

**WRITE
FOR
RIGHTS**

AMNESTY
INTERNATIONAL



JANNA JIHAD
OCCUPIED PALESTINIAN TERRITORIES

**HARASSED FOR EXPOSING
ISRAELI VIOLENCE**





WRITE FOR RIGHTS

20 YEARS OF WRITING LETTERS THAT CHANGE LIVES

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

Twenty 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 4.5 million letters, tweets, petition signatures and other actions in 2020, 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. This includes LGBTI activists, environmental defenders 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.

Alongside the letter writing actions, Amnesty also speaks to those who have the power to change these people's situations, such as politicians in their



Amnesty International Taiwan letter writing event, December 2020.

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 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.

- Read about the people we're fighting for: www.amnesty.org/writeforrights
- Contact the Amnesty team in your country: www.amnesty.org/countries
- Tweet your support to @Amnesty using the hashtag #W4R21

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 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 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 competences and skills

HAVE THE OPPORTUNITY to 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



ACTIVIST FREED IN SAUDI ARABIA

Nassima al-Sada, a campaigner for women's freedom, was arrested in 2018 for peacefully defending human rights. While in jail, guards beat her and banned everyone – even her lawyer – from visiting her. But thanks to supporters worldwide who wrote a massive 777,611 letters, tweets and more, Nassima walked free in June 2021, and is back with her family and friends.

FATHER OF THREE REUNITED WITH FAMILY

In April 2018, NGO worker and human rights defender Germain Rukuki was found guilty of a slew of sham charges and sentenced to 32 years in prison in Burundi. He was jailed before getting a chance to hold his youngest child, born just weeks after he was arrested. His family fled the country for fear of reprisals. On 30 June 2021, Germain was finally freed and reunited with his family, thanks in part to the more than 436,000 actions calling for his release.



© Private

ONE STEP CLOSER TO JUSTICE IN SOUTH AFRICA

Friends Popi Qwabe and Bongeka Phungula were murdered while heading for a night out in May 2017. Until recently, their families had been distressed by irregularities and delays in the police investigation. However, in March 2021, police revived the case after receiving 341,106 petition signatures from the families' supporters worldwide. The police have completed their investigation and handed over the case to the country's National Prosecuting Authority. "I feel optimistic," said Popi's sister Thembelihle. "I feel like finally, something is about to change."



© Private

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 International Benin letter writing event, December 2020.








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

 <p>CIVIL RIGHTS AND LIBERTIES Right to life, freedom from torture and slavery, right to non-discrimination.</p>	<p>Article 1 Freedom and equality in dignity and rights</p> <p>Article 2 Non-discrimination</p> <p>Article 3 Right to life, liberty and security of person</p> <p>Article 4 Freedom from slavery</p> <p>Article 5 Freedom from torture</p>
 <p>LEGAL RIGHTS Right to be presumed innocent, right to a fair trial, right to be free from arbitrary arrest or detention.</p>	<p>Article 6 All are protected by the law</p> <p>Article 7 All are equal before the law</p> <p>Article 8 A remedy when rights have been violated</p> <p>Article 9 No unjust detention, imprisonment or exile</p> <p>Article 10 Right to a fair trial</p> <p>Article 11 Innocent until proven guilty</p> <p>Article 14 Right to go to another country and ask for protection</p>
 <p>SOCIAL RIGHTS Right to education, to found and maintain a family, to recreation, to health care.</p>	<p>Article 12 Privacy and the right to home and family life</p> <p>Article 13 Freedom to live and travel freely within state borders</p> <p>Article 16 Right to marry and start a family</p> <p>Article 24 Right to rest and leisure</p> <p>Article 26 Right to education, including free primary education</p>
 <p>ECONOMIC RIGHTS Right to property, to work, to housing, to a pension, to an adequate standard of living.</p>	<p>Article 15 Right to a nationality</p> <p>Article 17 Right to own property and possessions</p> <p>Article 22 Right to social security</p> <p>Article 23 Right to work for a fair wage and to join a trade union</p> <p>Article 25 Right to a standard of living adequate for your health and well-being</p>
 <p>POLITICAL RIGHTS Right to participate in the government of the country, right to vote, right to peaceful assembly, freedoms of expression, belief and religion</p>	<p>Article 18 Freedom of belief (including religious belief)</p> <p>Article 19 Freedom of expression and the right to spread information</p> <p>Article 20 Freedom to join associations and meet with others in a peaceful way</p> <p>Article 21 Right to take part in the government of your country</p>
 <p>CULTURAL RIGHTS, SOLIDARITY RIGHTS Right to participate in the cultural life of the community.</p>	<p>Article 27 Right to share in your community's cultural life</p> <p>Article 28 Right to an international order where all these rights can be fully realized</p> <p>Article 29 Responsibility to respect the rights of others</p> <p>Article 30 No taking away any of these rights!</p>

ACTIVITY

CHILDREN'S RIGHTS

KEY CONCEPTS

- Children's rights
- Human rights

ABOUT THIS ACTIVITY

The activity introduces children's rights and their importance to daily life through the story of Janna Jihad, a 15-year-old girl from Palestine. As part of the activity, participants are encouraged to write a letter of support on behalf of Janna and show solidarity with her.

