

我希望家人能夠健
健康康，姐姐狀況
也能穩定許多。

不會受到
歧視、批評

採取匿名的方式，讓學
生可以放心表達自己的
想法



Taiwan Children's Report

2022

朋友般相處
常常討論

讓兒少信任你

讓學生參與學校
事物(會議)

用獎勵的方式
鼓勵同學發言。

讓兒少了解社會時事

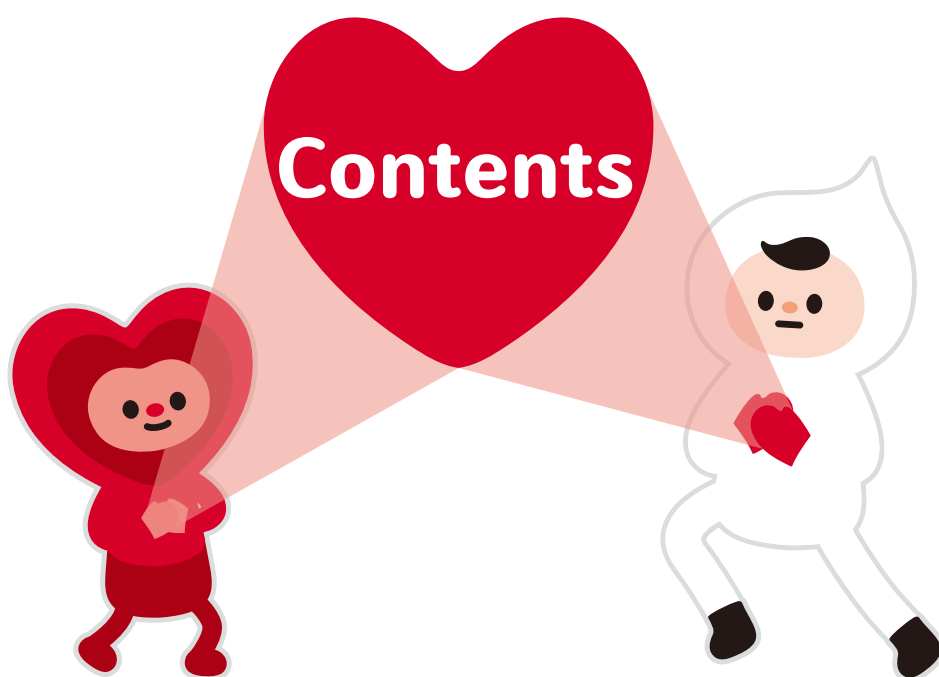
在家裡爸媽會認真傾聽我的想法或建意，
不論同不同意都會跟我說原因，或是自己認為怎樣更好。



Taiwan Children's Report

— 2022 —



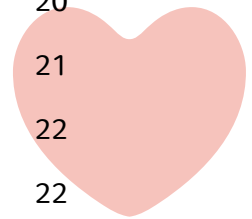


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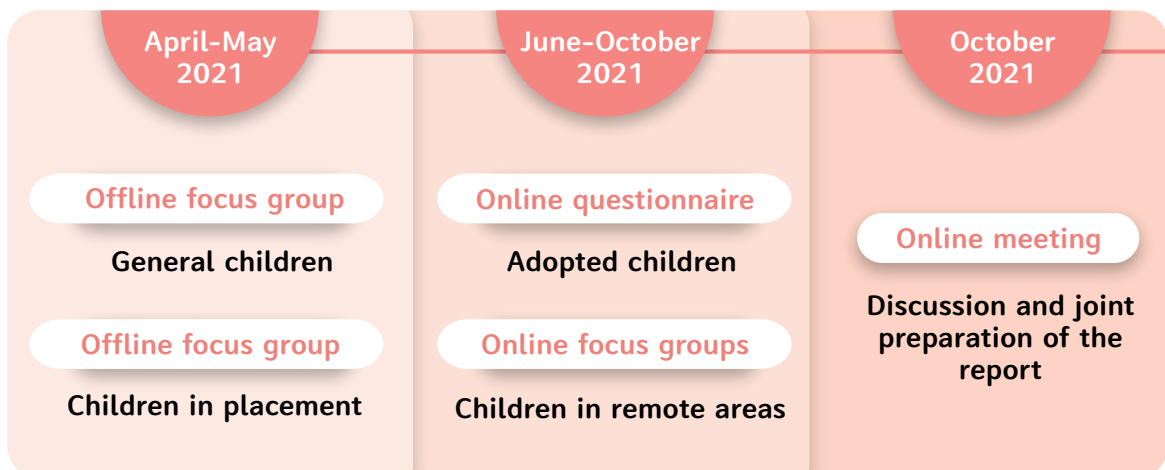




The Child Welfare League Foundation (CWLF) is a social welfare organization that provides services mainly for children with “creating a better world with children” as its goal. Over the past 30 years, the CWLF has developed more than 25 children and family services in 3 fields, including children in difficulties, family ability enhancement, and shared benefits in society. The CWLF is dedicated to supporting every child in difficulties, assisting families to enhance their ability to deal with various family needs, and to creating a society where adults share benefits with children through empowerment, research and campaigns.

In 2017, the CWLF collected opinions from children with different backgrounds via questionnaire surveys and empowerment workshops. The CWLF further prepared a children’s report and accompanied 10 children to the international review meeting for the initial national report, directly presenting their opinions to the committee members. Also, in the hope of making children and society recognize the importance of children’s rights, the CWLF has been promoting the concluding observations and the content of the Convention on the Rights of the Child (CRC) through children empowerment workshops, animation, comics, brochures, teacher training programs, etc. since 2018.

▶ Process of Data Collection



The second CRC International Review Meeting in Taiwan is scheduled to take place in November 2022. Believing that children are the real experts in their rights, the CWLF hopes to collect various opinions from children through questionnaire surveys and focus groups.

We initially expected to let the children from different backgrounds understand children's rights and share their daily observations through activities and discussions in 2021. Therefore, in April and May, we invited general children (7th–12th graders) and children in placement (5th–9th graders) to the focus groups to express their opinions about children's rights. During the meetings, the children were encouraged to express their views via ratings, in writing, by talking, or by drawing.

As the pandemic in Taiwan became more severe from the middle of May, however, the forms of the activities were forced to be changed out of consideration for their health. Since it was hard for some issues such as the life in divorced families or adoptive families to be discussed online at home by the children, different collection methods were used in this report, with some of the opinions collected through offline/online focus groups and some collected through online questionnaire surveys.

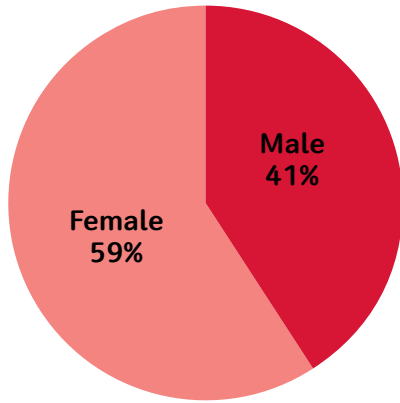
In order to truly listen to the voices of children, the CWLF compiled the data from the focus groups and surveys, and invited the children who had taken part in the discussions to an online meeting in October to review their suggestions. The CWLF's questionnaire survey results over the past few years were additionally provided as a comparison with children's suggestions to serve as evidence.

► Backgrounds of the Children

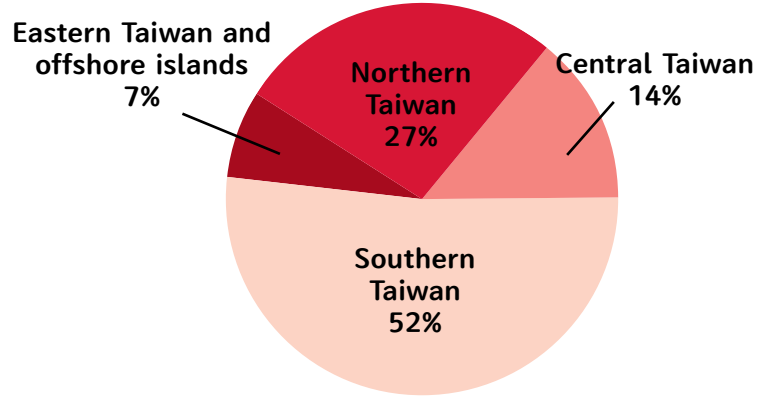
From April to October 2021, 58 children participated in the CWLF's offline/online focus group and questionnaire surveys. They came from 4 different groups: general children, children in placement, children in remote areas, and adopted children. 41% were male while 59% were female. For the regions, the majority were from the south, namely 52%, followed 27% from the north, 14% from central Taiwan, and 7% from eastern Taiwan and offshore islands. As for the ages of the participating children, 17% were primary school students, 47% were junior high students, and 36% were senior high students.



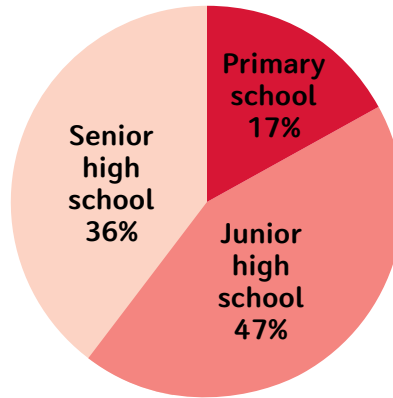
Genders of the Children



Regions of the Children



Ages of the Children

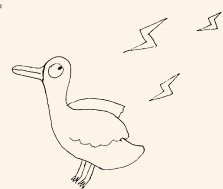


Groups	Sub total	Male	Female	Northern	Central	Southern	Eastern	Offshore Islands	Primary school	Junior high school	Senior high school
General	22	7	15	12	1	7	1	1	0	10	12
In Placement	20	10	10	0	0	20	0	0	10	10	0
In Remote Areas	5	1	4	0	1	2	2	0	0	1	4
Adopted	11	6	5	4	6	1	0	0	0	6	5
Total	58	24	34	16	8	30	3	1	10	27	21

* 當學生表達意見時，學校老師們會認為學生找麻煩，老師們皆表示，學生的本份是讀員書，不要搞讀書以外的事。太多的意見又會變成學校的重點關注對象。



或者是有「雞同鴨講」、唬弄、拖延時間等行為，較不在乎學生意見。但依然有願意聆聽學生意見之老師。



Children's Rights in Taiwan

雖然我是自學生，但我知道我們學校的做法，師長會讓你說，但是不會理，或是和你雞同鴨講。

在家裡爸媽會認真傾聽我的想法或建意，不論同不同意都會跟我說原因，或是自己認為怎樣更好。

* 我們家的人會相處起來都都很棒，都會傾聽大家的想法，像朋友一樣的相處模式。



覺得兒少的意見可能會因為不同的情境而得到不同的反應，例如有時候班際球賽贏了老師就會龍心大悅有時會大赦天下（取消記過）等等。

▶ I. Children's Understanding of Children's Rights

As mentioned in Concluding Observation 75, *"the Review Committee recommends that human rights and, in particular, the rights of the child be made a mandatory part of the curriculum in all forms and at all levels of education, including the National Curriculum."* The survey conducted by the CWLF in 2021, however, showed that the children were relatively unfamiliar with the concept of children's rights. The results are summarized as follows:

1. Nearly 50% of the children hadn't heard or were unsure if they had ever heard about the CRC at school before.
2. Over 55% of the children didn't know the definition of "children" in the CRC.
3. Less than 10% of the children clearly knew the 4 general principles of the CRC.
4. More than 36% of the children didn't know that the right to be heard is one of the 4 general principles.
5. Only 30% of the children correctly answered what kinds of discrimination against children are prevented by the CRC.

