

Children's Rights Puzzle



**National Report on the Convention
on the Rights of the Child**

**A group of students from National
Beigang Senior High School, National Hu-
Wei Senior High School, Sacred Hearts
High School and Hsing Kuo Senior High
School**

February 18, 2022



**Right to Be
Heard**

**Right
to
Privac
y**

**Disabiliti
es**

**Right to
Rest and
Leisure**

Take a
Risk, Take
a Chance,
Make a
Change!

01-06 Introduction

07-13 Now, let me speak!

14-19 Going far is more important

20-26 than going fast!

27-32 Privacy or surveillance?

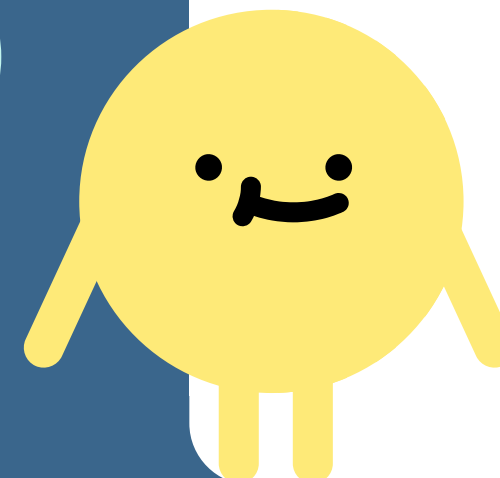
33 We are all the same

34 Acknowledgment

Group Attachments - Report

**Contents and
Questionnaire Surveys**

**Take a Risk,
Take a Chance,
Make a Change!**



ABOUT US

TEAM INTRODUCTION

Instructors:

Liao, Tsung-Sheng,
Lin, Keng-Hui
Lin, Min-Ling,
Huang, Yi-Hsuan

Group 1 Members

Wen, Kuan-Chih
Pai, Pei-Ho
Li, Jih-Sen
Li, Tsai-Chien
Chen, Tzu-Hsuan

Group 2 Members

Chen, Tzu-Chia
Liao, Che-Wei
Cheng, Ting-Yu
Huang, Yu-Yu
Su, Pei-Yun

Group 3 Members

Kuo, Yu-Hua
Chen, Tzu-Yu
Huang, Chun-Yen
Lin, Chia-Yi
Chi, Han-Hsiang


Group 4 Members

Huang, Kai-Li
Liao, Yu-Ching
Huang, Chun-Wei
Li, Yu-Chan
Lin, Min-Chieh

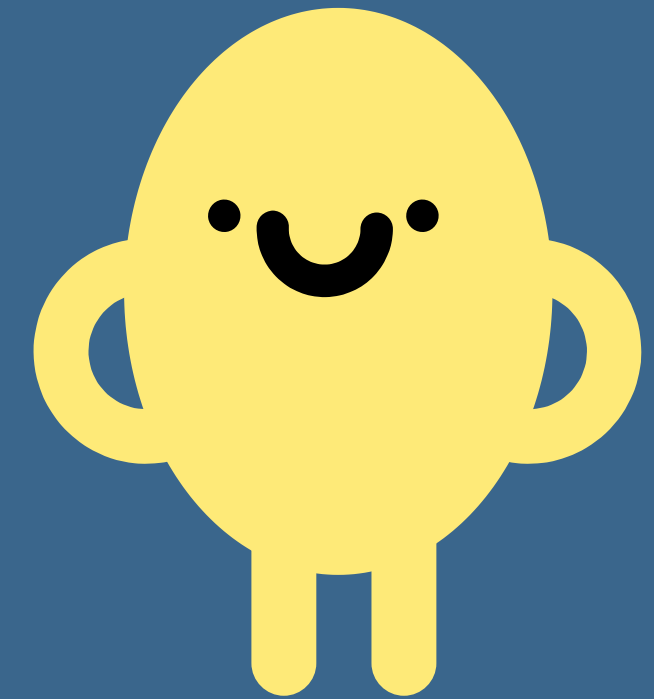
the Rights of Children

WE





Classes We Have Taken



1

Preparation of National Reports

Lecturer:

Prof. Liao, Tsung-Sheng

2

Introduction to the Convention
on the Rights of the Child

Lecturer:

Prof. Liao, Tsung-Sheng

3

COVID-19 Pandemic and the
Rights of the Child

Lecturer:

Dr. Li, Hsin-Jung

4

Rotary Clubs and the Rights of
the Child

Lecturer:

President Tsai, Wen-Jui

5

Social Science Research Method

Lecturer:


Assistant Prof. Lin, Keng-Hui

6

Government Agencies and the
Rights of the Child

Lecturer:

Council Member Tsai, Yueh-Ju



This camp allowed every participating student to learn more about children's rights and some issues, which was a rare experience for general students. Now, we know the rights we are entitled to and have prepared this report in the hope of encouraging more people to take the initiative to understand their own rights and create an environment where children can grow healthily together.



