

Contents of the Group Reports and Questionnaire Surveys

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Group 1 National Report on the Right to Be Heard

One. Description of the Right and Provision Concerned

I. Article 12 of the Convention on the Rights of the Child

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Situation in Taiwan:

Within the traditional thinking of Taiwan's society, children are not protected properly in regard to the right in Article 12 of the Convention. "Gín-á-lâng ū hīnn bô tshui" is a proverb in Hokkien used to blame a child for "talking nonsense on a wrong occasion". Children are not allowed to break into a conversation or express their views when adults are talking about something. They should only listen quietly. There are even many children who have a sense of "only children who listen to their parents are good children" instilled into them by senior family members. At the same time, many adults think "hearing" is just listening to what a child says and not accepting the views of the child and taking them into account when making decisions. Hence, the views of the children are usually ignored when decisions are being made within a family or on campus.

II. Article 13 of the Convention on the Rights of the Child

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order, or of public health or morals.

Situation in Taiwan:

Children do not have full freedom of expression from the viewpoint of traditional values. A child expressing their views is usually deemed talking back in disobedience. When a child talks freely about some topics that are not quite accepted and discussed publicly in society, they will often be deemed a "bad wild kid". The spread of the Internet has brought about the convenience of communication. However, many children learn wrong things from the disorganized and confused information on the Internet. Expressing invectives and dirty words without restraint is an example. The mental immaturity of children often affects their independent judgment on right and wrong. More serious cyberbullying is another result of the spread of the Internet. The popularity of anonymous mailboxes today has caused many children to use anonymous channels to express their views freely. However, their ignorance eventually brings about ineradicable injury to others.

Two. Reasons Why This Right Not Respected

The child’s right in the research of this Group focuses on the “right to be heard” of students. Every student should be allowed to exercise their right to be heard freely to express their views and schools should take them into account. However, our investigation showed that this right is not implemented thoroughly.

The most commonly seen issues include: Many complaint reporting methods are **name-based** and cannot protect the privacy of reporting students. This affects the willingness of students to express their views. As far as we know, students must usually use the opinion mailbox with their real names for schools to be willing to deal with their opinions. Using real names may avoid malevolent proposals, and those making proposals may be consulted to get a comprehensive understanding of their ideas and enhance the reliability and completeness of the proposal. However, some school personnel may have a bias against students who speak bluntly and bravely and even decide to hear the views based on the student’s learning performance. This is obviously a factor affecting the willingness of students to express their views.

Secondly, how the views of students are dealt with during discussions and decision-making is not transparent enough. In a situation where most of the proposals are denied, schools do not give any reasons and explanations for denials. Students can do nothing about the proposals that the schools denied. For example, many students have never heard a response from the school to their proposal on whether normal clothes may be worn. They only know that the schools denied it saying “this is just prohibited” and did not give them an opportunity to raise objections, making the campus an authoritarian environment.



多校學生代表未經選舉產生 校務會議紀錄沒公開	Student representatives of many schools are not appointed through election School affairs meeting minutes are not made public
高中校務會議	Senior high school affairs meeting
學生代表席次增加	Increase of student representatives
配套不足師生爭議多	Inadequate support measures leading to many disputes between teachers and students

Three. Design, Recovery Status, and Result Analysis of the Questionnaire

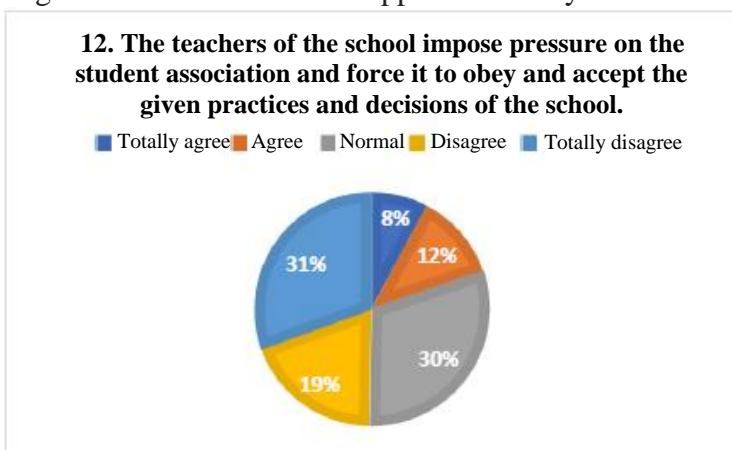
- I. **Design of the Questionnaire:** When designing the questionnaire, we must first of all think from different points of view. With reference to examples from the news and relevant experiences of students and group members, the design should enable students from different regions with different resources to fill out the questionnaire smoothly. Consideration from different perspectives was needed for proceeding with the design points, making the distribution of the questionnaires more meaningful and increasing the reliability of the questionnaire survey. (Refer to Attachment 2 for the details of the questionnaire.)
- II. **Recovery Status:** When sorting the returned forms after the deadline for response, we clearly found that the majority of schools of respondents filling out the questionnaire were in the regions of Yunlin, Chiayi and Tainan. This was also a regret of us because we could not acquire responses from students at schools in other regions. In addition, the number of respondents differed a lot between regions. However, since the questionnaires were mostly distributed to students of senior high schools, the issues, despite occurring in only a small number of specific schools or classes, require the joint effort of all circles to make improvements and ensure effective and complete mitigation of the situation in which all rights of students are not implemented thoroughly.
- III. **Result Analysis:** Only one question is taken from the two questionnaires each here. (Refer to

Attachment 1 for the details of the results of the analysis.)