Thus, the CWLF believes that in addition to early education about children's rights starting at the primary school level, the concepts of "children," "4 general principles," "right to be heard" and "non-discrimination" should be further taught and promoted to children. (See Attachment 1 for the details.)

▶ II. Children's Practice and Experience of Expressing Views

According to Concluding Observation 34, *"the Review Committee is concerned at reports that exercise of the right to freedom of expression may be restricted in practice, particularly in schools, due to negative attitudes on the part of adults and the children's fear of punishment. It recommends that the Government ensure that children can enjoy their right to freedom of expression in all settings, and promote and support."* However, through the survey carried out by the CWLF in 2019, it was found that the children's experience of conveying views in daily life has not improved; children were still punished or scolded when they expressed. The results are summarized as follows:

1. More than 80% of the children believed that the things happening in society had something to do with them, but only 23% of them positively conveyed their views on social issues.

2. Even when it came to matters related to children at school or at home, less than 50% of the children actively expressed their opinions.
3. More than 30% of the children have been punished or scolded by adults because of expression.
4. When the children think that adults won't listen to them or have been punished or scolded by adults for expressing themselves, their willingness to convey their views on matters at home or at school goes down.

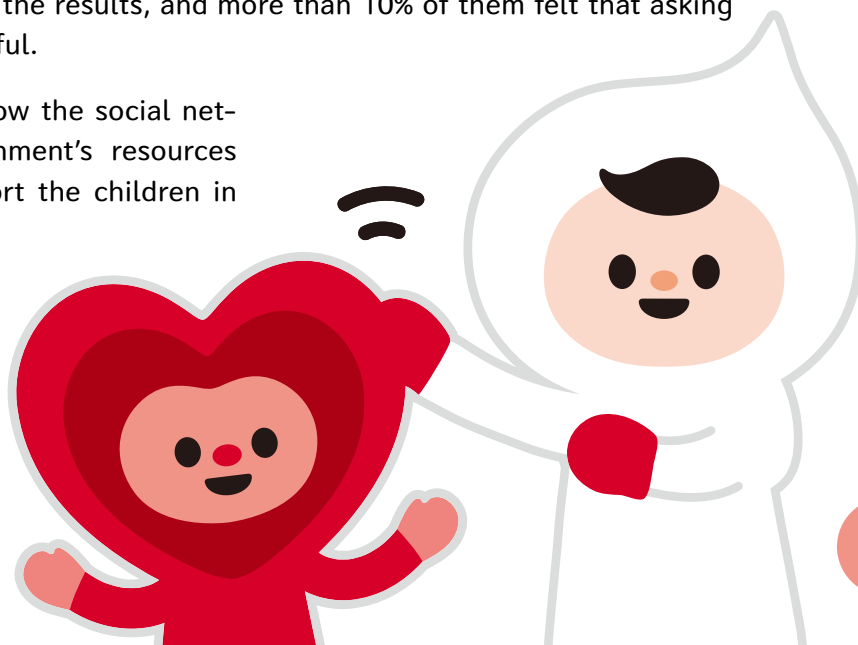
As the right to be heard of children is regarded as one of the fundamental indicators of children's rights, the CWLF considers that adults should not ignore children's opinions as before. They must acknowledge the truth that children are also members of society, and allow them to learn to put forward their views without worry from a young age. (See Attachment 2 for the details.)

▶ III. Assistance and Counseling System for Children

It is mentioned in Concluding Observation 63 that the government shall "*monitor and evaluate the effectiveness of the services provided to children, including data on the referral rate and outcomes of children who access helplines; ensure mental health services, including child-friendly preventative services, are available, accessible, acceptable and of appropriate quality...*" Yet, after carrying out a survey in 2021, the CWLF discovered that the mental health of children was still in a worrying situation, and that there was still room for necessary improvement concerning their experience of seeking help. The survey results are summarized as follows:

1. Up to 75% of the 12th grade students with trauma tended to ask their peers for assistance, and nearly 20% (17.3%) of the students were not willing to seek external help at all.
2. Among the 12th grade students who have asked for assistance before, less than 50% of them were satisfied with the results, and more than 10% of them felt that asking for assistance was not helpful.

In the CWLF's opinion, how the social network system and the government's resources actively and effectively support the children in need through timely care and assistance is an urgent priority. (See Attachment 3 for the details.)



若兒少的立場與自己不同，不要直接反駁，而是多聽取他們的意見



採取匿名的方式，讓學生可以放心表達自己的想法

Children's Focus Groups and Questionnaire Survey Results

表達意見的當下看似有被尊重，但在事後卻是遭到約談或事後清算的對待。

兒少提出自己的意見或想法會先傾聽，會尊重他們的發言權

兒少發言較被傾聽？誰？

可能會願意傾聽「表達能力較佳」或「印象較好」「表現較佳」又或者「學生代表」之角色。

但，有位兒少^曾為平等的，不該有這樣的情形出現。

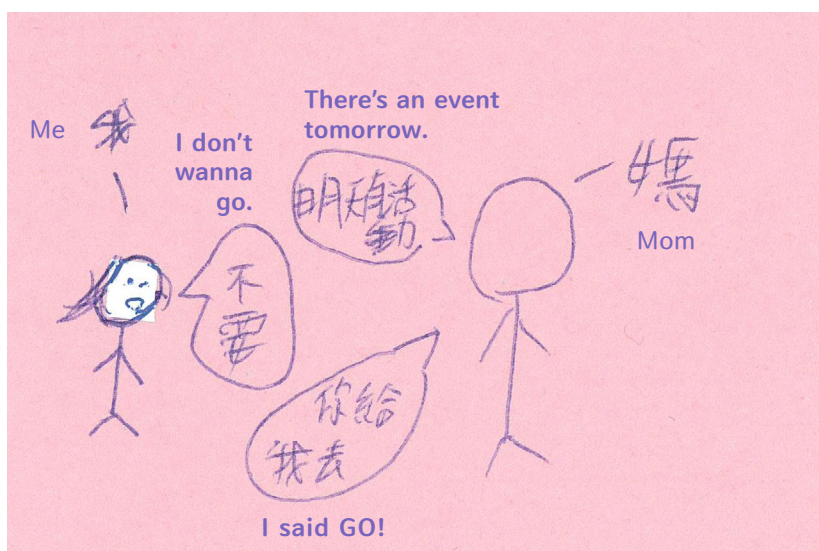
把外界的新資訊能更快速的傳播到傳統的鄉下地，讓這些不好的傳統觀念能消除。

► I. Situation of Children Expressing their Views to Adults

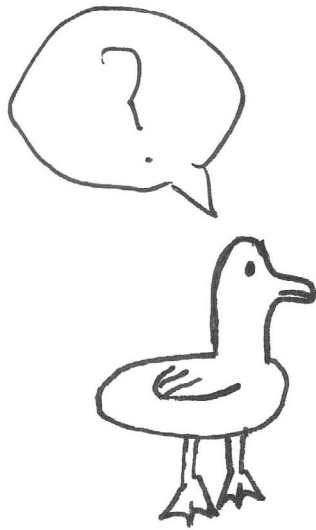
We invited children to rate the level of attention paid to their opinions at school and at home (with 10 being the highest). 32 children gave ratings, and the results show that for the level of attention paid to their views at school, the average score is 6.63 and the median is 7; the level of attention paid to their views at home is higher than that at school, with the average score being 7.13 and the median being 7.75.

Level of Attention Paid to the Children Views (with 10 as the highest)	Average Score	Median
At School	6.63	7
At Home	7.13	7.75

Moreover, we encouraged them to, via written words or images, present the situation of them expressing their views to adults covering the issues of the right to rest and leisure, right to education, right to be heard, right to non-discrimination, etc.:

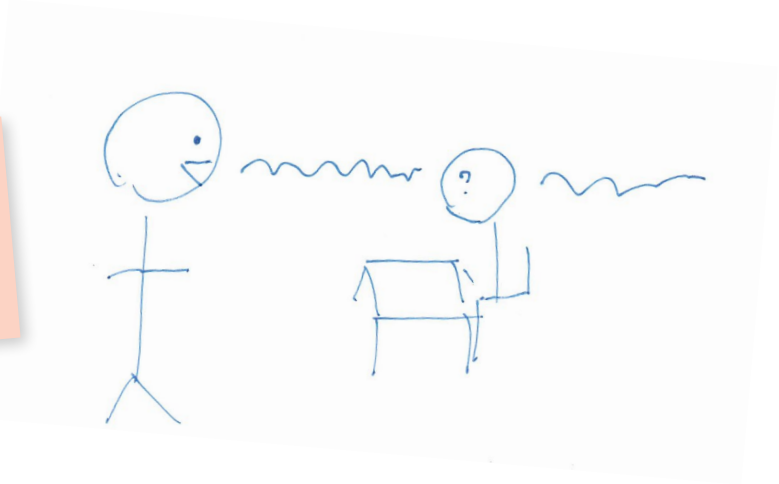


My mom likes to sign me up for different events. She has tried to tell me that she signed me up for an event at the very last second before the event, like not telling me that I was going to take part in it until she brought me to the downstairs floor of the event location, and also tried to sign me up for events at two different locations at the same time.



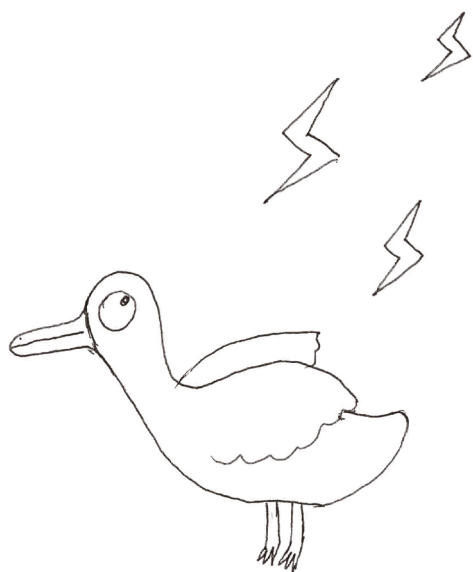
I feel that our teacher and us often talk past each other, just like a chicken and a duck can't communicate with each other.

I can't understand what my teacher is saying in class. My teacher's words always go in one ear and out the other.

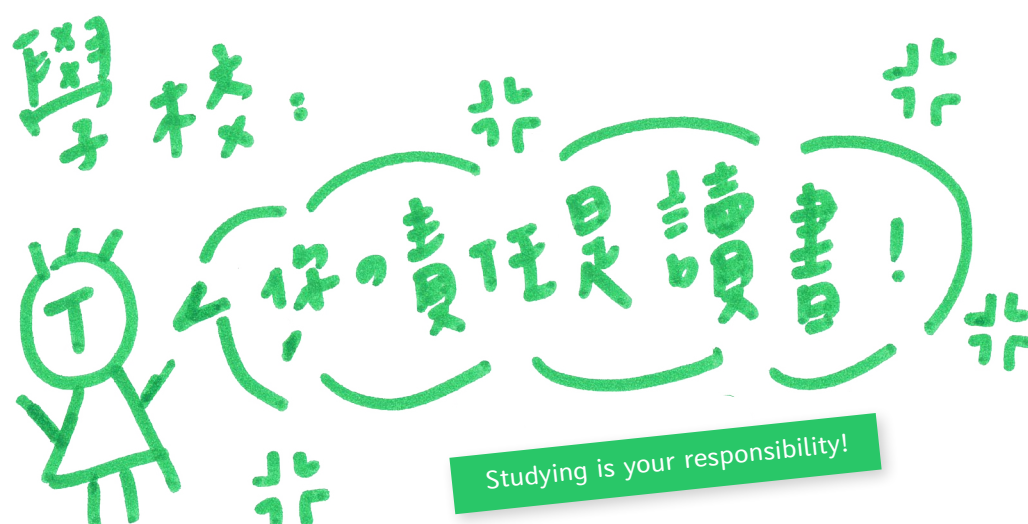


I was the only student representative in the student affairs meetings, but when I give my opinions—maybe I speak too fast—I find it difficult to tell if the teachers understand my words. Sometimes they only make replies like “Oh, so this is what the student thinks” and then change the topic without further asking why I said this.

