate in that process to do so. Everyone can be encouraged to redouble their efforts in reaching out to others who are not yet familiar with the plight of the BIHE to join the effort. In this way, we ensure that the conversation does not end with the screening.

The other action points suggested at the end of the Nobel Laureates' letter are steps that any institution of higher learning can seriously consider and practically implement. Connecting at the highest possible levels in the academic world is, thus, a goal that every participant should bear in mind. Even if you are not personally involved in academia, you likely know someone who knows someone who is. These relationships can be instrumental in achieving results.

You might like to share the fact that, through the efforts of a single student, within the earliest weeks of the launch of the enterprise and as a result of EUF's visit to Harvard's Graduate School of Education (HGSE), that school formally agreed to accept the BIHE credits, a stellar victory paving the way for other institutions of higher learning to follow suit. In addition, the Dean of HGSE wrote a letter registering her disapproval to Iran's ambassador to the UN. That letter is available on the EUF website and may serve as a template for other academics of prominence who might like to weigh in on the matter personally.

Beyond the action points mentioned in the Nobel Laureates' letter, there are many other steps that can be taken to help mitigate the effects of the Iranian government's discriminatory policies. It is hoped that these conversations, rooted in the creative process that emerges as we collaborate with others in the path of truth and justice, will lead to a variety of ideas and solutions toward the protection of the right of all to education.





EUF FREQUENTLY ASKED QUESTIONS

Dear Collaborator! This guide is meant to assist you in planning and facilitating the discussion and action-based follow-up to the documentary-screening you are hosting. This tool will provide some factual information, questions, and possible answers.

Please use it as a springboard for your own creativity. We look forward to receiving a report from you about your experiences and successes. You may wish to make this document available to participants before the screening of the film so that all are informed and background awareness has been offered.

We encourage you to invite your audience to participate in brainstorming action steps and taking ownership of making an impact. Use a flipboard to capture their ideas, and then add the action steps listed at the end of this document. Provide copies of the Nobel Laureates' letter for reference and better yet have volunteers read it aloud before questions and answers begin. Make the campaign your own.

What is the basic belief of the Bahá'í Faith?

Bahá'ís believe that there is one God, that all humanity is one family, and that there is a fundamental unity underlying all religions. Bahá'ís work toward the establishment of world peace through a process of community building based upon such principles as the oneness of the human race, the equality of women and men, the need for universal education, the harmony of science and religion, and others that are fundamental to the establishment of a peaceful and prosperous society.

What lesson can we take away from the film?

While the film focuses on a terrible injustice, it is not about victimhood. Rather, it's about resilience demonstrated in the face of oppression – it is a story of strength. Moreover, it helps us appreciate our own freedom and to think about the importance of not taking our own right to education for granted.

Why should the Iranian government be held accountable to protect the right of all of its citizens with respect to higher education?

Article 26 of the Universal Declaration of Human Rights, to which Iran is a signatory, states: "Everyone has the right to education..." and further, "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace..."

The Iranian government's denial of the right to education violates both the Universal Declaration of Human Rights and its own constitution.

Why would the Bahá'í community of Iran risk imprisonment and worse by creating its own informal university, knowing that the Iranian government will punish such an effort again and again?

Education is central to the Bahá'í teachings, which emphasize the importance of education for the nurturing and development of all peoples. According to Bahá'í teachings, educating one's children is an inescapable duty.

The deprivation of access to institutions of higher learning and the attack on a peaceful institution developed to fill the gap is an attempt to withhold necessary intellectual food in an effort and starve the minds of an entire community.

Does the Iranian government deny others the right to higher education?

The Bahá'ís are the only group to face pervasive class denial of this right. However, the denial of the right to higher education is a tool wielded by the Iranian government on an individual basis against those whom the government perceives to have stepped out of line. Many student activists, journalists, and others – whose ideology contradicts or threatens the authority of the ruling clerics – are subject to facing such discrimination.

The International Campaign for Human Rights in Iran recently published a study called "Punishing Stars," examining the system by which students' applications to university are flagged for rejection for such perceived offenses.