1. Questionnaire for general students:

Q12. The teachers of the school impose pressure on the student association and force it to obey and accept the given practices and decisions of the school.

The answers of this question have a wide distribution range. However, we can see from the chart that some schools imposed pressure on student associations and forced them to obey and accept the given practices and decisions of these schools. This is unreasonable. According to the regulations of Point 3 of the **Guidelines for Senior High Schools to Give Counsel on the Operation of Student Councils and Other Related Self-Governing Organizations**, the student organization acts as the representative of students in dealing with self-governing affairs, and the school shall give respect and establish a reporting channel for the implementation of the resolutions or other proposals adopted at the student organization meeting. The independence of student associations should be ensured and the implementation of self-governance among students should not be suppressed in any form.



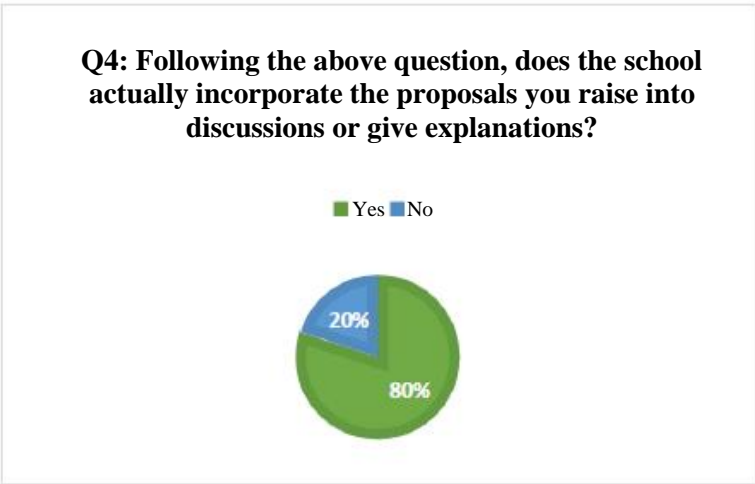
國立嘉義高級中學	National Chiayi Senior High School
嘉義高中校方突提出 要砍47席校務會議學生代表	Chiayi Senior High proposes cutting down the number student representatives at the school affairs meeting by 47 seats
學生們無可置信	Students cannot believe it
學生喊話校方勿走回頭路	Students call on the school not to return to old practices
班聯會盼保障學生參與權	The student union expects protection of the students' right to participation

Questionnaire for student association members:

Q2-4: Following the above question, does the school actually incorporate the proposals you raise into discussions or give explanations?

The results show that many schools have actually incorporated raised proposals into discussions, indicating that schools are gradually implementing the self-governance of students and the “right to be heard and the right to express views” that we have investigated. However, about 20% of the respondents indicated that the schools have not actually incorporated raised proposals into discussions and that the promotion of student self-governance has stopped or regressed as a result. However, schools may have found that the proposals of the students were not good enough or exceeded the scope of student self-governance. In this case, however, both parties should communicate with each other beforehand and schools should give an explanation rather than directly refusing to incorporate them into discussions. **We suggest that the Ministry of Education requests schools on all levels to implement relevant provisions and requirements, and that the Ministry promotes a series of**

activities about the self-governance and rights of students. In addition to the students, the dissemination should be extended to the teachers and administrative personnel of the schools. Only in this way can the self-governance of students and the Convention on the Rights of the Child be implemented deeply and properly on campus.



台南私立光華高中 學生會推便服日公投	Kuang Hua High School Student association promotes a referendum on Everyday Clothes Day
成為少見設置便服日的私中	Becoming one of the few private high schools having Everyday Clothes Day
九成學生支持正式實施	90% of students support immediate implementation
下一步將推降低升旗次數	Reduction of the flag-raising times will be the next topic

Four. Conclusion and Recommendations

I. Conclusion

This report focuses on the students and student association members of senior high schools, using the relevant data collected from the questionnaires and applicable laws and regulations to explore the status in which the rights of the senior high school students have not been implemented thoroughly. The following conclusion is acquired from the aforementioned research:

1. The majority of senior high school students believed that expressing views is often deemed mental immaturity, thoughtlessness or lack of social experience:

In traditional values, many senior family members find that children's views are not important and that there is no need to accept them; they may even be heartlessly rejected. For example, "children should shut up when adults are talking about something". This and other similar phrases may cause children to not dare to express their views. This example indicates how the children's right to express their views is less respected.