I hope our teachers can listen to as many voices of the students as possible, and stop having a patronizing attitude just because they are older and have more experience. After all, we students only have 3 years of experience at most in the school, so we won't have more experience than teachers who have stayed for 50 or 60 years.



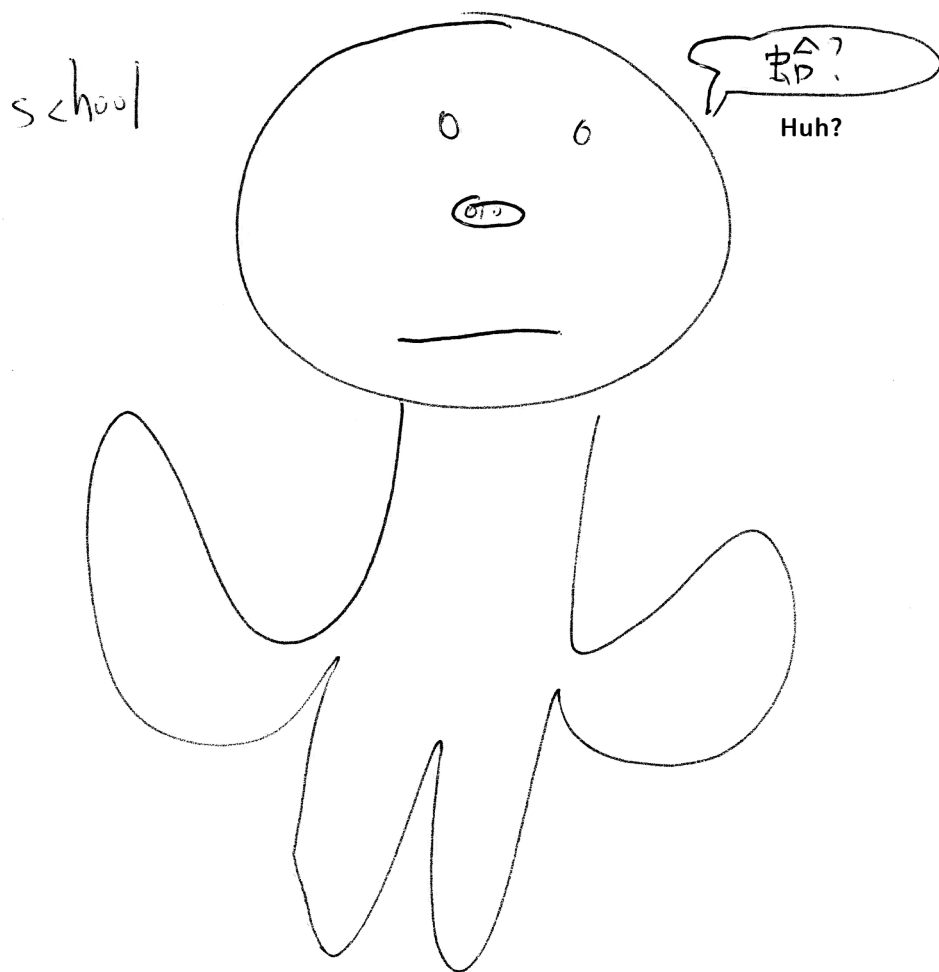
Some teachers allow us to speak but never really try to understand our views, just like a duck hears thunder without knowing what the sound is about.



Studying is your responsibility!

With the new curriculum adopted, there are Math A and Math B. Our school, however, forces everyone to choose Math A, as they believe that Math A covers more aspects than Math B, and thus it's better to just have everyone learn Math A. We said that students should be allowed to make the choice themselves since the two courses are different, and then the teacher replied: "You are students, and students should only focus on studying. You are supposed to carry out your responsibility instead of talking about these things." After the incident became known externally, the school angrily claimed that we students were spreading false information about them forcing students to do things unwillingly. The school told us that they had made a survey on students' opinions beforehand and that we shouldn't spread this "nonsense" to other schools. Yet, in fact, no one knew anything about such a survey.

There was also another incident. We tried to fight for the getting student ID cards with EasyCard functionality, because our student ID cards were just pieces of paper. But our teacher said: "No one thought it was necessary in the past. Is it really necessary now? Besides, the school won't be willing to do so, anyway." Showing no willingness to listen to our thoughts, the teacher finally simply told us to go study hard.



Why do you only listen to me after I've said the same thing a second time? It's so odd.

There was a very steep ramp at school which was hard for a person on the wheelchair like me to climb up. I told the school about this problem at the beginning of the semester, but the school said that I could choose another path, which was very far away. One day, I fell down on the ramp and hurt my knee. Many teachers saw my injury, so I had to explain the reason for my injury to the teachers again and again. Finally, the ramp at school was torn down a few days later.

Another thing was about the school's red brick road with lots of big trees growing along the roadside. The tree roots made the road uneven and led to puddles after the rain, which caused many challenges for me having to move with a wheelchair. I voiced my hope to the school for a flat road, but they said that the road was designed for campus beautification purposes, and that they had no budget to rebuild it. It was only after my mother called the K-12 Education Administration to raise the problem that the school asked for my suggestion for the road improvement project.

▶ II. Concerning Issues (General Children)

We invited children to the focus groups to share their experience of conveying their views at school and at home, and compiled the issues they are concerned about accordingly. After the compilation, we invited them again to review the issues through online meeting, and what we jointly put together is shown below:



A. Difficult to Express their Views on School Committees

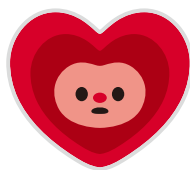
As stated in Concluding Observation 76, *"the Review Committee recommends that the MOE monitor the establishment of self-governing student organizations in all schools, including private schools, without the intervention of school personnel in their elections or functions. The Review Committee further recommends that self-governing organizations be effectively represented in all school committees dealing with school affairs and students' educational interests."*

However, the children's participation at school is actually rather challenging. In the meetings, children can't receive teachers' serious attention and positive responses to their views, nor are they encouraged to speak and explain. Some teachers even consider that the students are challenging their authority and threaten to punish them, or demand to revise the meeting minutes.



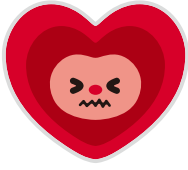
Age 16, girl, east

I'm the president of the student association. I offer many opinions in every meetings, but the teachers never give positive replies and they even complain that I speak too long. Those teachers only ask me why I have those questions on the meeting after resolutions has been passed. Some teachers are willing to talk with us about the thoughts we have expressed and give us lots of feedback, but some of them will say: "Just leave it to the school. Why the student association making things so complicated?" We once replied that we just wanted to convey our views, but one of the teachers said: "That won't be approved. Someone did similar things before." I feel that this teacher and us are in different worlds. He doesn't want to listen to what we think; he only wants to say what he thinks.



Age 14, boy, north

When I stated my opinions on the Dress Code Committee, the teacher got angry and said: "Do you think you know more than I do? What makes you think you can comment on these rules? If you keep arguing with me, I can issue an admonition and a demerit for insulting teachers."



Age 17, girl, central

We students are not allowed to wear our own casual clothes at school. However, we sweat a lot and always want to change clothes after PE classes, yet some students can't afford 2 sets of school sports uniforms due to family financial circumstances. Some students thus expressed on the Dress Code Committee that they hope students are allowed to wear their own clothes in PE classes, but the teacher replied: "Why don't you buy another school uniform? Why do you have to wear your own casual clothes?" Conveying our views to teachers is like going around in circles.



Age 14, girl, north

Learning in civics classes that teachers shouldn't take part in class meetings, we discussed with our class teacher and reached the agreement that he would not be involved in the meetings. However, our teacher will ask students to revise the class meeting minutes or do it personally after reviewing.



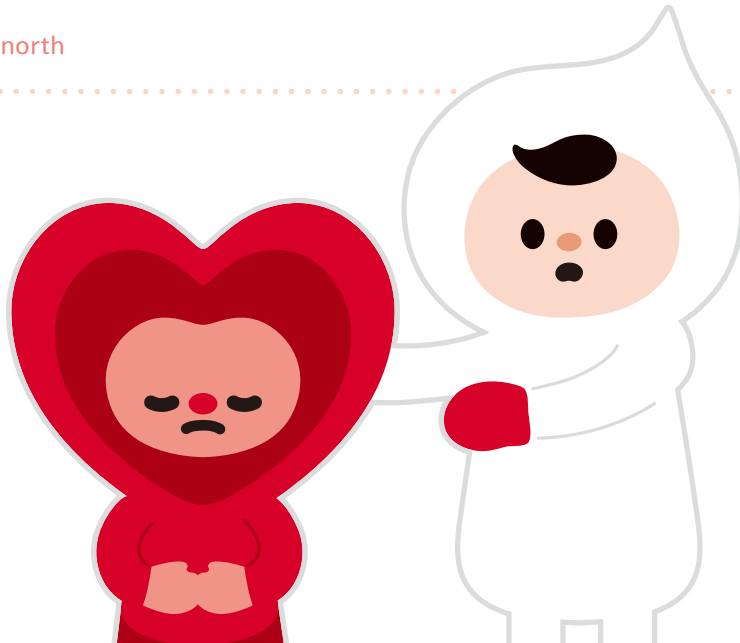
B. Opinions on Learning Fail to be Accepted by Teachers

Children usually feel that their opinions are not accepted or get interrupted by teachers when they voice their opinions at school about studying or the right to education. In addition, when their opinions are regarded as a threat to the reputation of their schools, they are blamed or required to remain silent by teachers.



Age 14, boy, north

When I express my doubts about things written in the textbooks, such as something about national identity or sovereignty, the teacher may say, "I'm the teacher, what right do you have to question me?"





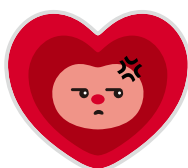
Age 16, girl,
south

With the new curriculum adopted, there are Math A and Math B, but no matter whether we are liberal arts students or science students, our school forces everyone to choose Math A, as they believe that Math A covers more aspects than Math B, and thus it's better to just have everyone learn Math A. We said that students should be allowed to make the choice themselves since the 2 courses are different. If those who wanted to choose Math B were forced to learn Math A, the subject would be too difficult for them. And then the teacher replied: "You are students, and students should only focus on studying. You are supposed to carry out your responsibility instead of talking about these things." After the incident became known externally, the school angrily claimed that we students were spreading false information about them forcing students to do things unwillingly. The school told us that they had made a survey on students' opinions beforehand and that we shouldn't spread this "nonsense" to other schools. Yet, in fact, no one knew anything about such a survey. Also, it is the school's responsibility to provide both Math A and Math B to match the different needs of liberal arts students and science students.



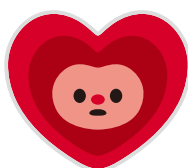
C. Unwilling to Use the Schools' Complaint Boxes

Many schools have complaint boxes on campus to encourage children express their views. However, as the children stated, the complaint boxes on campus are usually placed in unnoticeable locations or may only be used by students of specific grades. Moreover, students have no way of knowing if their schools really received the complaints and made replies. Owing to these factors, children are not willing to express their thoughts through the complaint boxes.



Age 14, boy, north

The complaint box in our school has not been used for a long time and even started to rust. We have no idea when our complaint letters will be collected. I put a complaint letter into the box before, and one week later, it was still there. In the end, I reached into the box and took it back.



