



**WRITE
FOR
RIGHTS**

AMNESTY
INTERNATIONAL



THE FLAME OF FREEDOM CANNOT BE IMPRISONED

LUIS MANUEL OTERO ALCÁNTARA



CUBA

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.

© Amnesty International Nigeria



Amnesty Nigeria activists participate in Write for Rights 2021.

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

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

Tweet your support to
[@Amnesty](https://twitter.com/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.

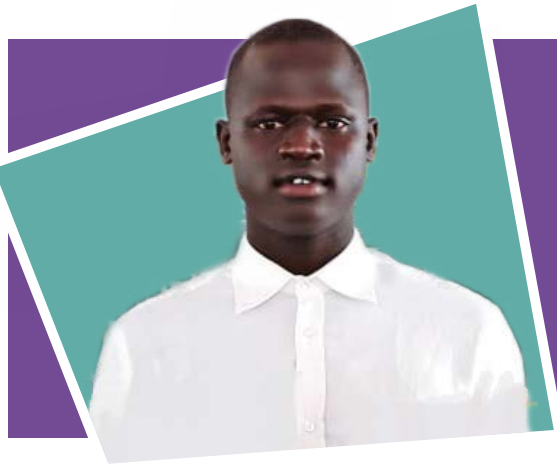
During Write for Rights 2020, supporters from around the world took more than 436,000 actions calling for Germain's freedom. Unable to leave the country following his release, Germain was finally reunited with his family in Belgium in February 2022. He said: "Write for Rights really does have a positive 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.



© Simone Dalmaso

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.

© Amnesty International Switzerland



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

RIGHT TO FREEDOM OF EXPRESSION

KEY CONCEPTS

- freedom of expression
- arbitrary detention
- protests
- artists
- prisoners of conscience

ABOUT THIS ACTIVITY

Participants will learn about freedom of expression through practical exercises that allow them to understand the indignation of not being able to make their voices heard. These activities relate to the real-life story of Luis Manuel Otero Alcántara, a Cuban artist and prisoner of conscience. As part of the activity, participants are encouraged to write a letter to call for Luis Manuel's immediate and unconditional release from detention and to show solidarity with him.

LEARNING OUTCOMES

Participants will:

- **understand** the concept of freedom of expression and connect it to their own lives;
- **explore** creativity, art and music as means of expression to advocate for human rights through the story of Luis Manuel in Cuba;
- **recognize** the power of empathy and solidarity with those whose right to freedom of expression has been violated;
- **learn** about Amnesty International's Write for Rights campaign;
- **write** letters in support of and showing solidarity with Luis Manuel.

AGE: 12+

TIME NEEDED

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

MATERIALS

- **Handout:** role-playing cards (page 9)
- **Background information** on the right to freedom of expression (page 10)
- **Handout:** Luis Manuel's story (page 11)
- **Universal Declaration of Human Rights (UDHR)** simplified version (page 5)
- Paper, pens, envelopes and creative materials (if sending letters)
- Optional: Template letters from www.amnesty.org/writeforrights/

PREPARATION

- Print handouts, background information and copies of the UDHR for each participant/group.
- Cut out the role-playing cards.
- Read the **background information** on page 10 and **Luis Manuel's story** on page 11.

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 amnesty.org/en/documents/ACT30/5856/2022/en/

IMPORTANT TO CONSIDER

- In contexts where using the word *protest* is too controversial and might put participants at risk, you may want to replace it with an alternative such as *the rights to freedom of peaceful assembly and expression*.

1. WHAT IF YOU WERE BEING SILENCED?

Ask participants to gather in groups of four people. In each group, one person will represent the government, one will be an artist and the remaining two will act as members of the audience. Assign each participant a role and give them their role-playing card with instructions (page 9). Give them a couple of minutes to read through their roles and prepare themselves, then give the start sign for the government officials and then the artists to play their role.

After the exercise, bring participants together and debrief in plenary using the following questions:

- To the audience members: **What happened? What was your analysis of the situation?**
- To the artists and the government representatives: **What were your thoughts or feelings while playing your role?**
- To everyone: **What do you think this exercise was about?**

Pause the conversation to read the following human rights article out loud.