LEARNING OUTCOMES

Participants will:

- **learn** that children's rights are human rights;
- **understand** the importance of children's rights in their own lives and the lives of Palestinian children;
- **feel** empathy with children in Palestine whose rights as children are not being protected;
- **learn** about Amnesty International's Write for Rights campaign;
- **write** a letter in support of Janna Jihad and show solidarity with her.

AGE: 12+

TIME NEEDED

60 minutes.

MATERIALS

- **Handout: CRC Article Cards** (page 13)
- **Handout: Daily Action Cards** (page 14)
- **Handout: Janna Jihad's Story** (page 15)
- **Handout: Simplified UDHR** (page 5)
- **Handout: Summary of Children's Rights** (page 10-11)

PREPARATION

- Copy the handouts
- Learn more about children's rights via Amnesty International's online course: <https://academy.amnesty.org/learn/course/external/view/elearning/221/an-introduction-to-child-rights>

IMPORTANT TO NOTE

This activity talks about violence and difficult situations faced by a child in the Occupied Palestinian Territories. It may affect participants in different ways. Check in with participants to see how they are feeling.

FOLLOW COVID-19 MEASURES

Be sure to comply with public health advice in your area during the Covid-19 pandemic. Conduct your activity in a way that ensures the safety of all participants and respects any necessary physical distancing measures.

If you are doing the activity online:

- **Choose** a platform that provides participation and interaction while being secure
- **Adapt** the activity to allow for relevant reflections and debriefing (in small groups)
- **Provide** technical support for participants to allow for good participation.

1. MATCH RIGHTS WITH DAILY ACTIONS

Open the discussion by asking participants whether they have heard about human rights and which human rights they may know.

Introduce human rights and the Universal Declaration of Human Rights (UDHR) using the information on page 4.

Explain that the Universal Declaration of Human Rights (UDHR) exists to protect the human rights of everyone, including children. However, there are also specific rights just for children. Children's rights are human rights especially designed for children and young people from birth to the age of 18. They exist to look after you, to help you flourish, and so that your voice can be heard. Children's rights are positive. They aspire to the very best for all children and young people, everywhere.

Divide participants into small groups and distribute the eight **CRC Article Cards** and eight **Daily Action Cards** (pages 13-14) to each group. Explain that we will be looking at only a few of the more than 40 rights that children possess.



Ask the groups to match the rights with the examples (that is, which Daily Action Card can be applied to which article from the UN Convention on the Rights of the Child (CRC)).

Regroup and ask participants to share their answers.

They could look like this: (There is more than one possible solution for some of the rights)

Article 6: I walk freely in my town without fearing for my life

Article 13: I use social media and say what I think on different topics

Article 14: I speak freely about my beliefs

Article 15: I can participate in peaceful protests on issues that are important to me

Article 16: I do not have to disclose my personal life to my teacher

Article 24: I can go to see a doctor if I am sick

Article 27: I have a safe place to live

Article 28: I can go to school and study

Article 31: I can play with my friends

Ask participants to pick four rights from among the CRC Article Cards that they have been able to enjoy today.

Remove one of the rights and discuss with the participants:

- How would today have been different if they could not enjoy this right?
- How would their life be different if they could not enjoy this right?
- How does the denial of the right that was removed affect the other rights? For example, if I cannot move freely then I could not go to school.

It is important to explain that the basic principles of human rights also apply to children's rights. Your rights are about being treated fairly and treating others fairly, and having the ability to make choices about your own life. These 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.

Explain that governments have a responsibility to protect, fulfill and respect children's rights. However, not all children in the world have their rights respected, and this activity explores the situation of children in the Occupied Palestinian Territories (OPT) through the story Janna, a girl who has been telling the world about the lives of Palestinian children.

Conclude the activity by reading this quote from Janna:

"I started journalism at the age of seven when realizing that our reality as children living under Israel's [military] occupation was not known. A lot of people don't know that our rights are violated every day; that our childhood is violated every day under Israel's [military] occupation."