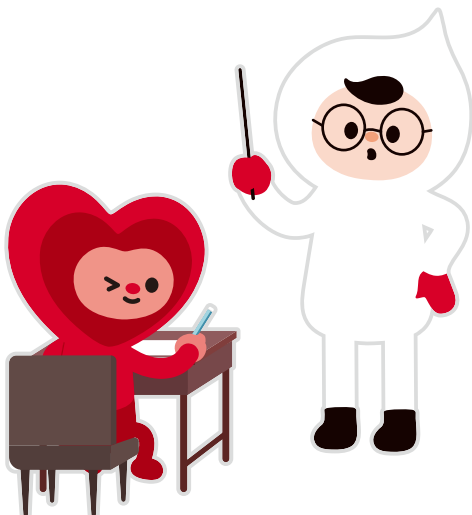
Age 13, girl, north

The complaint box in our school is only for 9th graders who have worries about the exam. The box is located on the 4th floor while the 9th graders' classrooms are all on the 3rd floor. Besides, there's no classroom that the 9th graders go to for classes on the 4th floor. The 9th graders don't even know that the box exists, so no one is using it.



D. Spending Too Much Time Studying at School

It is stated in Concluding Observation 84 that *"the Review Committee recommends that the Government review and regulate the structure of the school day in order to ensure that schools provide children with adequate and regular periods of free time."* According to the children, however, schools' policies are inconsistent and not all schools have implemented flexible arrival time in the morning, and they do not really let students make their own decision on whether or not to attend the 8th class; some of the children even mentioned that they didn't know the government announced rules for students to delay arriving at school. The overall time of attending school is too long.

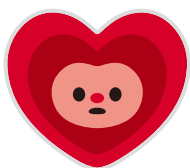


The children pointed out that some teachers, because they have to catch up with learning progress, assign tests or exercises at times other than the homeroom study period, and students who fail to be present will have to take make-up tests or are punished. In addition, many schools ask the children (especially those with good grades) to stay and attend the 8th class for additional learning, and if the children choose not to attend, their schools require their parents to come and explain.



Age 15, boy, north
Age 16, boy, north
Age 15, girl, south
Age 17, girl, central

Some teachers assign tests at times other than the homeroom study period. There are 2 days we don't have the homeroom study period, so we can arrive at school at 8:10 on those days, but many teachers assign tests at 7:45. We will have no scores if we don't take the tests, which will result in failure in the courses; if we try to argue with our teachers about this, the teachers will be unhappy and flunk us. In some schools, students who fail to take the tests during the homeroom study period will have to take make-up tests and even get a late arrival record or admonition. Sometimes there are so many things to learn for a certain course that the homeroom study period has to be used for the tests. For instance, the sectional English exam has more than 20 pages. We won't be able to finish the exam if we don't start on it in the homeroom study period.



Age 15, girl, south
Age 17, girl, central
Age 14, girl, south

Although it is specified in the school rules that students can arrive at school at 8:10 on some days, it is also mentioned that each class can make adjustments based on the needs of the class. As a result, some teachers set their own rules that students arriving after 7:30 will be considered as being late. Or, they ask about things written in the textbooks randomly, appoint students to clean the campus or discipline students during the homeroom study period, which makes it hard to rest or study.



Age 15, girl, south
Age 17, girl, central
Age 14, girl, south
Age 14, girl, south

All the students, except for those who live faraway and not in the dormitory, are forced to stay for the 8th class period, and instead of reviewing, the teachers actually teach new things in the 8th class period. Students selecting disagree on the reply slip have to prepare a self-learning schedule for the principal, or are counseled by the teacher until they are willing to agree to attend the class. Some students with family financial problems have to work during the 8th class, but they get called by the school and need their parents to come and explain.



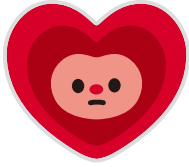
E. Receiving Corporal Punishment at School

It is mentioned in Concluding Observation 79 that *"the Review Committee notes that schools can draw up their own guidelines for the discipline of students and is concerned that this could expose children to arbitrary and unlawful disciplinary measures such as collective punishment."* However, the children indicated that when they fail to do well on their daily performance or studies, they can easily get corporal punishment or collective punishment at school, including split jumps, frog jumps, running, etc. Some teachers also dismiss class late as punishment. Or, to avoid students from falling in love with classmates, schools unilaterally monitor and record their behaviors, making them feel that their privacy is invaded. Moreover, children find the punishment system unfair, but no replies are made even if they tell the schools; whistleblowers are even threatened with punishment.



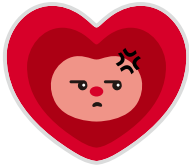
Age 14, boy, north

Our English teacher always imposes corporal punishment while claiming that this is for making us concentrate in class. He will ask all students in class to do 30 frog jumps in the back of the classroom, saying that this keeps students awake. That teacher even swears at us with dirty words, and when we fail to give a good performance, he says: "Are you all from special education classes?" He also often keeps students at school until 6pm, and doesn't let students take a break during the break time.



Age 15, boy, north

There is a rule in our school that students who receive the "campus service notice" (a sort of punishment that mainly asks students to clean the campus, etc.) but fail to do it within the specified period will be given one more admonition. According to the regulations of the Ministry of Education, however, schools are not allowed to issue additional admonitions to students for not doing campus service. I have told the Director of Student Affairs and our student representative association about this, but nothing happened, and I didn't receive any reply.



Age 15, girl, south
Age 15, boy, east

There's a student in our school who has bullied other classmates many times. The teacher only issued an admonition to that person; no other measures were adopted. The student who made a complaint about this was even told by our class teacher that if he kept urging that the school should deal with the matter, he would be given a major demerit.



F. Discriminated at School

It is mentioned in the 2nd point of Concluding Observation 28 that "*the State continue... to promote and support awareness-raising campaigns on the right to non-discrimination of especially vulnerable children, and to take the necessary measures to ensure the full implementation of the various legal provisions prohibiting discrimination of children.*" In addition, the 2nd point of Concluding Observation 64 specifies that "*exercise caution when weighing children in schools, to ensure that this process is undertaken in a way that protects a child's right to privacy and does not subject a child to humiliation.*"

According to the children, they still experience discrimination at school due to their learning performance or scores. Their schools prefer students with excellent grades, and provide such students with more resources. Furthermore, even if the schools give students the freedom to adorn themselves, the children receive different treatment or even get punished because the rules set out by different class teachers are not the same.



Age 15, girl, south
Age 15, girl, south

When we don't perform well or achieve high scores, our teachers always say that we are inferior to the elite class and that's why we can't perform well. I feel discriminated and get no encouragement. It seems that I won't be able to improve no matter how hard I try.



Age 15, girl, south

None of the speeches by senior high schools were given to regular classes; they only visited elite classes. Schools that made speeches to regular classes were all vocational high schools.



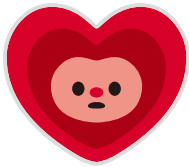
Age 14, girl, north

Our school allows students to put on light makeup, choose the hairstyle they want, and wear earrings—but this doesn't apply to dance class. There are mandatory rules on the dance class students' hairstyle and the types of earrings worn, and these students can't wear makeup. For example, they are not allowed to get bangs, but tying hair back for long periods actually impacts the hairline growth. Besides, there were dance class students who didn't like that their eyebrows were trimmed too much for the performance and thus wore makeup, and they got rebuked by the teacher in public.



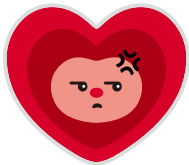
G. Insufficient Counseling Resources at School

It is mentioned in the 3rd point of Concluding Observation 63 that the government shall "*ensure mental health services, including child-friendly preventative services, are available, accessible, acceptable and of appropriate quality*". Even so, the children pointed out that students still have myths about using the school counseling service, thinking that only people with whom something is wrong turn to the service. Meanwhile, as schools tend to cancel counseling courses to give more time to other subjects so that students get better scores in exams for higher education, or tend to focus the counseling courses on career planning, children have difficulty learning the importance of emotion recognition and mental health.



Age 15, girl, south
Age 14, girl, north

The myths about counseling should be laid to rest. Nowadays, many children still consider that visiting counselor means there is something wrong with you, which makes those who need the counseling services afraid and have no choice but to hold their feelings in. Also, when incidents happen in the class, only the persons involved receive counseling. Those who witness or learn of the incident are usually neglected.



Age 15, girl, south
Age 17, female, south

There are no counseling courses in our senior high school. Or, only 10th graders have career planning courses. In remote areas, however, many students are from grandparent families and should be provided with greater care for their psychological needs. Besides, as the Counseling Room is located in an open area and the counselor thus sometimes discusses an individual case when other students are nearby, it is easy for others to know who has visited for help.



H. Children's Weights Made Public at School

The 2nd point of Concluding Observation 64 specifies that "exercise caution when weighing children in schools, to ensure that this process is undertaken in a way that protects a child's right to privacy and does not subject a child to humiliation." But the children indicated that their schools not only set a standard scope for the weight of each class students but also ask the students to be weighed at school on a weekly basis with their weight disclosed to others. If they don't meet the standard, they get scolded by the teachers.



Age 14, girl, north

Our school makes a rule that dance class students should not have a BMI of more than 20. They also have to be weighed in front of all their classmates weekly with their weight disclosed by the teacher. Those who fail to meet the standard weight will be rebuked by the teacher in front of all their classmates.



I. Not Enough Accessible Environments and Facilities on Campus

As the children mentioned, the accessible environments and facilities on campus are not thorough enough. For instance, ramps are too steep, roads are bumpy and

uneven, and stairs don't have effective non-slip designs, which all pose relatively high risks of injury to students with disabilities and general students. In addition, there are only a few elevators and accessible toilets in schools, and these facilities are not even maintained in good conditions. Students with disabilities thus feel inconvenienced and disrespected at school.



Age 16, boy
with disabilities,
central

In my school, there's a red brick road with lots of big trees growing along the roadside. The tree roots made the road uneven and led to puddles after the rain, which caused many challenges for me having to move with a wheelchair. I voiced my hope to the school for a flat road, but they said that the road was designed to be like that for campus beautification purposes, and that they had no budget to rebuild the road. It was only after my mother called the K-12 Education Administration to raise the problem that the school asked for my suggestion for the road improvement project.



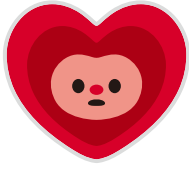
Age 16, boy
with disabilities,
central

There are Building A and Building B in our school, but only Building B has an elevator. Besides, the accessible toilet is on the 1st floor of that building. When assigning classrooms, the supervisor and directors of all the school's offices asked for my thoughts in person, and I did express my hope to be in a classroom on the 1st floor so that I wouldn't have to take the elevator with teachers when going to the restroom, attending classes or taking a break. But in the end, the school arranged for me to be in a classroom on the 3rd floor. The teacher promised me that the elevator would not be out of order during my years studying here, but it turned out that the elevator was broken on the 3rd day of the new semester, and I had to be carried downstairs from the 3rd floor by teachers.



Age 16, boy
with disabilities, central
Age 16, boy, north

The school's accessible toilets usually become the cleaning tools rooms, so students with disabilities can't use it. Furthermore, the door lock of the school's accessible toilet has not been working for a long time while no one has ever come and fixed it. Since there are only a few accessible toilets on campus and makes it hard for disabled students to go to the accessible toilets in other teaching buildings, students who need to use the accessible toilets feel inconvenienced and that their privacy is disturbed.