What are the charges that have been levied against those involved in teaching and studying at BIHE?

According to reports, in late July, seven BIHE faculty and staff members were charged with “conspiracy against national security” and “conspiracy against the Islamic Republic of Iran” by “establishing the illegal Bahá’í Institute for Higher Education.”

Those accused were each sentenced to four to five-years imprisonment, and their crime was announced as: “Membership of the deviant sect of Bahá’ism, with the goal of taking action against the security of the country, in order to further the aims of the deviant sect and those of organizations around the country.”

The Bahá’í Faith is recognized as an independent world religion by virtually every free nation on the planet. Its teachings are all-inclusive and demand the respect and obedience of its adherents to national and international law. The Iranian government has an established history of labeling all those who it sees as a threat in any spurious manner that suits its own ends.

Why does the government of Iran persecute the Bahá’ís so vehemently?

Throughout the past century, the Bahá’ís of Iran have been persecuted. Since the triumph of the Islamic Revolution in 1979, this persecution has been systematized. More than 200 Bahá’ís have been executed or killed, hundreds more have been imprisoned, and tens of thousands have been deprived of jobs, pensions, businesses, and educational opportunities. All national and local Bahá’í administrative institutions have been banned by the government, and Bahá’í holy places, cemeteries and community properties have been confiscated, vandalized, or destroyed.

The 300,000-member Bahá’í community is the largest religious minority in that country, and Bahá’ís have been oppressed solely because of religious intolerance. Islamic leaders in Iran and elsewhere have long viewed the Bahá’í Faith as a threat to Islam and have branded the Bahá’ís as heretics. The progressive stands of the Faith on women’s rights, independent investigation of truth, and education have particularly rankled many Muslim clerics.

Is the Bahá'í community a threat to the government or society?

No. Bahá'ís are obedient to and supporters of their governments. The Bahá'í Holy Writings clearly call for this:

“Theirs is the duty to demonstrate, on one hand, the nonpolitical character of their Faith, and to assert, on the other, their unqualified loyalty and obedience to whatever is the considered judgment of their respective governments.” (The World Order of Bahá'u'lláh, Shoghi Effendi)

What is the process by which BIHE students' credits have been accepted at institutions of higher education?

BIHE accreditation thus far has been on an individual basis. Individual students from the BIHE apply to institutions, send their transcripts and documents, and then follow up with phone calls. Gradually, many are accepted. One of the Bahá'í administrative offices in the US sends a letter to verify that the transcripts are valid, along with other supporting documents.

Through the precedents set by individual efforts, over 60 universities worldwide have accepted BIHE graduates into their graduate programs. These include some of the best universities in North America.

Note: Harvard University's Graduate School of Education very recently made a formal announcement that it will accept credits from the BIHE, after an Education Under Fire screening-conversation held at the university in November 2010.

A list of accrediting schools can be found at:
www.bihe.org

We have the freedom and privilege to decide what course of education and career we want to pursue. How can we use our freedom and particular resources to address this violation of a universal human right? What can we do to get involved and help those whose rights have been violated?

PROMOTE AWARENESS + ACT

Read and share the Nobel Laureates' letter.

Join the Drive to 25 and sign the petition condemning the denial of the right to education, and encourage others to do so. EUF has a goal of obtaining 25,000 signatories by the end of May 2012, one year from the recent attack on the BIHE and detainment of the sentenced prisoners.

Brainstorm with other collaborators and participants about how you can materialize the action points called for by the Nobel Laureates in your communities and schools.

Media: Write articles about the right to education in the press, blogs, and school newspapers.

Share: Post EUF items and news to Facebook, Twitter, and other social media.

Collaborate: Discuss EUF with like-minded high school, college, and community groups, or form your own.