2. JANNA JIHAD'S STORY

Introduce the situation of Palestine using **Background Information: The Occupied Palestinian Territories** (page 12)

Divide the participants into small groups. Hand out **Janna's Story** (page 15) to each group. Assign each group either the **Simplified UDHR** (page 5) or the **Summary of Children's Rights** (pages 10-11).

Ask the groups to answer the following questions:

- What surprises you about Janna's story?
- What human rights and/or children's rights violations are Janna and the children from her village experiencing?
- What impact does the government not respecting and protecting children's rights have on Janna and other children in her village?
- How do you think they feel?
- How do you feel?

3. CHILDREN'S RIGHTS ARE FOR EVERY CHILD

Bring participants back together to share their group's discussions.

Identify and make a list of the different human rights and children's rights violations that Janna and other Palestinian children in the Occupied Palestinian Territories are suffering as a result of the government of Israel not protecting their rights as children.

Explain that Israel has ratified the Convention on the Rights of the Child (CRC) but it does not provide these protections to Palestinian children in the Occupied Palestinian Territories. This results in discrimination against Palestinian children.

Reflect together on the following questions:

- How do you think the Palestinian children feel, knowing that they are being discriminated against by not having their rights met?
- How do you feel about this discrimination?
- What did you learn from Janna's story about how you can defend your own rights?

Janna carries with her immense strength and courage in a reality where merely protesting for equal rights is criminalized. Explain that, as both a child and as an activist, Janna is at risk of physical violence, collective punishment, criminalization in military courts, and torture and other ill-treatment. Her rights to freedom of expression and peaceful assembly and her right to education are under constant threat.

Ask participants to write and/or draw messages of solidarity to Janna and other Palestinian children.

 15 MINUTES

■ **Important:** This story talks about violence and the difficult situations faced by a child in the Occupied Palestinian Territories. It may affect participants in different ways. Check in with participants to see how they are feeling.

■ **Optional:** To learn more about children in the Occupied Palestinian Territories, you can find their stories in Chapter 1: Seventy+ Years of Suffocation at: <https://nakba.amnesty.org/en/chapters/west-bank-gaza/> (available in English).

 15 MINUTES



4. TAKE ACTION

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

If there isn't enough time for participants to take action within the time allowed, encourage them to organize how to do so afterwards or divide the actions among the groups. Encourage them to be creative.



■ If you have time, you can share this five minute introductory video about Write for Rights: <https://academy.amnesty.org/learn/course/external/view/elearning/145/write-for-rights-a-short-guide>

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

WRITE A LETTER

Encourage participants to write to Israel's authorities using the contact information on the right.

- Tell the committee something about yourself to make this a personal letter.
- Tell them what shocks you about the case of Janna Jihad.
- Tell them why you think it is important that governments respect children's rights.
- Tell them to **end discrimination against Janna and extend protection provided by the Convention on the Rights of the Child to Palestinian children like Janna in the Occupied Palestinian Territories.**

Amnesty International Australia
Locked Bag 23
Broadway NSW 2007

SHOW SOLIDARITY

Encourage participants to show solidarity with Janna using the messages or drawings already created in activity 3. Take a photo of the drawing or message and post the photo to Janna's Facebook page, then send the physical copy to the postal address.

Amnesty International,
6 Ibn Jubair Street,
Sheikh Jarrah,
PO BOX 42626,
Jerusalem,
Israel.

Facebook: www.facebook.com/Janna.Jihad

BACKGROUND INFORMATION

SUMMARY OF CHILDREN'S RIGHTS



1
DEFINITION
OF A CHILD
A child is
any person
under the
age of 18.



2
NO DISCRIMINATION
and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS
OF THE CHILD
when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS
REAL
Governments must do
all they can to make
sure that every child
in their countries can
enjoy all the rights in
this Convention.

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE
AS CHILDREN
DEVELOP
Governments should let families
and communities guide their
children so that, as they grow up,
they learn to use their rights in the
best way. The more children grow,
the less guidance they will need.

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



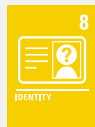
6
LIFE, SURVIVAL AND
DEVELOPMENT
Every child has the
right to be alive.
Governments must
make sure that children
survive and develop in
the best possible way.

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND
NATIONALITY
Children must be registered when they are
born and given a name which is officially
recognized by the government. Children must
have a nationality (belong to a country).
Whenever possible, children should know
their parents and be looked after by them.

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY
Children have the right to their own identity – an
official record of who they are which includes their
name, nationality and family relations. No one
should take this away from them, but if this happens,
governments must help children to quickly get their
identity back.