Equality, Fraternity
Friendliness, Inclusion

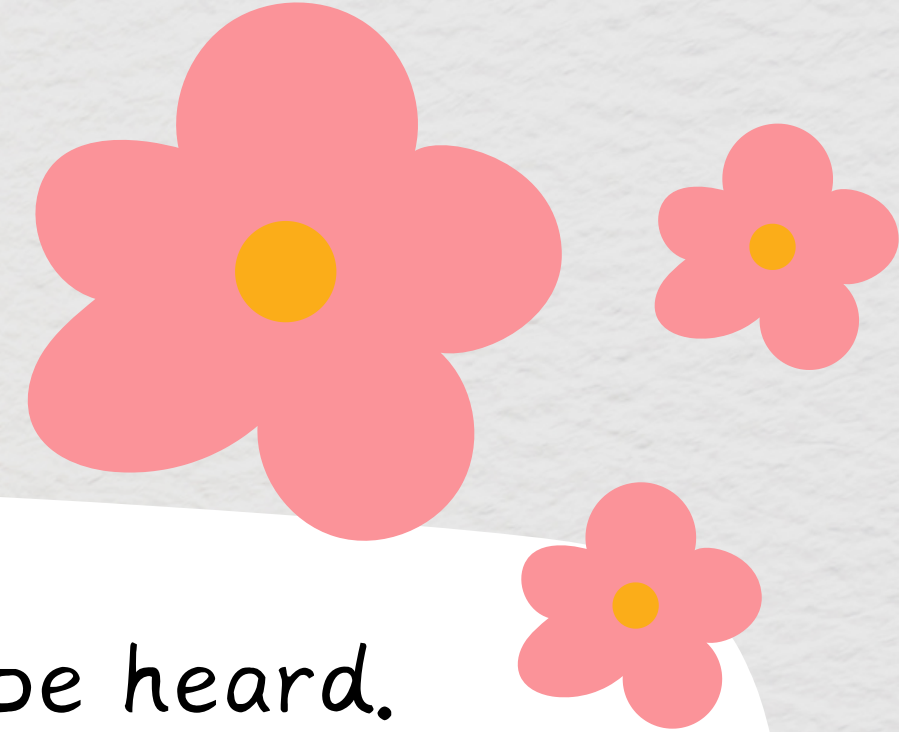


Now, let me speak!

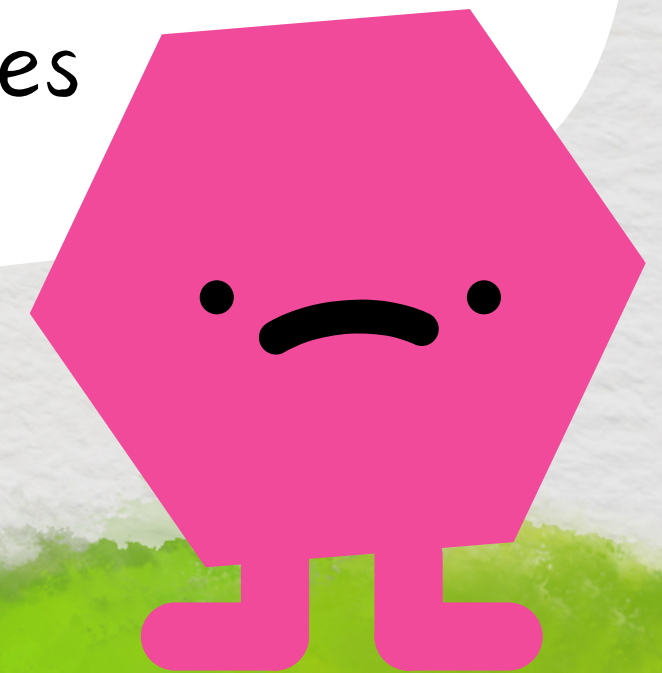




We want to say...



We are Group 1 and we will talk about students' right to be heard. Schools tend to filter the opinions of students. However, their standards for determining whether an opinion is good or bad are obscure. Some mature and reasonable opinions are even intentionally ignored, thereby obstructing students from proceeding with negotiation and making it impossible for them to effectively explain the advantages of their proposals in public and receive specific or reasonable responses from teachers to these proposals.



for example,

According to our questionnaire survey (Attachment 1 of Group 1), some schools still have not thoroughly implemented the operational procedures for student associations, and there were teachers who intervened in the proposals made by the student associations. Although most schools have made significant improvements in this regard compared to the past, continued promotion is needed to achieve full democracy. Adults should pay attention to children's voices. Everyone has the freedom to express their opinions, and their rights should be protected instead of being restricted or ignored.



How to make
improvements?

We hope that the country can ensure the general knowledge of the public about the Convention on the Rights of the Child and implement the regulations of the Convention and the self-governance of students through education, promotion and implementing laws. Students can learn clearly about the contents of the Convention and the spirit of student self-governance through education and by organizing relevant workshops.



To realize student self-governance, students should be able to engage in discussions with schools and make continuous improvements rather than have only one side establish policies. Information asymmetry will cause a series of knock-on effects. If the people do not understand the main points of the Convention on the Rights of the Child, student self-governance will be affected. For example, when students are unaware that their rights are taken away by schools, student self-governance exists in name only. Therefore, the implementation of the promotion, legislation and supervision has to be done comprehensively in order to put student self-governance and the Convention into practice effectively.



About Rights

States Parties:

The Vienna Convention on the Law of Treaties promulgated in 1969 specifies that the countries that have agreed to be bound by a treaty are referred to as “States Parties”, regardless of whether or not the treaty has taken effect.