RESOURCES:

EUF Website Press and Articles Sections:

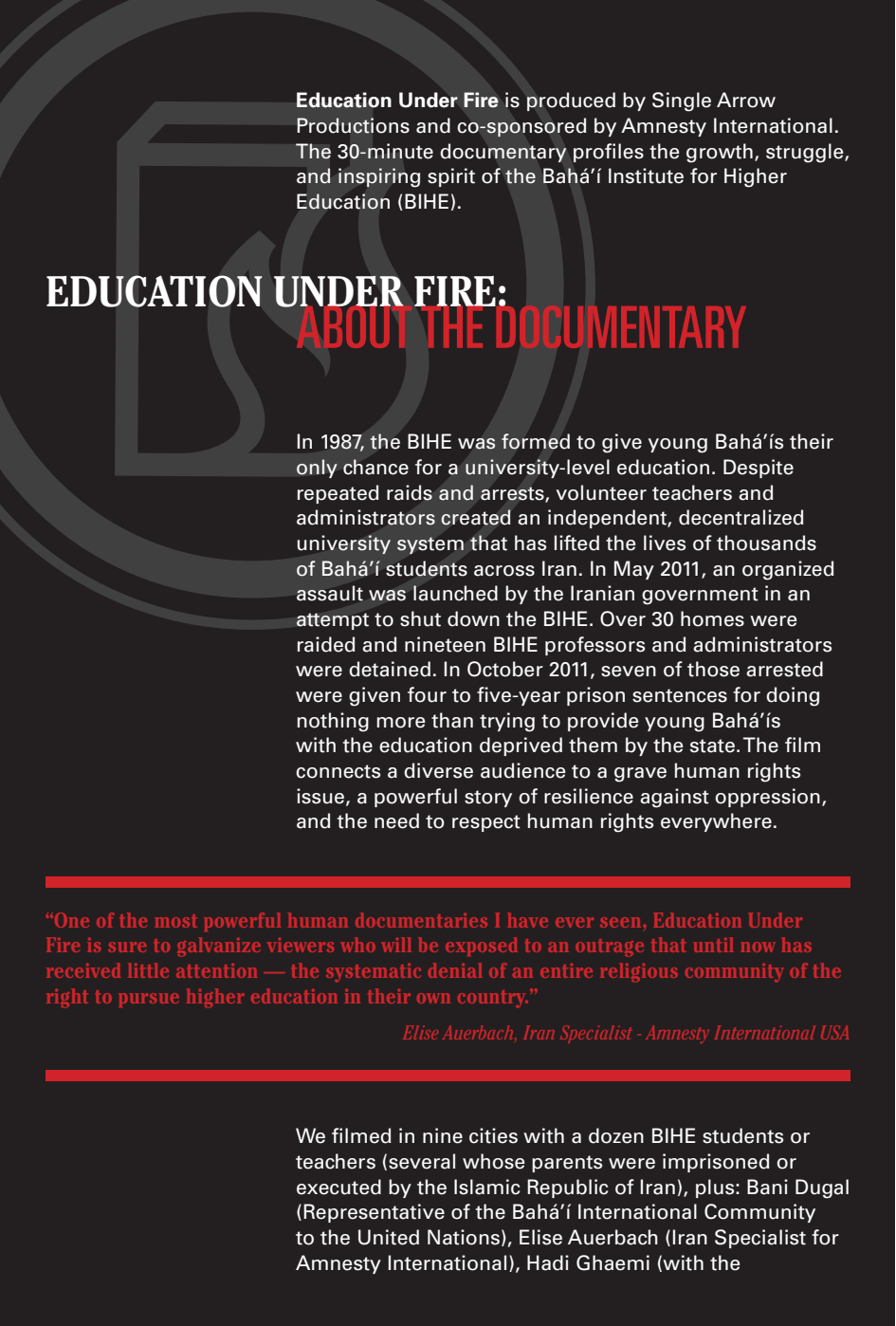
www.educationunderfire.com/speaking-about/press

Bahá'í World News Service Iran Update:

news.bahai.org/human-rights/iran/iran-update

BIHE Quickfacts:

www.bihe.org



Education Under Fire is produced by Single Arrow Productions and co-sponsored by Amnesty International. The 30-minute documentary profiles the growth, struggle, and inspiring spirit of the Bahá'í Institute for Higher Education (BIHE).