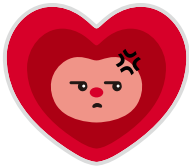
Age 14, girl, north

In my school, the stairs in a certain building have no non-slip design, and the steps are narrow. When it rains, the rain comes in through the windows on the side and causes students to slip on the staircase. The school did apply anti-slip tape before, but it became ineffective just 3 days later. After that, the school has not taken any other actions. In addition, some gutter covers on campus are not checked. Sometimes they are missing or in the wrong size. It's danger for us.



J. Parents Fail to Communicate with Children before Signing Up for Events

The children pointed out that their parents often fail to appropriately ask their thoughts before signing them up for events, and, usually, when they express that they want to participate in other events, their parents are not willing to listen to them nor accept their views.



Age 13, girl, north
Age 13, boy, north

My mom likes to sign me up for different events so much that I have a full schedule almost every weekend and holiday. During my summer break, I sometimes even have 2 events to attend at the same time from 10a.m. to noon, giving me a feeling that I'm going to be torn in half. She doesn't care if I like it or not. For instance, she didn't tell me about the event until she brought me to the downstairs floor of the event location.



Age 13, girl, north

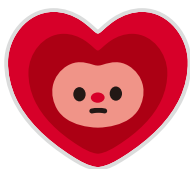
Sometimes my mom only tells me the night before that she is going to take me somewhere while I already have plans to go out with my classmates or take part in activities. If I say that I already have plans with my classmates, she'll reply: "Oh, is it something important? If it's not related to your learning, then just cancel and come with me."



K. Parents Don't Listen and Pay Attention when Children Expressing their Views

According to the children, their parents impose strict discipline and control, which makes it hard for them to develop their own thoughts. As they tend to get rebuked by adults when they convey their views, they have become fearful of expressing their

opinions. Also, parents usually peek at children's private things since they don't trust their children, which worsens conflicts between children and parents.



Age 15, boy, central

Since I was little, I haven't argued with my parents and did everything my parents want me to do. But after I got older, I wanted to exchange thoughts with them, but they refuse to accept my opinions. As a result, I am sometimes afraid of telling and lie to them. When my parents found out that I had lied to them, they started to go through my school bag or other things secretly at night. I argued with them about this several times, but it's no use at all.

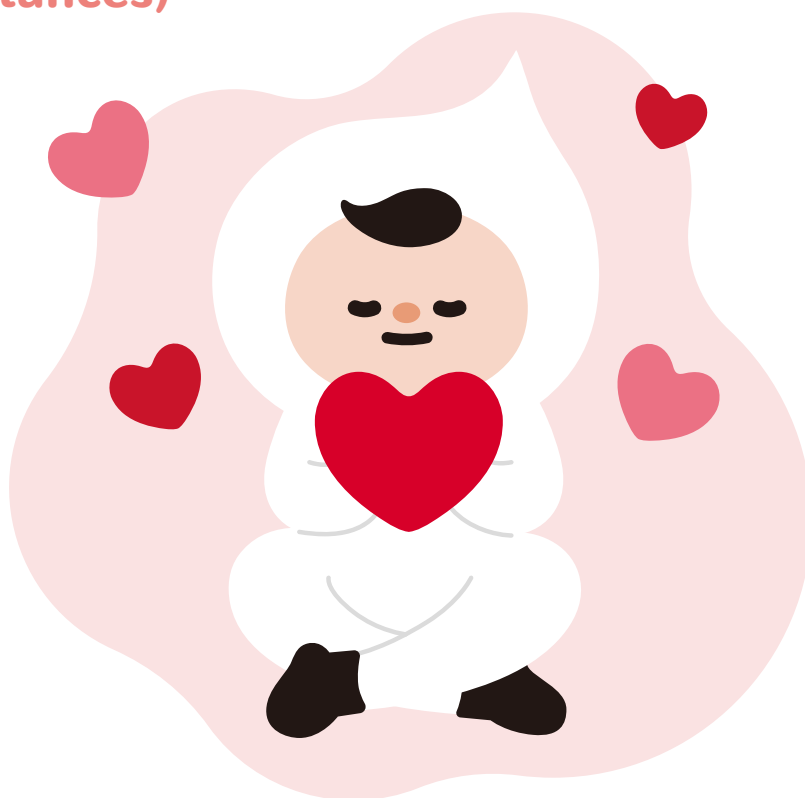


Age 15, boy, north

Strict discipline is enforced in our home. Ranging from sitting positions, how we eat and look, everything is being supervised, because the adults think that when you go out, you represent the whole family. In addition, our parents ask us to learn piano, foreign language and tea ceremony, etc. The tea ceremony requires 2 to 3 years of lessons, but it isn't what I want to learn.

▶ III. Concerning Issues (Children in Special Circumstances)

Children from different backgrounds were invited to discuss. For children in placement, they were divided into 2 groups by their age for discussion. Due to geographical barriers, after children living in remote areas underwent a questionnaire survey, the results were reviewed via online meeting. As for adopted children, the questionnaire survey results are presented.





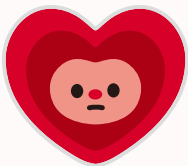
A. Children in Remote Areas

They indicated that it is extremely difficult for them to get to their schools owing to poor public transportation systems as well as time- and money-consuming commutes. In addition, as the schools are located in rural regions, heavy rain and rockfalls can be obstacles on their way to school. Furthermore, since there are not enough sidewalks in the regions where they live, it is very dangerous and inconvenient.



Age 17, girl, central

It is very hard for students to get to school if their parents are not able to drop them off at school or if they do not live near a bus stop. My classmates spend 2 hours commuting one way as there are very few buses and they have to walk 30 minutes from the bus stop to home. Because she cannot stay at school's dormitory on Saturdays, it always takes her a lot of time and money to go home every week. She also need to help her family with farming, so she have no time to rest or study on holidays.



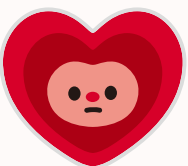
Age 15, boy, east

I study at a school located in a nearby mountain area. We can only get to school by bus. However, the way to school is full of dangers. We are not able to go to school whenever it rains heavily because there may be a landslide or rockfall. Although we can take lessons online, the internet connection is unstable.



Age 15, girl, south

The school bus runs on a fixed schedule. We need to take at least 30 minutes or longer to get to school by bus. However, many students can only stand in the aisle as there are not enough seats in the school bus. Besides, when the bus arrives at school, we are often almost late, so we have to rush into school to avoid being late once we get off the bus.



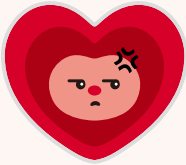
Age 13, girl, north

Since many dump trucks pass by my house and there is no sidewalk, it is dangerous to walk beside the road. Even though the government restricts dump trucks from driving on certain roads, the restriction is not thoroughly implemented.



B. Adopted Children

Adopted children pointed out that they were afraid to be frank about their family condition because adoption is not widely accepted in society and misunderstandings could be easily caused at school or between friends.



Age 16, girl, north

I once told my teacher that I was taken in by other people, but the teacher only responded, "Are you an animal? It's called being adopted."



Age 16, boy, north
Age 16, boy, north
Age 14, boy, south

I have never shared my background with others. I do not have trouble in identifying myself as an adoptee, but there are walls to stop me from sharing this with my friends open-heartedly. At the end of the day, I still worry about being the "rescued kid" that people gossip about.



C. Children in Placement

The 2 groups of children in placement both mentioned that their use of electronic products and the internet was restricted in the placement institutions. For example, primary school students were prohibited from having their own cell phones and there were a limited number of public computers; junior high students could not use their cell phones on their own. Meanwhile, they hoped to manage their pocket money by themselves and were unhappy about the collective punishment.

Primary students wished to have a larger portion of breakfast and improved hardware (such as beds, air conditioners, TVs, etc.) in the placement institutions. Junior high students hoped that they could go out freely and adjust their own daily routine and learning time on weekends.

Primary School Students

- (1) The Wi-Fi router is placed too far away for me to connect to the Internet from my group home and there is no computer in the group home. Many 6th grade students still have no cell phones.
- (2) I don't know how much pocket money I have. I worry that the teacher will take away the pocket money I have saved.
- (3) The teacher micromanages everything and applies collective punishment to all of us living in the group home if any one of us make mistakes.
- (4) The breakfast often doesn't taste good or is not enough (e.g. just a piece of bread). If we want more, we have to wait until everyone has finished their breakfast. Whenever we tell the teacher about this food problem, he always says, "You should be grateful and satisfied".
- (5) As the bunk beds in the group home are not sturdy, we can be woken up easily when someone is moving on the upper bed. It is too hot for us to sleep well at night because the air conditioners in some rooms have been broken for a long time. On the contrary, in the other rooms, the air conditioners are set too low. The TV in the dormitory has also not worked for 4 months. The institution would rather wait for a donation than replace it with a new one.

Junior High School Students

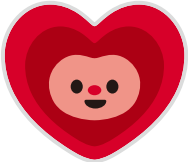
- (1) Junior high school students are prohibited from using electronic products in the institution, such as cell phones or computers.
- (2) We cannot use our pocket money at will.
- (3) The teacher micromanages everything and applies collective punishment to all of us living in the group home if any one of us make mistakes.
- (4) We need to line up to go to school every day. We are asked to come back the institution directly after school and cannot go out freely on weekends.
- (5) We have to get up early even on weekends. Restrictions are placed on our routine. For example, we cannot go to sleep too early or too late.
- (6) Although we already spend so much time on self-study on weekdays, we have to do the same thing on weekends. Moreover, there are too many skill development courses.

▶ IV. Children's Suggestions



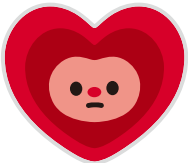
A. General Children

1. Children indicated that adults must know that children have the same rights as them and that they should listen to children and encourage them to express their thoughts. There should be relevant resources for children to learn how to express their opinions to adults. Furthermore, they suggested that children be the ones helping adults understand how to listen to their opinions.



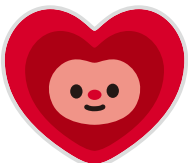
Age 16, girl, east
Age 16, boy, north

I think the 1st step is to let adults realize that children have the same rights as them. They ask us to listen to them, so they should also listen to us. They must learn how to respect children's voice and thoughts. People of different generations must respect what others say to reach an agreement.



Age 14, girl, north

I hope that adults do not refute or ignore us whenever we start to talk. They can explain to us why our solutions are not feasible or inappropriate instead of neglecting or looking down on our ideas. Moreover, please do not force us to express our opinions by saying "Tell me what you have in mind now". To encourage us, they should say, "You can talk to me anytime. I will listen to you carefully..."



Age 14, girl, north
Age 16, boy, north

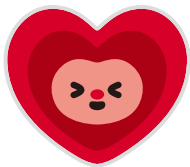
Children should have the opportunity to learn how to convey their ideas and communicate with their family or others. The relevant learning resources must be available and accessible to all students.



Age 17, boy,
offshore island
Age 17, girl, east

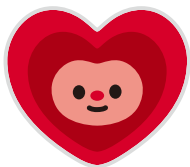
As there will always be a gap between generations, conferences can be organized for parents or seniors in the family (e.g. parent-teacher associations) to allow them to learn more about their children. The children can serve as the teachers to teach adults how to talk to children in a way they want to be spoken to.

2. The children mentioned that complaint boxes at schools should not be placed in locations under surveillance and that the format of complaint letters should not be prescribed. They also suggested that school messaging systems, class meetings or counseling resources should be adopted to encourage students to express their thoughts. In addition, they hoped that the schools can make public responses to the submitted complaint letters on a regular basis to make students aware that the schools do pay attention to their opinions.