Article 12 of the Convention on the Rights of the Child:

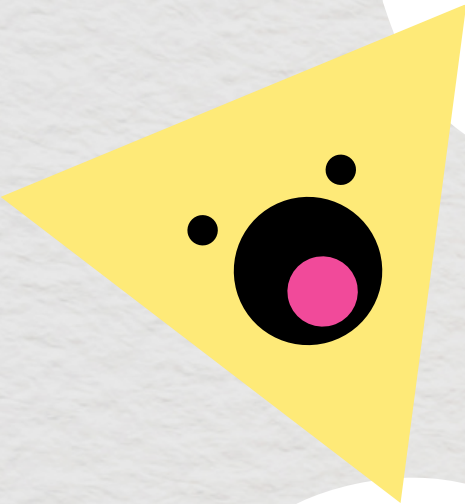
Children shall be assured of the right to express their views, and their views shall be given due weight in accordance with their age and maturity.

Absolute rights:

Refers to the rights to have direct power over certain legal interests. The rights-holders may claim their rights to have direct power over the legal interests against anyone.

Right to freedom of speech:
Allows citizens to express their opinions at their will without fear of retaliation from the government or others.

Article 2 (Non-discrimination) of the Convention on the Rights of the Child:
States Parties shall respect the rights set forth in the Convention without discrimination based on identity and status.



About Rights

Article 6 of the Convention on the Rights of the Child

(Right to Survival and Development):

States Parties recognize that every child has the inherent right to life and shall ensure to the maximum extent possible the survival and development of the child.

Article 3 of the Convention on the Rights of the Child

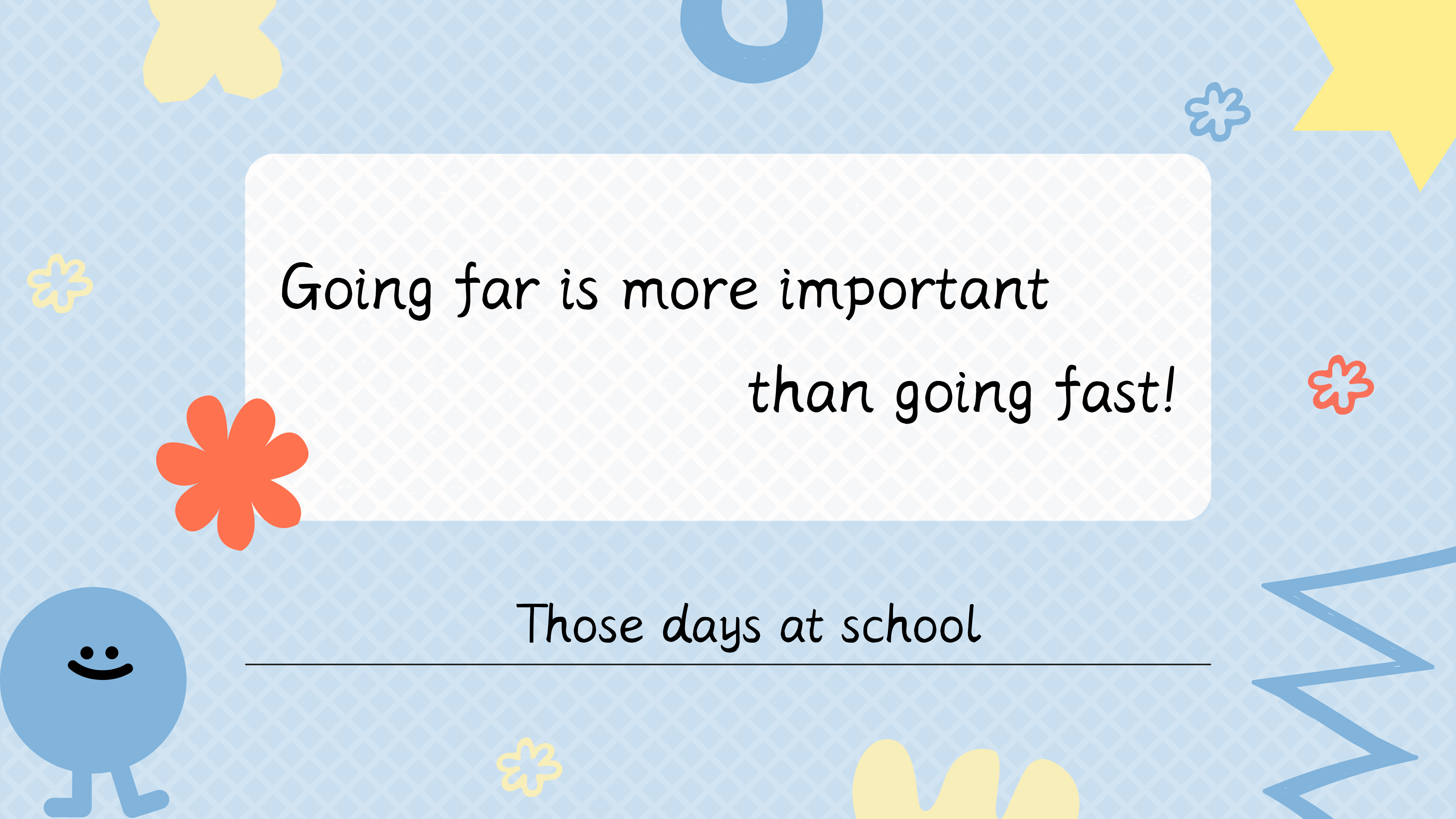
(Best Interests of the Child):

In all matters concerning children, the best interests of the child shall be a primary consideration.