EDUCATION UNDER FIRE: ABOUT THE DOCUMENTARY

In 1987, the BIHE was formed to give young Bahá'ís their only chance for a university-level education. Despite repeated raids and arrests, volunteer teachers and administrators created an independent, decentralized university system that has lifted the lives of thousands of Bahá'í students across Iran. In May 2011, an organized assault was launched by the Iranian government in an attempt to shut down the BIHE. Over 30 homes were raided and nineteen BIHE professors and administrators were detained. In October 2011, seven of those arrested were given four to five-year prison sentences for doing nothing more than trying to provide young Bahá'ís with the education deprived them by the state. The film connects a diverse audience to a grave human rights issue, a powerful story of resilience against oppression, and the need to respect human rights everywhere.

“One of the most powerful human documentaries I have ever seen, Education Under Fire is sure to galvanize viewers who will be exposed to an outrage that until now has received little attention — the systematic denial of an entire religious community of the right to pursue higher education in their own country.”

Elise Auerbach, Iran Specialist - Amnesty International USA

We filmed in nine cities with a dozen BIHE students or teachers (several whose parents were imprisoned or executed by the Islamic Republic of Iran), plus: Bani Dugal (Representative of the Bahá'í International Community to the United Nations), Elise Auerbach (Iran Specialist for Amnesty International), Hadi Ghaemi (with the



International Campaign for Human Rights in Iran), Hamid Dabashi (Professor of Iranian Studies and Comparative Literature at Columbia University), and Dr. Ramin Ahmadi (Co-founder of Iran Human Rights Documentation Center). The film features footage and photos spanning two decades of BIHE classes, rare video from inside Tehran's notorious Evin Prison, and photos that bring alive a series of personal stories.

In the documentary, BIHE graduate Shahrzad Missaghi expresses a shared resolve, "The government can crush our bodies, but they cannot crush the mind and soul." Mojdeh Rohani, a BIHE graduate whose father was executed in 1981, says, "We can use this experience to not only just think about ourselves and what is important to us, but to look at the bigger picture; to think of people of this world as they were our own family." That is the larger, universal message of this film. Education Under Fire will inform and move a diverse audience around the world.

PRODUCED, DIRECTED AND WRITTEN BY: Jeff Kaufman

EXECUTIVE PRODUCER: David Hoffman

EDITED BY: Daniel Kaufman

MUSIC COMPOSED BY: KC Porter

CINEMATOGRAPHY: Colin Trenbeath

GRAPHICS: Patrick Connelly

ASSOCIATE PRODUCER: Homeira Hoffman

A Single Arrow Productions film

Duplication, broadcast, uploading, and all forms of distribution or media sharing of the 'Education Under Fire' documentary are strictly prohibited without express written approval from Single Arrow Productions, LLC.

ANGELS OF IRAN

An Online Short Documentary Series of Resiliency
in the Face of Human Rights Abuses.

Single Arrow Productions offers seven new short
films contained in the enclosed Education Under
Fire Extras DVD.

Also available online at www.angelsofire.com

THE EXTRAS REEL

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Single Arrow Productions

Additional Extras Reel

Appeal from East Timor President José Ramos-Horta

Actor-Comedian Rainn Wilson Speaks Out

The Columbia University *Education Under Fire* Premiere

The story of Roxana Saberi's time in prison with Mahvash Sabet and Fariba Kamalabadi, two members of the former Yaran ("Friends"), sentenced to 20 years in prison for helping administer the needs of the Bahá'í community in Iran.

A VOICE FOR THE VOICELESS



Roxana Saberi

"Mahvash and Fariba were like my sisters. They taught me so many lessons in my days in prison. I saw that their faith gave them a lot of strength to do what they believed was right and to set a good example for others. I remember one day I asked Fariba, 'How can you not feel hatred for your captors?' Her father had been imprisoned some years earlier and tortured. He died shortly after his release. She answered, 'I don't hate them. I don't want to become like them. I forgive them.' I often think of Fariba and Mahvash when something challenging happens in my life."



A story of love, courage, and belief in freedom with Reza Fani Yazdi and his wife Soheila Vahdati.