ARTICLE 19 OF THE UDHR

"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."



Continue with the debrief and take answers from some participants:

- What do you understand by “the right to freedom of expression”?
- Can you relate it to the previous exercise? If so, how?
- Should other people say something to defend those that cannot express their opinion? Did any of the audience members decide to speak up in the exercise? Why, or why not?

You can include relevant information from the **background information** on freedom of expression (page 10) to strengthen the participants’ understanding about this right. Conclude by saying that around the world there are governments who do not respect or guarantee the right to freedom of expression. Instead, they may even criminalize people for exercising this and other rights, and many people around the world have been imprisoned for exercising their right to freedom of expression.

2. THE FLAME OF FREEDOM: LUIS MANUEL’S STORY

 25 MINUTES

Introduce Luis Manuel through the “The Flame of Freedom” story. Invite participants to close their eyes, and read the following out loud:

Imagine a warm place, with beautiful landscapes, tropical beaches, palm trees waving in the wind. This country has a long history, a rich culture, streets filled with music, art, colourful buildings and delicious food. They welcome visitors from all over the world who come to enjoy its appeal and beauty. But the local people who live there unfortunately can’t all enjoy these riches and resources.

In this country lives a talented and artistic young man. Let’s call him the Flame of Freedom because he shines bright like a flame. He’s brave, strong and doesn’t give up easily. One day, he and his friends decided to create an artistic movement called “San Isidro” to light up the darkness in their country, to express their opinions and demand better living conditions through art, music, performances and peaceful protests.

More people, other flames, began to join the calls to shine together. This caught the attention of a group of powerful people who didn’t like their demands and who wanted to extinguish their light. The powerful people warned them: “You won’t be able to speak anymore, sing your songs, or perform your art, unless you ask us for permission. There will be consequences if you don’t.”

But these flames were not easily extinguished. Instead, they turned to the streets to light up with more intensity than ever before. The powerful people got angry and went after the Flame of Freedom, capturing him and many others. He was unjustly sentenced to five years in prison. Today he is a prisoner of conscience, locked away for using art to express himself freely and for displaying peaceful messages to defend his rights. His friends and relatives are worried, as are many people around the world. While being unjustly imprisoned he has become ill and he is suffering. The Flame of Freedom is resisting but he needs more people to help him become free again. His name is Luis Manuel Otero Alcántara, and we can all join the bright light to help free him.

The name of this story is a reference to Amnesty International and artist Erik Revelo’s campaign The Eternal Flame, in solidarity with independent artists in Cuba. See tinyurl.com/ynwyk9kh (in Spanish).

Hand out **Luis Manuel’s story** (page 11). Give participants a few minutes to read it. Ask for initial reactions, and reflect together on the questions:

- What do you think about Luis Manuel’s story?
- Do you think the treatment of Luis Manuel is lawful?
- What do you think it means to be a prisoner of conscience?
- What worries you about this case?
- What needs to happen for justice to be served?
- What can we do to help prisoners of conscience like Luis Manuel?

Prisoner of conscience: a person imprisoned because of their political, religious or other beliefs who has not used or advocated violence.

Wrap up the activity by explaining that Luis Manuel's situation is unacceptable and unlawful according to the international human rights standards that Cuba has an obligation to uphold. He should never have been arrested or detained for peacefully exercising his right to freedom of expression. To make matters worse, his trial was conducted behind closed doors, he is serving his sentence in a maximum-security prison, he is not allowed to receive visits or calls from his family and friends, and he does not receive adequate healthcare for his health conditions. Mention that:

- it is crucial that people can exercise their right to freedom of expression without the risk of being imprisoned;
- solidarity is essential to ensuring that governments guarantee the rights of people like Luis Manuel.

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

3. TAKE ACTION

Explain about Amnesty's Write for Rights campaign. Explain that Amnesty is encouraging people to demand justice for Luis Manuel. You can give examples from last year's campaign (page 3) demonstrating how successful writing letters 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. Provide participants with coloured pencils or crayons and other craft materials for them to decorate their letters.



Cuban music! Search for the following songs on YouTube and play them in the background while the participants write their letters: "**Cuando salí de Cuba**" (When I Left Cuba) and "**Patria y Vida**" (Motherland and Life). Motherland and Life was a protest slogan used by demonstrators in Cuba in July 2021.