“International Covenant on Civil and Political Rights” Article 19:
Everyone shall have the right to hold opinions without interference.

Authoritarian regimes:
The education systems in authoritarian regimes significantly restrain students from making decisions for themselves and impose adults' values on students, e.g. corporal punishment.

Student self-governance:
Enables students to form self-governing organizations to engage in self-management and development activities under the guidance of school staff. Students can learn from student self-governance activities through self-management.



Going far is more important
than going fast!

Those days at school

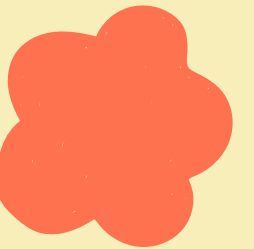
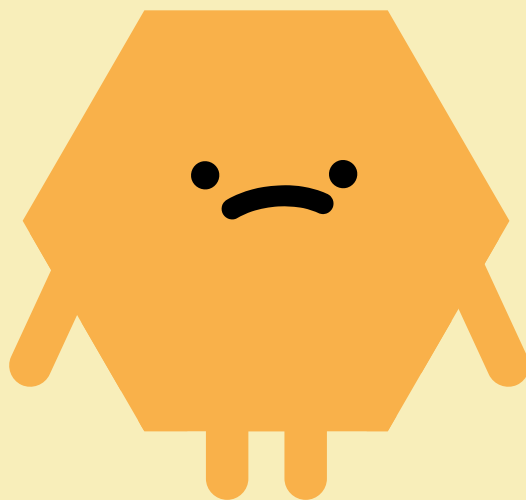
Our School Life

Our self-study in the morning starts as the first bell rings. After half an hour, the first period of class begins. There is a counseling course at 4 o'clock in the afternoon. We spend 9.5 hours from 7:30 a.m. to 5:00 p.m. at school.

Moreover, the counseling course on Saturdays occupies our weekends. We even have to attend counseling courses during summer and winter vacations.

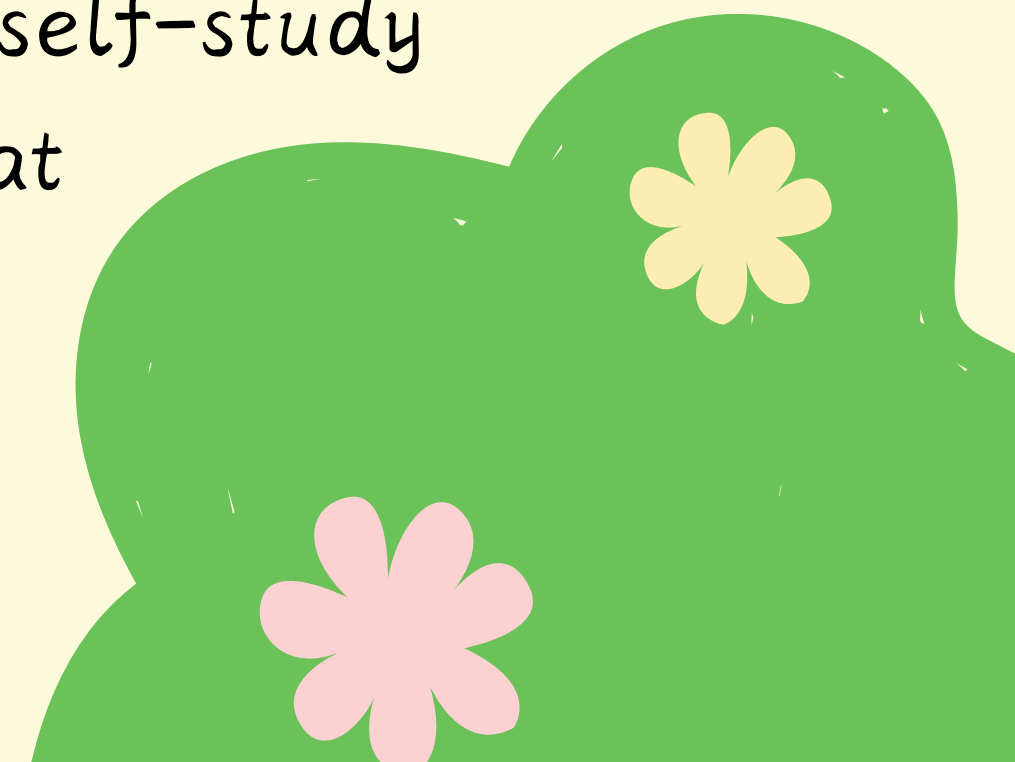
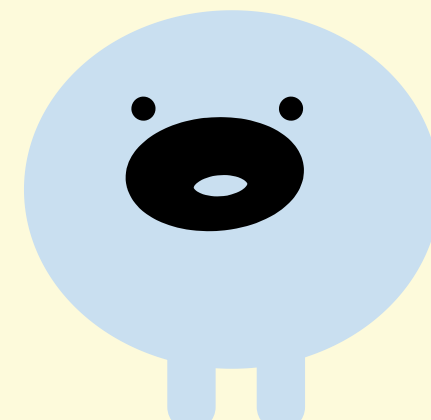
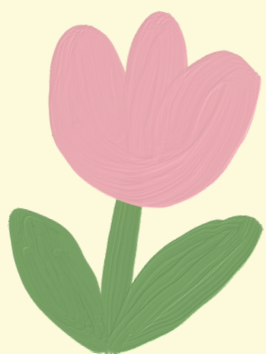
Even though learning is our priority as students, going to school even on weekends and holidays does not necessarily have a positive impact on the students' learning mindset.