LOVE AND FREEDOM: THE LIFE OF REZA FANI YAZDI



Reza Fani Yazdi

"Torture is all about your identity, about your dignity, about your existence. And basically, you think, 'If I break, if I give up, I have lost my dignity. I have lost my existence. Who am I going to be after that?'"

THE EXTRAS REEL

"The world needs to know about the plight of the Bahá'ís of Iran" are the stirring words spoken by Iraj Kamalabadi at the opening of this powerful short film. His sister, Fariba Kamalabadi, is serving a 20-year prison sentence. 'Faith and Sacrifice' weaves together accounts of nine family members of Bahá'ís who have faced imprisonment, torture and execution under the Islamic Republic of Iran.

The film also features highlights of an interview with Mr. Glenford Mitchell, retired member of the world governing council of the Bahá'í Faith who was deeply involved at the highest levels in the early days of the defense of the Iranian Bahá'ís and was a pioneer in those initial endeavors.

FAITH AND SACRIFICE: THE BAHÁ'ÍS IN IRAN



Kimia Kline

"The Iranian government wants these lives erased, their memories erased. But, when you sacrifice something as irreplaceable as your life...that is inherently unforgettable."

Mahmoud Madjzooob together with seven other members of the National Spiritual Assembly of the Bahá'ís of Iran were executed on December 27, 1981. A heartbreaking account told by his widow and their son...

STEADFAST: THE INSPIRATION OF MAHMOUD MADJZOOB



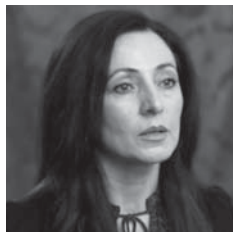
Shokoo Madjzooob

“My husband, he was handsome, but I was attracted to him because of his knowledge, not because of his features. I was attracted to him because he knew about everything. We built our life together little by little; we were lucky, two beautiful children and a very good life. After the Revolution, they arrested the first National Spiritual Assembly... they kidnapped them. We never knew what happened to them. Madjzooob became a member of the reconstituted National Assembly. One morning somebody called and said, ‘Last night your husband was arrested together with the others.’ I was lost. I didn’t know what to do.”



A profile of human rights activist, Iranian-Kurdish singer/songwriter, Soraya Fallah - imprisoned four times, and tortured so severely that she miscarried.

FOR KURDISTAN: THE SORAYA FALLAH STORY



Soraya Fallah

“Suddenly, five people came inside with guns... In the beginning they put me in solitary confinement. I soon realized that I was pregnant. One day, toward the end of my first trimester, they tortured me. I felt something inside me ripped, like my heart.”

Soheila Afnani recounts her father's harrowing story. Nusratullah Subhani was executed March 5, 1985.

A FATHER'S VOICE: THE SOHEILA AFNANI STORY



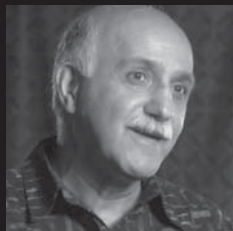
Soheila Afnani

"Growing up a Bahá'í, we were familiar with the persecution of the early believers. My father was very devoted to the Faith, and he was very active in the Bahá'í community in Tehran. He was risking his life doing what he was doing. Other Bahá'ís around him were being arrested left and right and some of them were being killed. So he knew that his life was in danger..."



Political activist Jafar Yaghoobi's first-person account of his six years in prison.

NO REGRETS: THE JOURNEY OF JAFAR YAGHOOBI



Jafar Yaghoobi

"My wife comes from a Zoroastrianism background. I came from a Muslim background. I went back to Iran at the time of the revolution. There was a great deal of hope that things would change for the better and a democratic system would be established. By 1981, the brutal repression started against all opposition. I was arrested in October 1984. I was taken to an interrogation site the first night and tortured."

Nobel Peace Prize Laureate and co-author of the September 25, 2011 letter, President José Ramos-Horta speaks out on behalf of the Bahá'ís of Iran and encourages everyone to get involved in the Education Under Fire initiative. In this brief and compelling commentary he states...