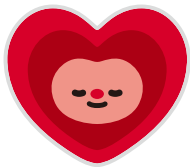
Age 13, girl, north
 Age 13, girl, north
 Age 14, girl, south
 Age 16, girl, south

The complaint boxes should be installed in locations that are not monitored or in offices to improve privacy. Anonymity must be guaranteed for the children making complaints. Students should be allowed to use their own paper instead of the specified paper. Their opinions should not be criticized and they should be listened to and discussed regularly, for example at morning assemblies.



Age 13, girl, south
 Age 14, girl, north

Schools can have a school messaging system in place to enable all students to feel free to leave comments and then conduct an opinion survey in each class to know and take care of everyone's feelings. As an alternative to this, an online complaint box can be established, where all the teachers and students can read in real time and decide whether they second the comments.



Age 17, girl, central;
 Age 16, boy
 with disability, central

Schools could gather and respond to students' opinions regularly. If the students could hold a class meeting without the presence of a teacher, they can express their thoughts as a class to the schools. The students' views can also be collected through counselors to allow them to feel more at ease talking about their feelings.

3. The children believed that schools should follow the delay arrival school policy. Specific rules should be in place even for adjusting the number of days when the early arrival is required.



Age 16, boy, north

The school should not set ambiguous rules with respect to the delay arrival school policy by stating "Adjustment may be made based on the situation of each class". The rules must specify the scope or the number of days regarding the adjustment and should be implemented thoroughly.

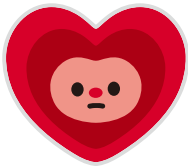
4. In the opinion of the children, school counseling courses should not be used for other teaching purposes or canceled, and students should be able to learn how to communicate and recognize their emotions through such courses.



I hope that senior high schools can keep offering counseling courses. The topic of the courses should be expanded to not be limited to career planning but to include communication and emotion recognition.

Age 17, girl, south

5. The children deemed that not only restrooms but the entire campus should be accessible to students with disabilities or special needs. The accessible toilet facilities in schools should also be renewed as soon as possible to avoid them being used as tool rooms.



Age 17, boy
with disabilities,
central

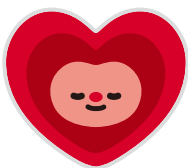
There should be more of accessible toilets in the school. Instead of having only 1 accessible toilet in the entire school or installing the toilets only on the 1st floor, each floor of a building should have accessible toilets to allow students with disabilities to use them without squeezing into the elevator or going to the other side of the school. Furthermore, the accessible toilets should not be used as cleaning tool rooms. In addition, a 10-minute break between classes puts a lot of pressure on students with disabilities because it is often not long enough for them to answer the call of nature, especially for those using invasive assistive devices.



Age 17, boy
with disabilities, central
Age 14, girl, north

Accessibility should be ensured for the entire campus instead of specific areas or spaces. Otherwise, this will limit the places students with disabilities can go on campus or make them feel more stressed moving around in school. Besides, to enhance their convenience and accessibility, school buildings equipped with elevators should be connected to other buildings.

6. From where the children stand, schools should not use students' grades as the only indicator for assessing their needs for learning.



Age 13, boy, central

Everyone is equal. I hope that students from regular classes and those in elite classes can be treated the same way.



Age 16, boy, north

All the students in the school should have access to all career speeches arranged by the school. The school should not determine which students will hear which speeches based on their grades.

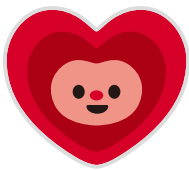
7. In the children's opinion, students' weights should not be talked about in public at school and the performance of the students in classes for talented students should not be evaluated based on their weight.



Age 14, girl, north

The teacher should not force dance class students to control their weight or announce their weights in front of the class as being a food lover or slightly overweight will not affect their performance in dance.

8. The children hoped to ease the rules requiring students to wear uniforms in PE classes and to allow them to wear their own casual clothes, thereby reducing the cost of the uniform and improving wearing comfort.



Age 15, boy, east

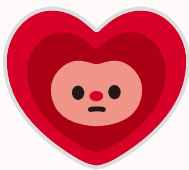
Students should be allowed to wear their own casual clothes in PE classes and change into their uniforms after class.



B. Children in Special Circumstances

1. Children in Remote Areas

Children in remote areas mentioned that it is inconvenient for students living in remote districts to get to school since there is no good public transport system and they also urged that the lack of sidewalks near their homes should be addressed. They also suggested that schools could offer weekend accommodation to the students in order to reduce their commute time.



Age 17, girl, central

I hope that the school can allow students spending a long time commuting to stay overnight on Saturdays or adjust the school bus route so they don't have to make a long journey to school every week.



Age 15, girl, south

The bus used as the school bus can be replaced with a tourist bus so that there will be enough seats for the students making long-distance journeys.



Age 15, girl, south

Pedestrian safety must be ensured. Dump trucks should be strictly restricted from driving on certain roads.

2. Adopted Children

Adopted children indicated that there is no difference between adopted children and general children. Their adoptive parents and teachers can talk to them about the adoption in a natural way as early as possible. They also believed that it would be better to have adoptive parents living in the country.



Age 16, boy, central
Age 17, girl, north
Age 16, girl, central

From a family's perspective, I think adopted children should know about their adoption as early as possible to avoid psychological trauma. If a school teacher needs to discuss about adoption with adopted children, the teacher can talk to them depending on their personality or act as a friend.



Age 13, boy, central
Age 13, boy, central
Age 16, boy, central

As adopted children are not different from other children, teachers can talk to them about the adoption in a natural and honest way. Being adopted is not a big deal or something to be laughed at. All children are most loved by their parents.



Age 16, boy, central
Age 15, boy, north

I hope that adopted children can stay in the country if possible. It is better for children to be adopted by families who can spend more time with them.

3. Children in Placement

The biggest wish of children in placement was to have more freedom to use cell phones, computers and the internet in the institutions. They also hoped to have more learning spaces and better bedroom hardware. In addition, they wanted to learn how to manage their own pocket money, set their own bedtime and wake-up time on weekends, and have more chances to go out freely.

Primary School Students

- (1) The 6th or 7th grade students hoped to have their own cell phones with unlimited data plans that will be paid half by the institution and half with their pocket money. They also wanted to have at least 30 minutes to use their phones every day or to have 2 computers in a group home; one will be placed in the teacher's room, and the other will be placed in the living room.
- (2) We want to know how much money we save every month. We do not necessarily want to spend that money, but to know the amount, so as to learn how to manage money on our own.
- (3) We wish to eat more for breakfast.
- (4) The institution can have a learning space for all the primary students from the 1st to 6th grades, such as a library with computers, comics and books.

Junior High School Students

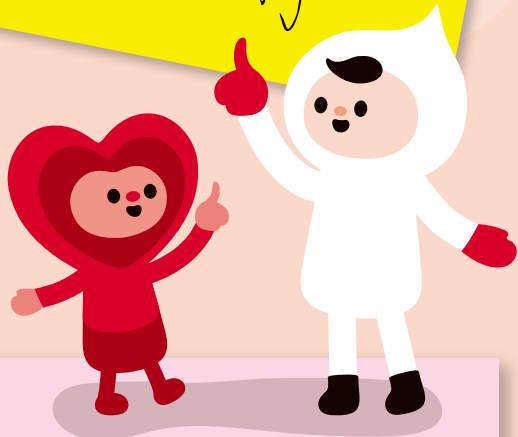
- (1) Please do not ask us to line up to go to school.
- (2) We would like to buy our breakfast outside.
- (3) From Mondays to Fridays, we wake up at 6:30 a.m. in the morning and go to sleep at 10:30 p.m.. We hope that we can sleep until 9 a.m. and go to bed at 11 p.m. on weekends.
- (4) We wish to spend 1 hour instead of 2 hours on self-study from Mondays to Fridays and to not have to take self-study course on weekends, or let students themselves decide to take the course. We hope that we can go out on weekdays and weekends after getting the teacher's approval and telling them the time when we will come back and the places where we will go. On weekdays, we will come back before 7 p.m.; on weekends and holidays, we will come back before 8 p.m.
- (5) It is hoped that 6th grade students can have their own cell phones and use them after waking up and before bedtime on weekdays. They hope that they can still have access to their phones on Fridays, Saturdays or holidays and they are willing to pay the internet bills with their pocket money.

- 視同仁 - 深入他們的生活。

替兒少做決定前，要
先詢問他們的意見

不會受到
歧視、批評

讓兒少了解社會時事



用獎勵的方式
鼓勵同學發言。

朋友般相處
常常討論

讓兒少信任你/妳
讓學生參與學校
事務(會議)

和兒少建立好關係
像朋友般相處
且讓兒少們了解
是為我們好，溝通
而不是要害我們。

師長
原真意傾聽且給出反饋
不會有其他人用罵的
來跟你辯論。

Voices of Children

Janusz Korczak, who is considered to be the father of children's rights, said that the way children think isn't any worse than that of adults, they just have different ways of thinking. We want to show everyone the wishes of a group of junior high school students in placement. In spite of the fact that they are not able to live with their family or relatives, they miss them and look forward to their future life.

如果可以我想要把媽媽找
出來一起出去玩.然後去
看爸爸.看如果還可以我想
跟爸爸說:对不起,

If possible, I want to go find my mom, have fun with her and visit my dad and maybe say sorry to him.



I wish to go home.



希望我可以回到家人身邊，可以像以前一樣陪伴我、照顧我，給我溫暖的家。哈哈(爸爸、媽媽、阿嬤)。

I hope to be with my family and have them (dad, mom and grandma) stay with me, take care of me and give me a warm family.



我希望家人能夠健康健康，姐姐狀況也能穩定許多。

I wish my family good health and hope that my sister's condition can be stable.



希望阿嬷个性改一下
把以前的误会解開
心胸大一点

I hope my grandma can improve her personality.
Be free from all misunderstandings in the past.
Be more generous.

我希望我爸可以不要
再喝酒

I hope my dad stops drinking.



I don't want to stay in the institution.
I wish to the same grades after I go home.
I hope I can have love.



I want to be as strong as this tree.



► Attachment 1: Analysis of Children's Understanding of Children's Rights

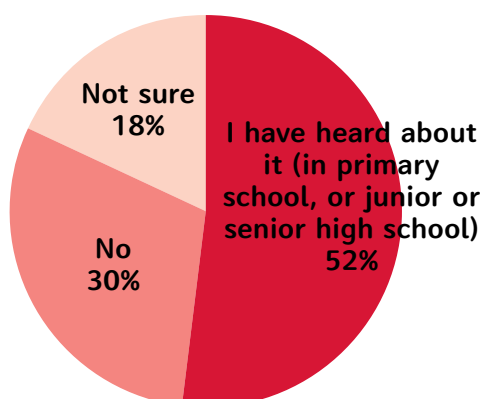
After the CWLF had edited the 5 questions selected from the "Questions for the CRC" of the Social and Family Affairs Administration, Ministry of Health and Welfare, it gathered the answers of the children in various empowerment workshops and modified them in order to help the children understand the questions more easily between 2018 and 2020. It subsequently conducted a questionnaire survey of 12th grade students around Taiwan through the random sampling method.

The survey was originally scheduled from April 22 to May 31, 2021, to distribute 3,049 questionnaires to 12th grade students around Taiwan through the random sampling method. However, due to class closure from May 18 as a result of the pandemic, only 1,505 questionnaires were returned, a return rate of 49.4%. The return rates of Taipei City and New Taipei City were at 26.2% and 33.7%, respectively, which were especially low as the school closures started early in the cities because of the more severe situation of the pandemic.

I. Nearly 50% of the children had never heard about the CRC at school before or were unsure if they had ever heard about it at school

The CWLF found that nearly half (48%) of the children "had never" heard about the CRC or taken any related courses at school before or "were unsure" if they had ever heard about it or taken such courses at school. It is worth noting that only about 10% (11.8%) of the children heard about the CRC when they were in primary school. Most children currently do not learn about the CRC from textbooks or in classes until they are in junior or senior high school. If they could know more about the CRC when they are younger, it would help them understand what rights they are entitled to and facilitate their development.