In addition, improper use of such counseling courses that are not counted as learning hours is also quite common. Teaching new things, in particular, causes students to worry that they may not be able to catch up if they do not attend these courses.



Our Personal Experience

Group 2 members' experience: "In senior high school, school teachers often teach new things in classes not defined as learning periods to keep up with the teaching schedule, such as the self-study in the morning, the 8th period or the counseling courses on Saturdays or during summer and winter vacations. This forces students who did not intend to enroll in these classes to do so. For the self-study in the morning, the Ministry of Education specifies that students shall have two days of self-study per week. However, exams are often arranged in the morning self-study period, or the homeroom teacher requires students to be at school at 7:30 a.m., which violates the regulations of the Ministry of Education."







Improvements We Hope for

Teachers are under pressure to follow the teaching schedule, but students have the right to rest and to express their opinions.





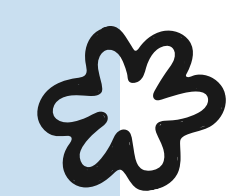
Students should not be forced to go to school or to attend classes that are not defined as learning periods, but these circumstances exist in both public and private schools. We hope the government can strictly forbid such behavior of schools and promulgates laws, and then further promote the compliance of all schools with the laws through the Ministry of Education, or to protect the rights of each student through students associations.






Our Hopes

Article 31 of the Convention on the Rights of the Child protects our rights. We hope that the entire nation will be able to understand our needs. Studying is not the only thing in our lives. There are other activities that we can participate in. Sacrificing our weekends and holidays for studying is a problem related to the entire society. Our parents or schools expect us to perform well in pursuing higher education, resulting in the above-mentioned situations that worry us. The concept of education must be changed so we can have a healthy life.





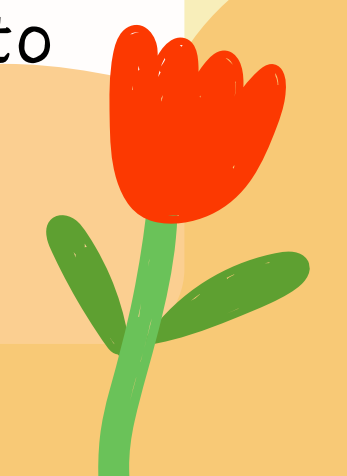
Classes not defined as learning periods:
New things should not be taught in classes outside the regular class time of seven periods per day, five days per week.

Right to play: Every child has the right to engage in safe and joyful play and recreational activities appropriate to the age of the child.

Right to rest and leisure: Children are entitled to the right to recover their stamina, regain their mental acuity and have the time necessary for recreational activities and their own time.

Best interests: The decision-making principle for matters concerning children. The most beneficial arrangement for children refers to the environment most suitable for their well-being.

Right to leisure: Minors have the right to participate freely in a life of culture and art, to rest and leisure, and to engage in play and recreational activities appropriate to their age.



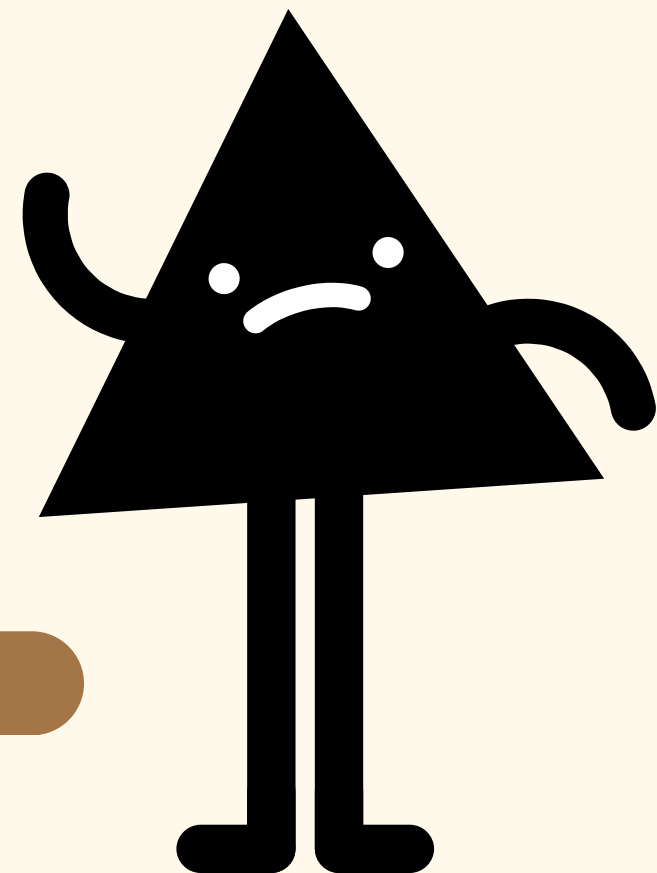


Privacy or surveillance?