WRITE A LETTER

Encourage participants to write to the Cuban authorities 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 Luis Manuel Otero Alcántara.
- Tell them why you think it is important that governments respect the right to freedom of expression.
- Tell the president to **immediately and unconditionally release Luis Manuel Otero Alcántara** as he has been detained solely for peacefully exercising his rights to freedom of expression and peaceful assembly.

President Díaz-Canel of Cuba
Send the letter to the address of the Cuban Embassy in your country or the nearest one to your country.

Email: despacho@presidencia.gob.cu
Twitter: [@DiazCanelB](https://twitter.com/DiazCanelB)
Facebook: facebook.com/PresidenciaDeCuba/

Salutation: Mr. President Díaz-Canel

SHOW SOLIDARITY

Send Luis Manuel your message of solidarity and hope. Tell him about yourself and where you are from. Get creative and make your letter colourful, or make a drawing to accompany your message. Take a photo of your message and post it on social media, tagging Luis Manuel. Don't forget to follow him! Then mail your message to the address to the right.

Luis Manuel speaks Spanish. Here are some example messages to include:

Luis Manuel, ¡estamos contigo! (Luis Manuel, we are with you!)

En solidaridad (In solidarity)

Twitter: [@LMOAlcantara](https://twitter.com/LMOAlcantara)

Facebook: [Luis Manuel Otero Alcantara](https://facebook.com/LuisManuelOteroAlcantara)

Instagram: [@luismanuel.oteroalcantara](https://instagram.com/luismanuel.oteroalcantara)

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HANDOUT

ROLE-PLAYING CARDS

GOVERNMENT REPRESENTATIVE:

You are a high-ranking representative of the government of your country. Maybe you are an ambassador, a minister, or even president! You are popular and feel supported, and you have many opinions that you want to share. You can freely express them and you are always heard.

Think about a nice memory that you will describe: one of your favourite songs, movies or perhaps the happiest day of your life. You will then be the first to share with your group. Make sure to introduce yourself properly so everyone knows who you are. You will then have one minute to explain (or sing!) the song, describe or enact the movie, or tell the story of this happy moment in your life. You are free to express yourself however you want, verbally and non-verbally. Have fun!



ARTIST:

You are a well-known artist. You are creative, with a lot of imagination and artistic skills, and a strong sense of justice. You have strong opinions about the world around you that you express creatively, but you are not always heard or seen.

Think about a nice memory that you will describe: one of your favourite songs, movies or perhaps the happiest day of your life. You will be the second person to share with your group, and will have one minute to explain (or sing!) the song, describe or enact the movie, or tell the story of this happy moment in your life. You will go second in sharing.

But! Pay close attention, because there's a catch: you are not allowed to express yourself as usual! You are facing some restrictions. You can express yourself only by using vowels (a-e-i-u-o); by using a nonsense language; by whistling, humming or talking with your mouth closed, or non-verbally only by using body language. Good luck!



AUDIENCE:

You are a master at observing and analysing people and their behaviours and interactions. You can easily understand social interactions and attach meaning to your observations. You will listen to two people sharing a story. The first person is a government official, the second person is an artist. During the exercise you will observe and analyse the messages that they are both trying to convey. Pay special attention to how they are expressing themselves, if there are any freedoms or restrictions they might have, and to their reactions and interactions. What is happening? Why? You may want to take some notes, and be ready to report back later!



AUDIENCE:

You are a master at observing and analysing people and their behaviours and interactions. You can easily understand social interactions and attach meaning to your observations. You will listen to two people sharing a story. The first person is a government official, the second person is an artist. During the exercise you will observe and analyse the messages that they are both trying to convey. Pay special attention to how they are expressing themselves, if there are any freedoms or restrictions they might have, and to their reactions and interactions. What is happening? Why? You may want to take some notes, and be ready to report back later!