Have you heard about the CRC or taken any related courses?



Options (Multiple choices)	N	%
Primary school	177	11.8%
Junior high school	536	35.8%
Senior high school	457	30.5%
No	273	18.3%
Not sure	448	29.9%

II. Over 55% of the children didn't know the definition of "children" in the CRC

According to the survey, less than half (44.5%) of the children knew that the CRC defines "children" as "persons below the age of 18" and 14% of them could not select any answer from the given options.

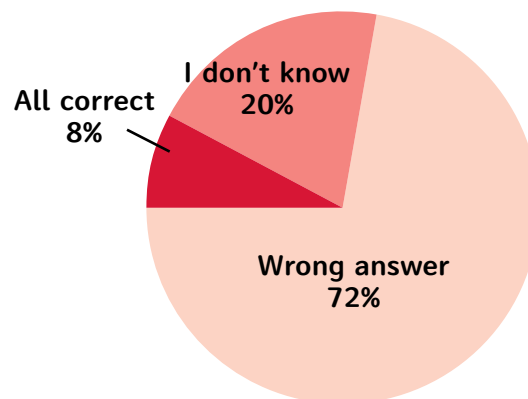
How do Taiwan's laws define "children" according to the CRC?

Options	N	%
Persons below the age of 18	655	44.5%
Youth above the age of 12	85	5.8%
Children above 7 years old attending primary school	390	26.5%
Children above 5 years old attending preschool	137	9.3%
I don't know	206	14.0%
Total	1473	100.0%

III. Less than 10% of the children clearly knew the 4 general principles of the CRC. 20% of them knew nothing about the 4 general principles

The survey found that only 8% of the children correctly selected the 4 general principles of the CRC and 20% of them knew nothing about the 4 general principles.

Understanding of the CRC's 4 General Principles



IV. More than 36% of the children didn't know that the right to be heard is one of the 4 general principles

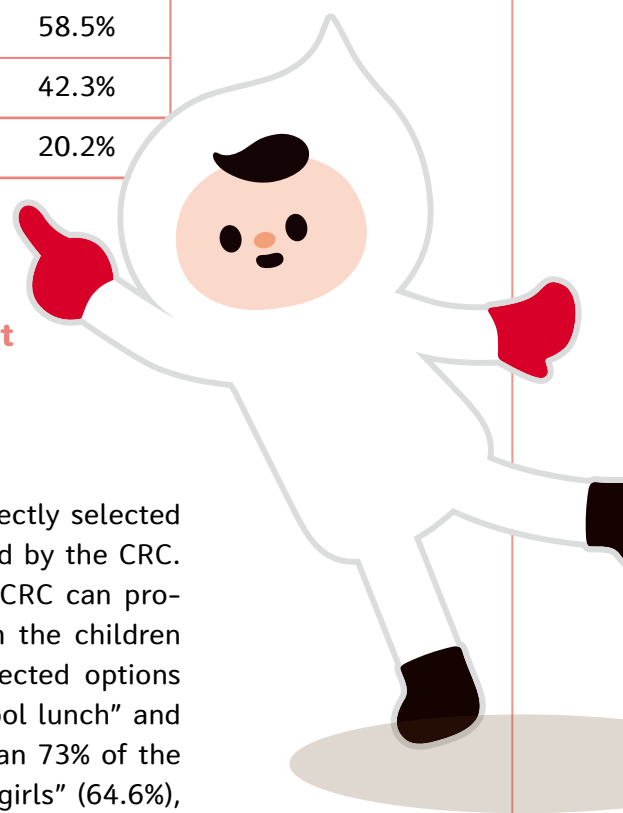
According to the analysis of children's understanding of the 4 general principles, most of them selected "survival and protection", accounting for 73.3%, followed by those selecting "expression of views" (63.4%) and "non-discrimination" (58.5%). "Best interests" was least selected (42.3%) as it might involve complicated concepts. It is worth mentioning that more than 36% of the children didn't know that the right to be heard that they pay the most attention to is 1 of the 4 general principles.

Which of the following are the CRC's four general principles ?

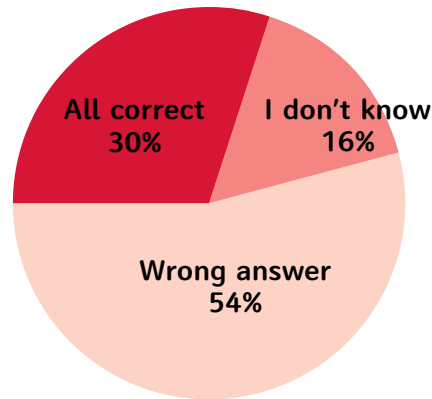
Options (Multiple choices)	N	%
Survival and protection	1093	73.3%
Right to privacy	952	63.8%
Expression of views	945	63.4%
Non-discrimination	872	58.5%
Best interests	631	42.3%
I don't know	301	20.2%

V. Only 30% of the children correctly knew what kinds of discrimination against children are prevented by the CRC

The survey showed that only 30% of the children correctly selected what kinds of discrimination against children are prevented by the CRC. However, 16% of them did not know to what extent the CRC can protect children from discrimination. After the answers from the children were carefully analyzed, it was found that the most selected options were "primary students who cannot afford to pay for school lunch" and "children with AIDS or their parents" selected by more than 73% of the children, respectively, followed by "14-year-old pregnant girls" (64.6%), while the least selected option was "17-year-old boys violating laws" (48.4%) as they might be less familiar with such scenario and the subjects in it are older.



What kinds of discrimination against children are prevented by the CRC ?



What kinds of discrimination against children should be prevented by schools according to the CRC?

Options (Multiple choices)	N	%
Primary students who cannot afford to pay for school lunch	1098	73.7%
Children with AIDS or their parents	1091	73.3%
14-year-old pregnant girls	962	64.6%
17-year-old boys violating laws	721	48.4%
Using electronic products to access the internet	355	23.8%
I don't know	235	15.8%

► Attachment 2: Analysis of Children's Practice and Experience of Expressing Views

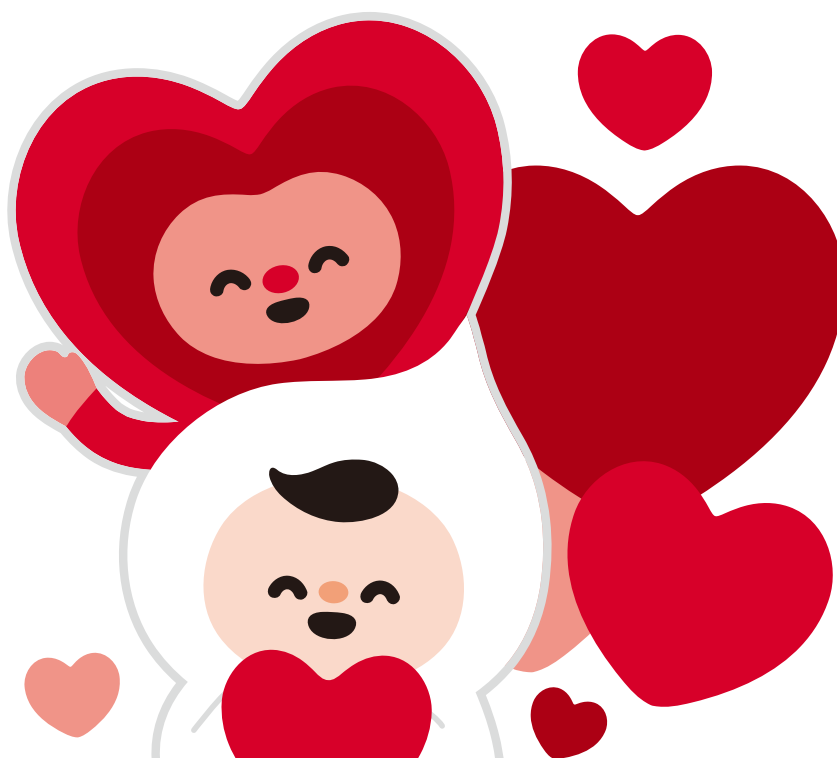
The CWLF conducted a survey of junior high and primary school students in Taiwan using physical questionnaires from May 6 to June 24, 2019. The survey adopted a stratified cluster sampling method to draw a number of samples corresponding to the percentage of the 11-14 years old population of each city and county in Taiwan. A total of 1,991 questionnaires were distributed to 43 schools, of which 1,687 were effective samples, and the questionnaire return rate was 84.73%. The confidence level was 95% with a margin of error not exceeding +/- 2.38%. For the sampling distribution, boys and girls accounted for 50.6% and 49.4%, respectively; primary and junior high school students made up 52.4% and 47.6%, respectively.

I. More than 80% of the children believed that the things happening in society have something to do with them

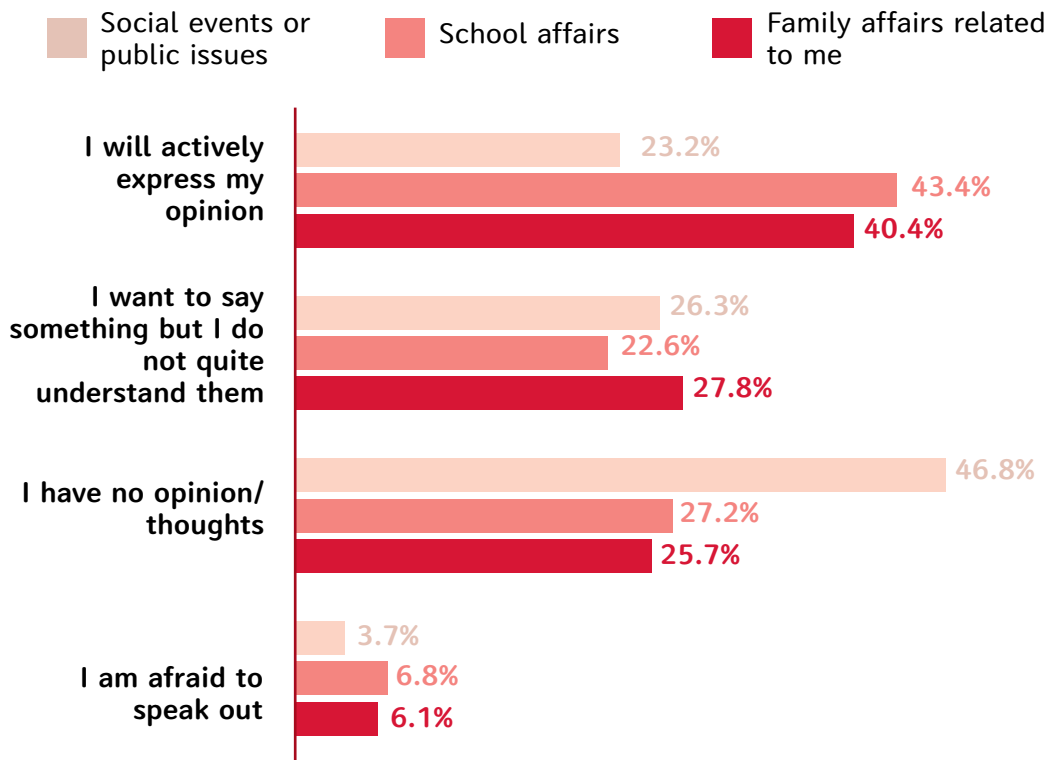
The survey further showed that 84% of the children disagreed or totally disagreed that “social affairs are the business of adults and it is not our place to pay attention to them”, demonstrating that they actually knew that they are a part of society and that school grades are not the only thing that matters in life. The older children among them tended to believe that they should be concerned about social affairs. There was a significant difference between 7th/8th grade students and 5th/6th grade students ($X^2=5.294$, $p<0.05$).