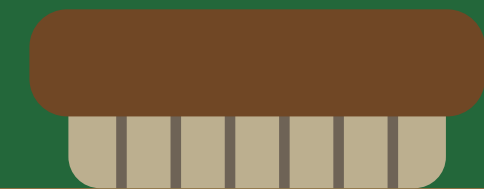
Our Concerns

If security video cameras are installed in classrooms, students may feel uneasy or frightened as their every move is monitored as if they are prisoners. Teachers' teaching and students' learning are the most important aspects of learning environments. In environments under surveillance, both teachers and students will feel anxious, thereby affecting the teaching quality and the students' learning efficiency. Furthermore, students will feel like they are treated as criminal suspects. If schools make the installation of security video cameras mandatory for the reason of "maintaining order on campus", the students' personality development will be affected in the long run even though their good behavior and attitude can be ensured in class. This may result in a negative mindset that make the students "pretend to be focused and concentrated in class to avoid punishment" and cause them to have no mental change or growth.



A member of Group 3 has gone through a similar situation. The following is his statement:

“When I was a junior high student, the homeroom teacher installed security cameras in the front and rear of the classroom, which made me and my classmates at the time feel uncomfortable. We felt anxious about being monitored in the classroom every day and felt that we had no privacy in that environment. Although the security cameras were mounted to help the homeroom teacher keep the class in order, this insidiously led to mental stress and unforgettable nightmares for the students.”



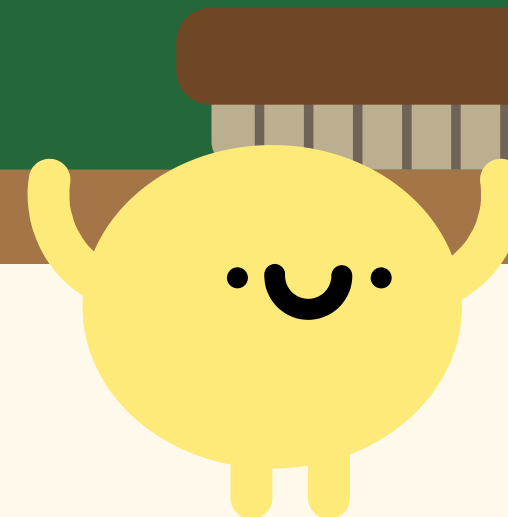
We hope...

We hope the country (Ministry of Education) pays more attention to students' right to privacy by promulgating specific laws protecting their right to privacy. Relevant official documents explicitly specifying that schools shall not install security video systems on any grounds without the consent of all parties concerned (students especially) should also be sent to schools. In addition to collecting opinions from students, schools should obtain the advice and consent of all relevant parties through school affairs meetings, administrative meetings, homeroom teacher meetings, parents' associations, student associations and any other meetings for voting on school affairs before installing security video systems.



We think...

Schools should install security video systems in other suitable places such as dark corners on campus. Our ultimate request to the country is that the students' right to privacy can be firmly protected without allowing schools to exploit loopholes in legal regulations to compel students. In this way, students are able to grow on a stress-free campus and study in a positive learning environment.

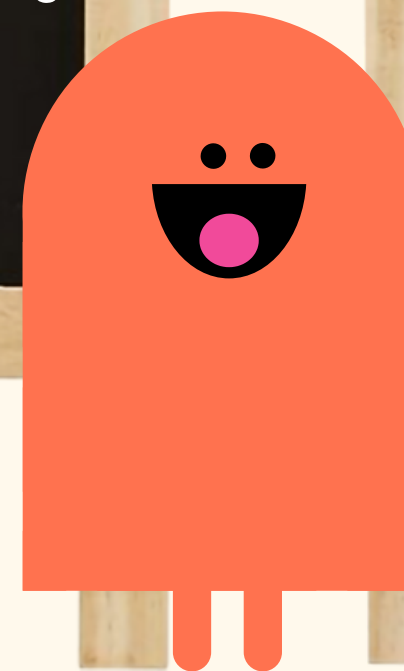


About Rights

Right to privacy: Protects the personality interests of individuals from illegal use or infringement, prevents their personal matters having no legitimate public concern from being publicized or disclosed without their consent, and forbids the wrongful intrusion into their private activities in a manner likely to cause mental suffering or humiliation to an ordinary person.