EAST TIMOR PRESIDENT JOSÉ RAMOS-HORTA'S APPEAL ON BEHALF OF THE BIHE

MORE EXTRA REEL VIDEOS



José Ramos-Horta

“Anyone knowing what the Bahá'ís are doing to educate themselves must be inspired and touched. Such a commitment. Such faith! So for them we owe our solidarity. Youth in the United States and around the world should join in a mass movement of millions of people demanding freedom of education and freedom of worship for the Bahá'í community in Iran.”

José Manuel Ramos-Horta was born on 26 December 1949. He is the second President of East Timor since that nation attained independence from Indonesia. He took office on 20 May 2007. Prior to his presidency, Ramos-Horta was East Timor's prime minister, having served from 2006 until his inauguration as president. As a founder and former member of the Revolutionary Front for an Independent East Timor (FRETILIN), Ramos-Horta served as the exiled spokesman for the East Timorese resistance during the years of the Indonesian occupation of East Timor (1975 to 1999). President Ramos-Horta is a co-recipient of the 1996 Nobel Peace Prize.

RAINN WILSON: ACTOR AND COMEDIAN SPEAKS OUT



Rainn Wilson

In this 3-minute video, Rainn Wilson, Emmy nominated actor for NBC's *The Office*, speaks out for the Bahá'í Institute for Higher Education



The Columbia University Education Under Fire Premiere was held on 28 October 2011.

COLUMBIA UNIVERSITY: EDUCATION UNDER FIRE PREMIERE



A brief video of the Columbia panel discussion following the film's premiere screening. The panel includes Hamid Dabashi - Professor Iranian Studies and Literature, Columbia University; Bani Dugal - Bahá'í International Representative to the UN; David Hoffman - Founder and Executive Producer, Education Under Fire campaign and documentary; Jeff Kaufman - Education Under Fire's Director; Mani Mostofi - International Campaign for Human Rights in Iran; and Mina Yazdani - History Professor, Eastern Kentucky University.



Thanks for becoming part of the Education Under Fire community. From the inception of the campaign, our vision has been to do something more than just produce a film. Our aim has been to develop a community of individuals who can take action, even in small ways – actions which will make a difference.

In this spirit, we encourage you to read and reflect on the powerful letter from the Nobel Laureates. Think about the action points recommended. Pass copies of the letter along to others.

The first action called for by Nobel Laureates President José Ramos-Horta and Archbishop Desmond Tutu is the easiest one to accomplish. In fact, our 'DRIVE TO 25' initiative allows you to take this action in a quick online process. Visit www.educationunderfire.com/25 and complete the simple form that will generate letters of protest to Ayatollah Khamenei, President Mahmoud Ahmadinejad and other top Iranian officials. Our goal is to generate a minimum of 25,000 petitions. We hope you will participate and watch in real time as the 'DRIVE TO 25' counter registers your petition.

Then, make a list of collaborators. Who can you think of in your life's orbit who cares about education? Who will stand for human rights? Who would be interested in watching a film about the stripping away of the right to education from an entire community, by its own government? Who might help you spread the word and engage others? We hope the simple Campaign Action Script and copies of the Nobel Laureates' letter contained in this kit will assist you in beginning these important connections.

This is where the conversation begins...

Warm regards,

The *Education Under Fire* Team

**For Bahá'í educators, a lesson in power
from Iran**

CNN

EUF

EDUCATION UNDER

**'The Office' Actor Rainn Wilson
Promotes Freedom of Education in Iran**

Harvard Crimson

**Iran's War Against Knowledge -- An Open Letter to the
International Academic Community**

Huffington Post

**World Premiere Screening of "Education
Under Fire"**

Amnesty International USA

**Education
Under Fire in
Iran**

*The Conscious
Canary*

**The 'Office' star Rainn Wilson promotes
education, equality**

The Daily Free Press, Boston University

FIRE IN THE NEWS

**Iran bans 'underground university,'
brands it 'extremist cult'**

CNN

**Education
Under Fire
campaign gains
momentum**

*American
Bahá'í*

**Education Under Fire: Bahá'ís Banned
from Higher Education**

Common Ground



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For more information, contact
info@educationunderfire.com