II. Only 23% of the children actively expressed their opinions on social issues; less than 50% of them actively expressed their views on school and family affairs related to them

Children tend to speak out their thoughts about things that have to do with them. However, the survey showed that only about 40% of the children would “actively express their opinions” towards school affairs (43.4%) and family affairs (40.4%) related to them. What was even more regrettable was that only 23% of the children would “actively express their views” about social events or public issues. This indicates that there was a wide gap between the children’s understanding and behavior regarding expressing views. About 20% to 30% of the children would like to give their views on family/school affairs and social issues while having only little knowledge about them. Half of them stated that they had never given social events or public issues much thought, which was nearly twice the percentage of the children having no opinion on family or school affairs. This shows that more help or support is needed for children’s understanding and exercise of the right to be heard in order to encourage them to speak their mind. Society also has to pay more attention to the methods or channels for children and youth to access information related to social events or public issues.



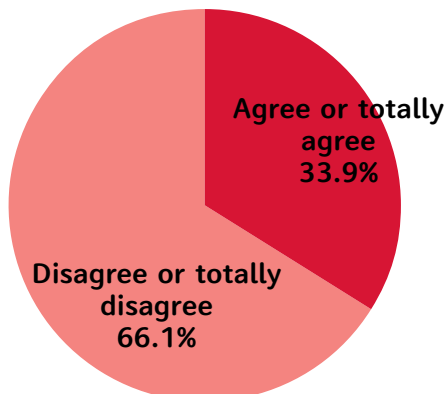
Children's Expression of Their Views and Opinions



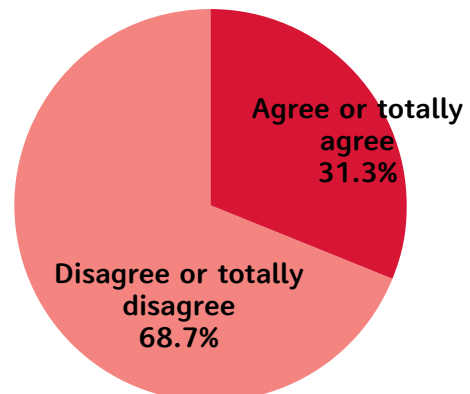
III. More than 30% of the children have been punished or scolded by adults because of expressing themselves

According to the survey, over 30% of the children had unpleasant experiences after they expressed their opinions. Nearly 34% of them often felt that adults would not listen to what they said. What's worse, 31% of them have been punished or scolded by adults because of giving their opinions.

I often feel that adults will not listen to me



I have been punished or scolded by adults because of expressing my thoughts or opinions



IV. Adults' ignorance causes a huge negative impact, leading to a nearly 20% gap in children's willingness to actively express their opinion

From the survey, it was found that when the children felt that adults would not listen to them, their willingness to convey their views on family or school affairs went down. For family affairs related to them, the percentage of the children who "agreed or totally agreed" that they would "actively express their opinion" was 19.7% lower than the percentage of those who "disagreed or totally disagreed" that they would do so; the percentage of the children afraid to speak out was 10.3% higher than the percentage of those not afraid to do so. As for school affairs, the percentage of the children who would "actively express their opinion" was 16.5% lower than the percentage of those who wouldn't; there was a 7% gap between the percentage of children afraid to speak out and those not afraid to do so.

Variable	I often feel that adults will not listen to me		Gap (A-B)	X ²	P value
	Agree or totally agree (A)	Disagree or totally disagree (B)			
Family affairs related to me					
I will actively express my opinion	27.3%	47%	-19.7%	106.682	<0.001
I am afraid to speak out	12.8%	2.5%	10.3%		
School affairs					
I will actively express my opinion	32.3%	48.8%	-16.5%	78.838	<0.001
I am afraid to speak out	11.4%	4.4%	7%		

The children who have been punished or scolded by adults for expressing their views tended to not give their opinions on family and school affairs. For family affairs related to them, the percentage of the children who "agreed or totally agreed" that they would "actively express their opinion" was 13.6% lower than the percentage of those who "disagreed or totally disagreed" that they would do so; the percentage of the children afraid to speak out was 10% higher than the percentage of those not afraid to do so. As for school affairs, the percentage of the children who would "actively express their opinion" was 12.3% lower than the percentage of those who wouldn't; there was a 7.2% gap between the percentage of children afraid to speak out and those not afraid to do so.

Variable	I have been punished or scolded by adults because of expressing my thoughts or opinions		Gap (A-B)	X ²	P value
	Agree or totally agree (A)	Disagree or totally disagree (B)			
Family affairs related to me					
I will actively express my opinion	31%	44.6%	-13.6%	78.838	<0.001
I am afraid to speak out	12.9%	2.9%	10%		
School affairs					
I will actively express my opinion	34.7%	47%	-12.3%	43.221	<0.001
I am afraid to speak out	11.8%	4.6%	7.2%		

► Attachment 3: Analysis of the Assistance and Counseling System for Children

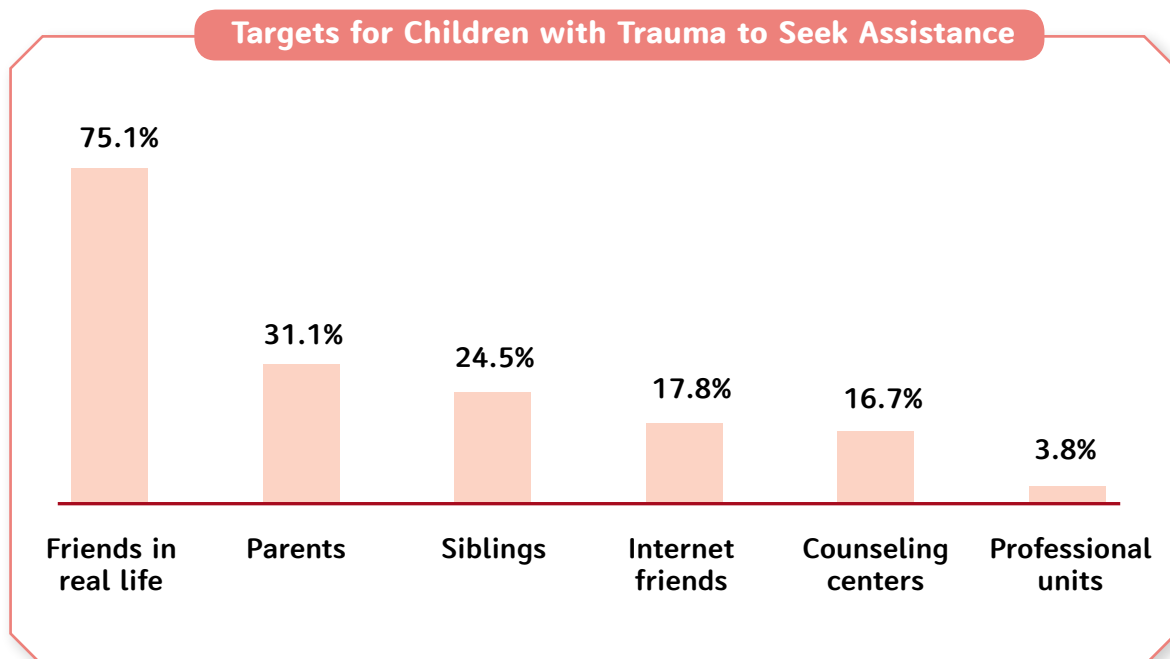
The CWLF translated the 10 questions from the original CDC-Kaiser ACE scales of the Centers for Disease Control and Prevention into Chinese, conducted a trial test on 143 adults and then modified the questions in order to further adapt them for children in Taiwan. The survey was originally scheduled from April 22 to May 31, 2021, to distribute 3,049 questionnaires to 12th grade students around Taiwan through the random sampling method. However, due to class closure starting from May 18 as a result of the pandemic, only 1,505 questionnaires were returned, a return rate of 49.4%. The return rates of Taipei City and New Taipei City were at 26.2% and 33.7%, respectively, which were especially low as the school closures started early in the cities because of the more severe situation of the pandemic.

In general, up to 75% of the 12th grade students with trauma tended to ask their peers for assistance, and nearly 20% (17.3%) of the students were not willing to seek external help at all, indicating that it is an urgent priority for the social network system to actively identify the children and provide them with timely care and assistance. Among the 12th grade students who have asked for assistance before, less than 50% of them were satisfied with the results, and more than 10% of them felt that asking for assistance was not helpful, showing that the mental health of these children was still in a worrying situation.

I. Up to 75% of the 12th grade students with trauma tended to ask their peers for assistance, and nearly 20% of the students were not willing to seek external help

According to the analysis of the experiences of the 12th grade students with more than 1 trauma in asking for help, which accounts for 32.4% of the total samples, 75% of them would seek help from their friends in real life in case of difficulties, followed by those would seek assistance from their family. However, there was a wide gap between them. Only 20% to 30% of them were willing to ask their family for assistance (31.1% for parents; 24.5% for siblings). There were less students willing to actively ask counseling centers and units with professional counselors for help, accounting for only 16.7% and 3.8%, respectively, which was even lower than the percentage of the students seeking assistance from their internet friends (17.8%).

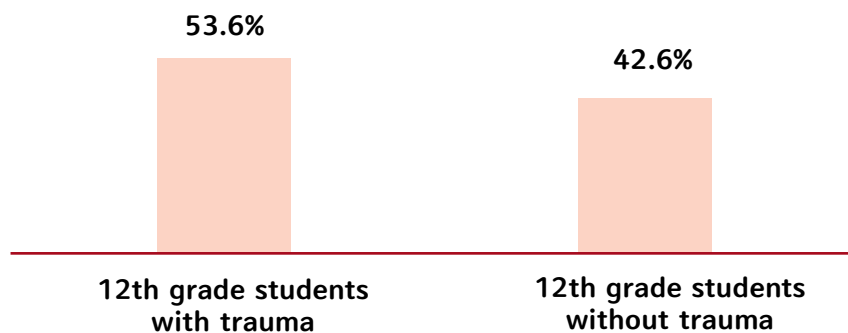
Only 27.0% of the students felt that schools' or the government's counseling services were user-friendly; 48.1% of them thought that they were OK, and 2.1% of them found that they were not user-friendly at all. It is worth noting that nearly 20% (17.3%) of the students with trauma would definitely not seek external help. This demonstrated that the first imperative is to actively identify the children and provide them with timely care and assistance.



II. Less than 50% of the 12th grade students were satisfied with the results after seeking assistance, and more than 10% of them felt that asking for assistance was not helpful

The survey found that among the 12th grade students, less than 50% (46.4%) thought that the outcome of seeking assistance was good. 42.1% of the students deemed that seeking assistance was rarely useful, and over 10% (12.4%) felt that it was not useful most of the time, together adding up to 53.6%. It was evident that seeking assistance was not very pleasant for more than half of the students. Compared to the 12th grade students without trauma (42.6%), more of the students with trauma underwent unpleasant experiences after they sought assistance.

Students Having Unpleasant Experiences After Seeking Assistance



Note 1: The subjects selecting “not seeking assistance” were excluded from the result of the question. N=1,438.

Note 2: The result of the question represents the percentage of the students selecting “seeking assistance was rarely useful” and those choosing “seeking assistance was not useful most of the time”.



我覺得兒少的意見可能會因為不同的情境而得到不同的反應，
例如有時候班際球賽贏了，老師就會龍心大悅，有時會大赦天下
(取消記過)等等。



若兒少的立場與自己不同，不要直接反駁，而是
多聽取他們的意見