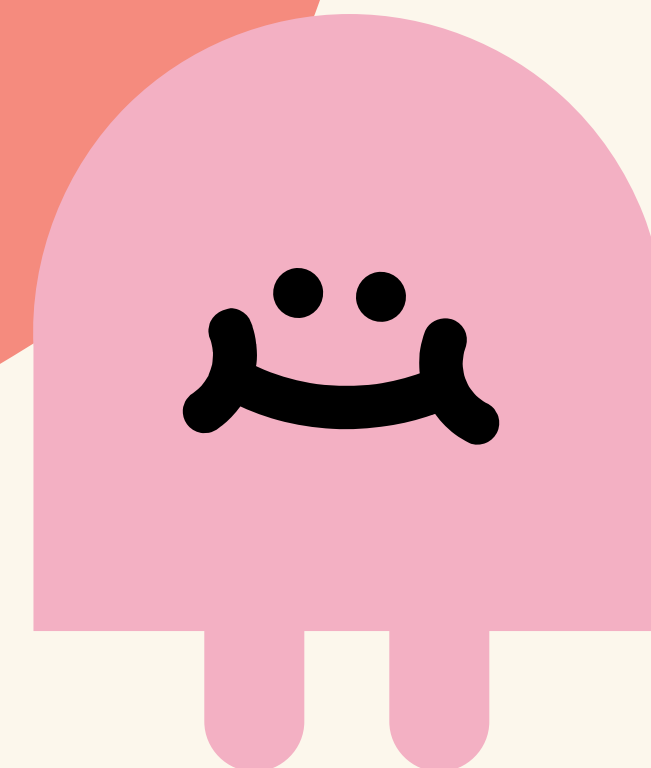
Right to education: States Parties recognize the right of the child to education and shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

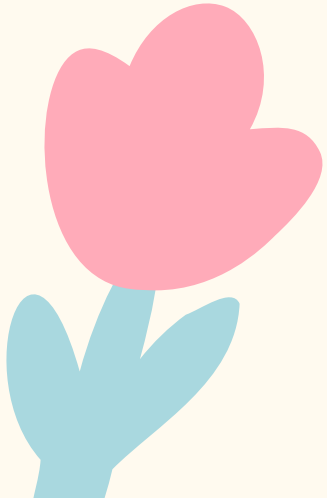
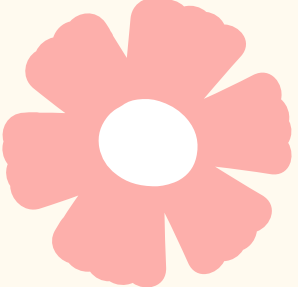


Right of the child to be protected from all other forms of exploitation (Article 36 of the Convention on the Rights of the Child): States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.



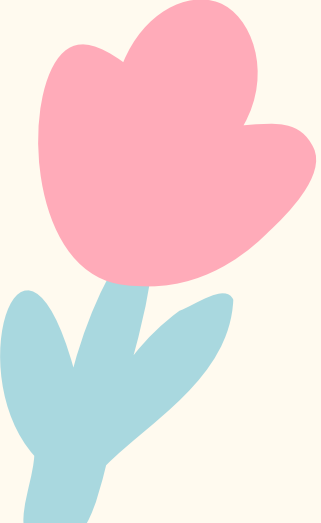
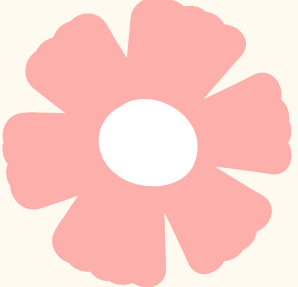




We are all the same





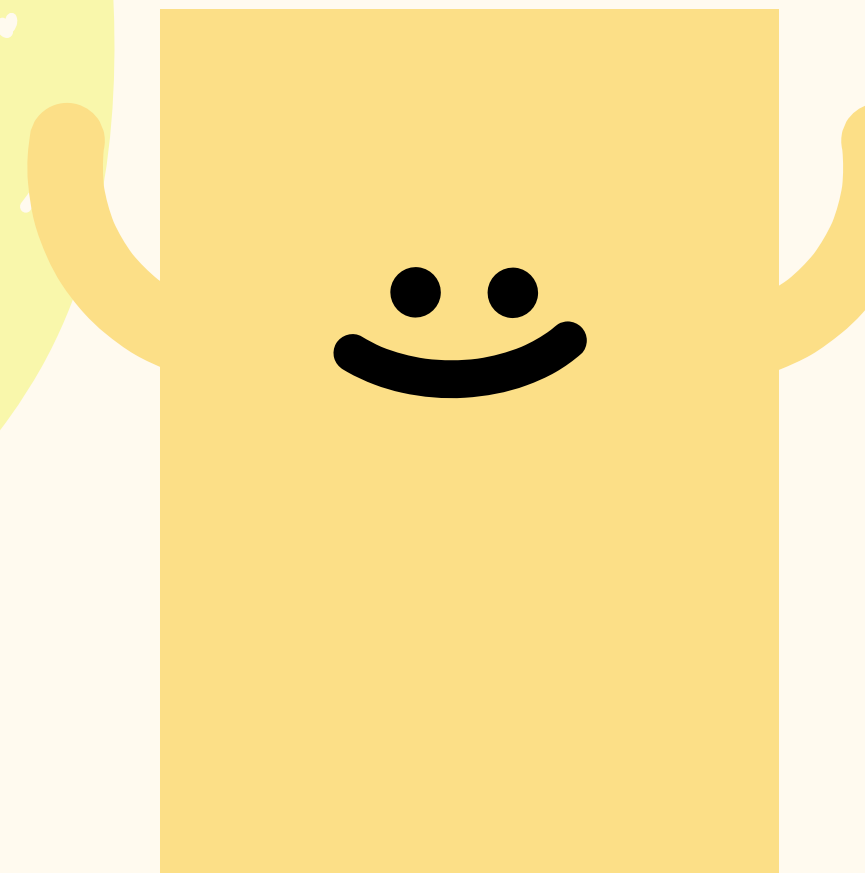
There are many students with disabilities in schools. We worry that their rights may be infringed or may not be taken seriously due to discrimination or other causes. The lack of understanding of peers of such students also results in verbal and physical harm to them and makes it difficult for them to become part of groups. The access to and acquisition of education and health care of students with disabilities cannot be assured.