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES
TOGETHER
Children should not be separated
from their parents unless they are
not being properly looked after
– for example, if a parent hurts
or does not take care of a child.
Children whose parents don't live
together should stay in contact with both parents
unless this might harm the child.

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH
PARENTS ACROSS
COUNTRIES
If a child lives in a
different country than their parents,
governments must
let the child and
parents travel so
that they can stay in contact and
be together.

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM
KIDNAPPING
Governments must stop
children being taken out
of the country when this
is against the law – for
example, being kidnapped
by someone or held
abroad by a parent when the other
parent does not agree.

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
RESPECT FOR
CHILDREN'S VIEWS
Children have the
right to give their
opinions freely
on issues that
affect them. Adults
should listen and
take children seriously.

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
SHARING
THOUGHTS FREELY
Children have the right
to share freely with
others what they learn,
think and feel, by talking,
drawing, writing or in
any other way unless it
harms other people.

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF
THOUGHT AND
RELIGION
Children can choose their own
thoughts, opinions and religion,
but this should not stop other people
from enjoying their rights. Parents
can guide children so that as they
grow up, they learn to properly use
this right.

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SETTING UP OR
JOINING GROUPS
Children can
join or set
up groups or
organisations,
and they can
meet with
others, as long as this does
not harm other people.

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION
OF PRIVACY
Every child has the
right to privacy.
The law must protect
children's privacy,
family, home,
communications
and reputation (or good name) from
any attack.

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO
INFORMATION
Children have the right to get information
from the Internet, radio, television,
newspapers, books and other sources.
Adults should make sure the information
they are getting is not harmful. Governments
should encourage the media to share
information from lots of different sources, in languages
that all children can understand.

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY
OF PARENTS
Parents are the main
people responsible
for bringing up a child.
When the child does
not have any parents,
another adult will have
this responsibility and they are called a
"guardian". Parents and guardians
should always consider what is best
for that child. Governments should
help them. Where a child has both
parents, both of them should be
responsible for bringing up the child.

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM
VIOLENCE
Governments must
protect children from
violence, abuse and
being neglected by
anyone who looks
after them.

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN
WITHOUT FAMILIES
Every child who cannot be looked
after by their own family has the
right to be looked after properly
by people who respect the child's
religion, culture, language and
other aspects of their life.

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO
ARE ADOPTED
When children are adopted, the most important thing is to do what is best
for them. If a child cannot be properly looked after in their own country –
for example by living with another family – then they might be adopted in
another country.

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

BACKGROUND INFORMATION

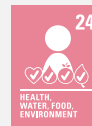
SUMMARY OF CHILDREN'S RIGHTS



22 Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



23 Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



24 Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



25 Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



26 Governments should provide money or other support to help children from poor families.



27 Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



28 Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



29 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



30 Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.



32 Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



33 Governments must protect children from taking, making, carrying or selling harmful drugs.



34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.



39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



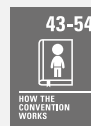
40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.



42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



43-54 These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.



BACKGROUND INFORMATION

THE OCCUPIED PALESTINIAN TERRITORIES

Following a six-day armed conflict in June 1967, Israel took control of the Palestinian territories of the West Bank and Gaza Strip. Since then, Israel has constructed hundreds of illegal settlements (colonies) where hundreds of thousands of Israeli settlers live and work, on occupied Palestinian land in the West Bank, including East Jerusalem. Israel dismantled all its settlements in Gaza in 2005, but those in the West Bank remain, and are one of the main driving forces behind the mass human rights violations resulting from Israel's more than 50-year-long occupation.

Indeed, discrimination on grounds of nationality, ethnicity and religion is the dominant feature of Israel's settlement policy. The settlements are for Jews only.

Janna's home village of Nabi Saleh, near Ramallah, has been a focus of demonstrations and activism against Israel's military occupation and land grabbing. The village's lands, including a water source, have been taken over by the neighbouring Israeli settlement of Halamish. Israeli forces have repeatedly used excessive force in response to protests and during search and arrest raids in Nabi Saleh.

Since 2009, the Israeli authorities' actions have caused the deaths of four people in the village – Mustafa Tamimi, Rushdie Tamimi, Izz al-Din Tamimi and Saba' Obaid. Hundreds of others have been injured, including children.

The Israeli authorities also frequently declare the area to be a closed military zone, particularly during demonstrations. This includes closing the roads into and out of the village, requiring residents and visitors to enter and leave through military checkpoints, where many complain that they are harassed by Israeli soldiers. The army frequently arrests local political activists and human rights defenders, and conducts night raids in the village, sometimes arresting children accused mostly of throwing stones at Israeli soldiers.