BACKGROUND INFORMATION

THE RIGHT TO FREEDOM OF EXPRESSION

ARTICLE 19 OF THE UDHR

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

Article 19 of the Universal Declaration of Human Rights (UDHR) protects the right to freedom of expression. Freedom of expression guarantees your right to hold your own opinions and to express them freely, without government interference. This includes the right to express views through public protests or through written materials, media broadcasts, the internet and works of art. This right is regarded as a very important feature in any society. We need a free flow of ideas in order to ensure that different opinions are taken into account and different ideas are aired. Limiting the right to freedom of expression also undermines transparency and accountability and makes the fight for human rights even more difficult. Freedom of expression is important not just to society as a whole, but also to the individual. Our opinions and thoughts are a fundamental part of what makes us human and stopping people from expressing these is equivalent to cutting off a part of their personality!

This right is closely linked to freedom of peaceful assembly, which is the right of people to come together in a public place for a common expressive purpose, such as for meetings, strikes, processions, rallies and sit-ins. The right to peaceful assembly means that people can gather together peacefully without fear of being arrested or harassed by the police. In fact, the authorities have a positive duty to facilitate peaceful assemblies, so the police may be required to take special measures to ensure the safety of both the people assembling and the general public.

The action of protesting is connected to the rights to freedom of expression and freedom of peaceful assembly. Without the ability to freely express opinions, public assemblies are simply mass gatherings without a message. Without the ability to freely assemble, people's opinions may lack the force of numbers to have their message properly heard. Even though the right to protest is not listed as a separate right in human rights treaties, when people engage in protests, whether individually or collectively, they are exercising a variety of rights such as freedom of expression, freedom of assembly, freedom of association, freedom from torture and other ill-treatment or punishment, and freedom from arbitrary arrest and detention, for example.

PRISONERS OF CONSCIENCE

Prisoners of conscience are people imprisoned because of their political, religious or other beliefs who have not used or advocated violence.

Some prisoners of conscience are prominent, active and well-known personalities in political life. Many are lawyers, politicians, trade unionists and artists. Since they frequently question governments, these people are very likely to come into conflict with the authorities. However, the majority of prisoners of conscience – men, women and even children – are ordinary people. They come from all walks of life. They are often not political dissidents and are generally not well known.



HANDOUT

LUIS MANUEL'S STORY

Luis Manuel Otero Alcántara is a Black Cuban self-taught artist. He loves to paint, dance and wear bright pink suits. His home in San Isidro, one of the poorest neighbourhoods in Cuba's capital, Havana, is a haven for the community – an open house for people to meet and connect.

Frustrated by Decree 349, a law seeking to silence critical artists, Luis Manuel became a leader of the San Isidro Movement: a diverse group of artists, journalists and activists defending the right to freedom of expression, whose members have been intimidated, surveilled and detained.

On 2 May 2021, state security officials took Luis Manuel from his home, where he had been on hunger strike protesting against the confiscation of his artworks by the authorities. He was taken to hospital and denied access to the outside world. Upon his release a month later, security officials continued to watch his every move.

On 11 July 2021, Luis Manuel posted a video online, saying he would be taking part in one of the largest demonstrations Cuba had seen in decades. Luis Manuel was arrested before the protest took place and taken to Guanajay maximum security prison, where he remains. In June 2022, he was sentenced to five years in prison, after a trial behind closed doors. In prison, Luis Manuel's health is declining and he's not getting proper medical care.

"Luis is an artist, a human being who has not harmed anyone, he has only made use of his right to freedom of expression to raise his voice for all of us."

Claudia Genlui, Luis Manuel's friend, curator and agent



© Natasha Pizzev for Amnesty International



© AIUK



© Unsplash



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Top to bottom: Luis Manuel Otero Alcántara; Luis Manuel visiting the office of Amnesty International UK in London; Streets in Havana, Cuba.

The background of the top half of the page is a collage of various sketches and handwritten notes. On the left, there's a sketch of a person's face with the text 'Rainforest is important and precious every creature around the world. Thank you for staying up for rainforest, and I'm with you!'. Below it, 'I'm from Taiwan' and 'I will pay off'. In the top right, 'I Support Cher Clovis From Taiwan. Also Les ressources humaines savior of the world'. On the right side, there's a sketch of a person's face with the text 'I Support Cher Clovis From Taiwan. Also Les ressources humaines savior of the world'.

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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