From our questionnaire survey, we as Group 4 believe that the main problem faced by students with disabilities lies in the relationship with their peers. Students fail to fit in possibly because they are afraid that their peers may not accept them due to unfamiliarity. Therefore, we find that discrimination has not been completely prevented. Secondly, due to the lack of facilities and equipment and special education course information, unfair treatment from teachers to students with disabilities, and insufficient investment in resources by the government, we also think that the best interests of the child have not been ensured.

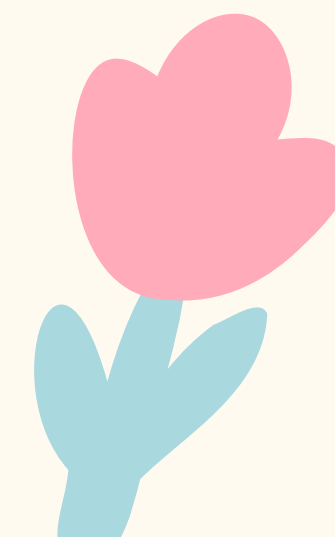
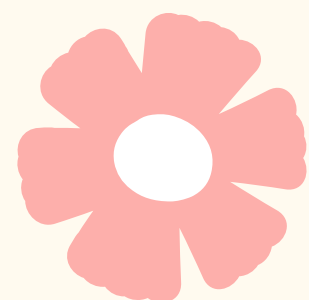
We suggest...

We hope the country can organize more lectures to enhance people's knowledge regarding disabilities in order for them to be aware that children with disabilities are not different from other children and to reduce unnecessary peer relationship problems. We also hope that schools can be fully equipped with accessible facilities for students with disabilities to create a convenient environment for them.





Through this report, we want to urge schools to give weight to the rights of students with special needs, and hope that the government will identify the defects in relevant systems and equipment and take them seriously, with the aim of building a convenient and friendly environment for such students.



About Rights

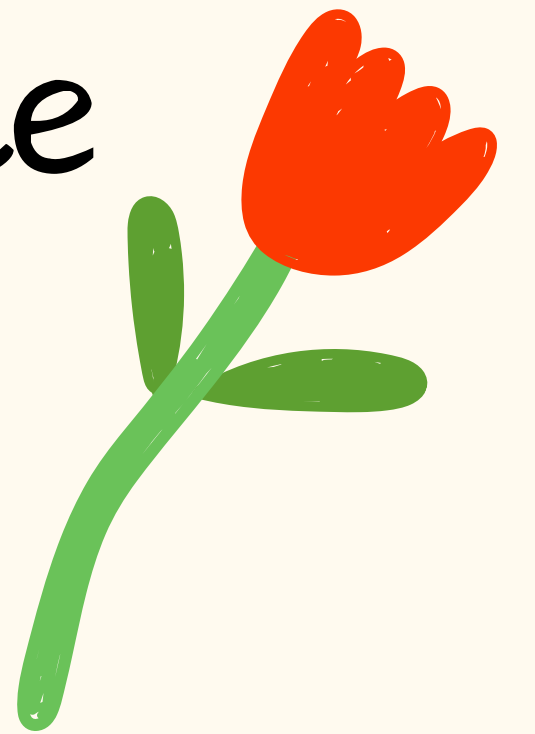
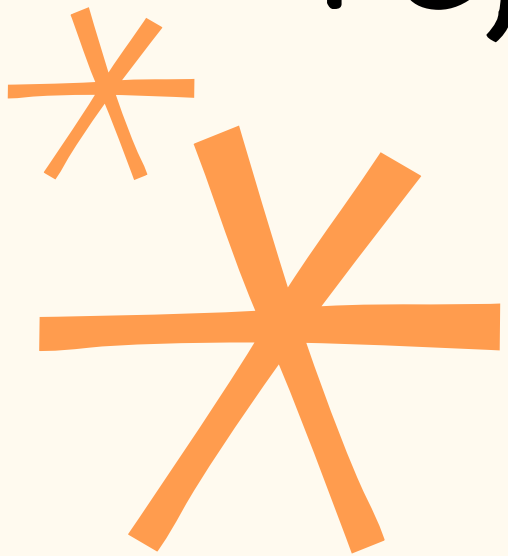
Right to survival and development: Children should grow up in safe environments and good care should be taken of them

Right to health care: States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.

Best interests of the child: In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

Right to education: Refers to the right to have access to education. It ensures children's right to basic education, eliminates discrimination in education, sets the minimum standards, and improves educational quality.

Thank you for finishing the report and listening to our thoughts. We appreciate the help of people along the way. This report would not have been possible without you.





南壩



另外感謝
雲林縣婦幼關懷協會



中華民國
中央警察大學
Central Police University



國立中正大學



Stm 天主教聖馬爾定醫院
St. MARTIN DE PORRES HOSPITAL
服務Service 信賴Trust 關懷Mercy

所有圖片皆來自各機關官網