The impact of the army's actions in Nabi Saleh appears to amount to a collective punishment, whereby the whole population is penalized, including those who play no active part in the struggle against Israeli military rule. This is banned under international law, and can amount to a war crime.

Israel has ratified the Convention on the Rights of the Child and has a special committee in parliament to make sure that it is being implemented. However, Israel does not extend its protections to Palestinian children. While Israeli children, including settlers living illegally in the Occupied Palestinian Territories, are subject to Israeli civil law, Palestinian children in these areas, including Janna, are subject to military law. This results in discrimination against all Palestinian children.



HANDOUT

CRC ARTICLE CARDS

ARTICLE 13: RIGHT TO SHARE THOUGHTS FREELY.

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

ARTICLE 6: RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT.

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

ARTICLE 16: RIGHT TO PROTECTION OF PRIVACY.

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

ARTICLE 27: RIGHT TO FOOD, CLOTHING AND A SAFE HOME.

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

ARTICLE 24: RIGHT TO HEALTH.

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

ARTICLE 14: RIGHT TO FREEDOM OF THOUGHT AND RELIGION.

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

ARTICLE 31: RIGHT TO REST AND PLAY.

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

ARTICLE 28: RIGHT TO EDUCATION.

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible.

HANDOUT

DAILY ACTION CARDS

I USE SOCIAL MEDIA
TO SAY WHAT I THINK ON DIFFERENT
TOPICS

I WALK FREELY IN MY TOWN
WITHOUT FEARING FOR MY LIFE

I DO NOT HAVE TO
DISCLOSE MY PERSONAL
LIFE TO MY TEACHER

I HAVE A SAFE PLACE
TO LIVE

I GO TO SEE A DOCTOR
IF I AM SICK

I SPEAK FREELY
ABOUT MY BELIEFS

I PLAY WITH
MY FRIENDS

I CAN GO TO SCHOOL
AND STUDY

HANDOUT

JANNA JIHAD'S STORY

Janna Jihad just wants a normal childhood. "Like any other child... I want to be able to play soccer with my friends without having tear gas canisters rain on us," she says. But 15-year-old Janna lives in the Israeli-occupied West Bank, where life is anything but normal. Palestinian children and their communities, including in Janna's village of Nabi Saleh, are denied their rights and face discrimination on a daily basis.

The Israeli army arrests children from Janna's village regularly, often when raiding their homes in the middle of the night while families are asleep. The children struggle to access their rights to education and freedom of movement. Barriers and checkpoints mean that children's journeys to school can take hours instead of a few minutes. People find it hard to travel to work and earn a living to support their families. For anyone who is sick, it can be nearly impossible to get to hospital.

In 2009, when Janna was three, her community used their right to peaceful protest and began weekly demonstrations against Israel's military occupation of their land. They were met with violence. When Janna was seven, the Israeli military killed her uncle. Janna used her mother's phone to record and expose to the world the racist brutality her community experiences at the hands of Israeli forces. At 13, Janna was recognized as one of the youngest journalists in the world, documenting the Israeli army's oppressive and often deadly treatment of Palestinians.

This treatment includes night raids, demolishing homes and schools, and crushing communities who stand up for their rights. Palestinian children are particularly affected. Many have been killed and injured by Israeli forces. Israel has signed up to the Convention on the Rights of the Child, yet has failed to extend those protections to Palestinian children in the Occupied Palestinian Territories. By contrast, Israeli children are protected – even those living in illegal settlements near Janna's village.

Today, Janna's principled journalism has marked her out for harassment and death threats. She won't give up.

"I want to know what freedom means in my homeland, what justice and peace and equality means without facing systematic racism," Janna says.

© Tanya Habjouqa/NOOR



© Tanya Habjouqa/NOOR



© Tanya Habjouqa/NOOR



Top to bottom: Janna Jihad in her home village of Nabi Saleh; Janna helps her mother with tea and snacks for guests; Janna's cousin juggles with gas canisters and bullets left by Israeli forces.

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.

AMNESTY
INTERNATIONAL
AUSTRALIA

Locked bag 23
Broadway NSW 2007
Australia

E: supporter@amnesty.org.au

P: 1300 300 920

F: 02 8396 7663

www.amnesty.org.au

All images © Amnesty International unless otherwise stated. Cover image © Private © Tanya Habjouqa/NOOR

**WRITE
FOR
RIGHTS**

AMNESTY
INTERNATIONAL