2. The majority of senior high school students believed students should have the right to express their views and have practical influence on the decisions of schools:

(1) The majority of senior high school students believed student associations should have more influence:

Student associations are independent organizations comprised of students and not subject to any divisions or offices of schools. However, suppression of student associations by schools remains existing today and the "right to express views" in Article 12 of the Convention on the Rights of the Child cannot be achieved as a result. Hence, it is necessary to establish legal regulations related to the student association.

(2) The majority of student association representatives have raised proposals to schools on the improvement of the student rights:

Student rights remain the issue that the majority of student representatives consider important. The legislation of student rights is an important matter to both the students and student association members.

(3) The majority of student association representatives have raised proposals to schools on amendment of the school rules:

According to the news, the reports of the Taiwan Youth Association for Democracy, and the disclosures that students post on the Internet, most of the applicable school rules have existed for a long time and have become outdated, such as hair regulations, dress codes, and breakfast prohibition during the morning self-study. However, **amendments of the school rules are all proposed by the schools with a few exceptions in which students raised proposals that have finally been adopted and put into practice.**



四維高中	Szu Wei Senior High School
四維高中違法髮禁 頭髮長得快被逼兩周剃一次	Illegal hair regulations on Szu Wei Senior High School Hair growing fast must be cut compulsorily once every two weeks
老師辯教育部管不到私校	Teachers say private schools are beyond the jurisdiction of the Ministry of Education
又扯校規有教育部同意	While also claiming the school rules have been approved by the Ministry of Education
學生怒批師說詞自相矛盾	Students criticize teachers for their inconsistency

(4) If the representatives of the student association have views that differ from those of the assisting teachers during the decision-making at school affairs meetings, they will be guided to the results that the teachers want:

This makes it impossible to realize the meaning of student self-governance and conflicts with Article 13 of the Convention on the Rights of the Child. Since children should have the right to freedom of expression, it is necessary to add or amend legal regulations for the protection of student association representatives.

II. Suggestions

1. Legislation should proceed as early as possible to protect the rights of students more completely

The disregard of the views of students and children in the past has hindered the implementation of student rights, led to infringement of the schools upon the rights of students, and caused some students to lose their inherent right to freedom of expression. Auditing should be enhanced to make sure schools on all levels have implemented the laws properly to ensure that the rights of students are protected under the laws. We think that the first priority of the competent education authority is to remove the previous attitude of letting things go their way without restraint. Rather, the competent education authority should proactively and objectively investigate schools on all levels, make more detailed plans on the rights of students, and institutionalize the rights of students through the legislative process.

2. Students should participate in the amendment and establishment of schools rules

Most of the school rules are outdated but are still applied on campus, giving students no choice but to comply with them. Though the student associations of many schools have raised amendment proposals at school affairs meetings, the schools do not amend or delete them properly. The government should enhance the auditing to investigate if there are still outdated rules infringing upon the rights of the students and request the schools to delete them.

3. Education courses on self-governance relevant to the people should be enhanced

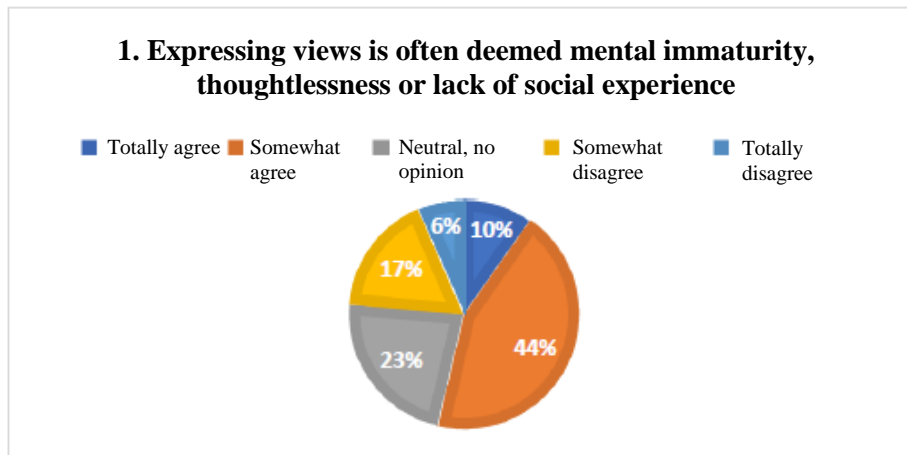
From this questionnaire survey, we found that most of the people do not completely understand the right of students to self-governance. We should enhance the courses and lectures on the right to self-governance for students and schools within life education and learning, promote the awareness of student self-governance more actively, and ensure that students and schools have the same information on an equal basis to implement self-governance among students, help them conduct positive communication and discussion with the schools, and ensure better protection of their rights.

Attachment 1 Analysis of the Questionnaire for Group 1 The Right to Be Heard

(1) Result Analysis of the Forms on Senior High School Students' Expression of Views and Implementation of Rights

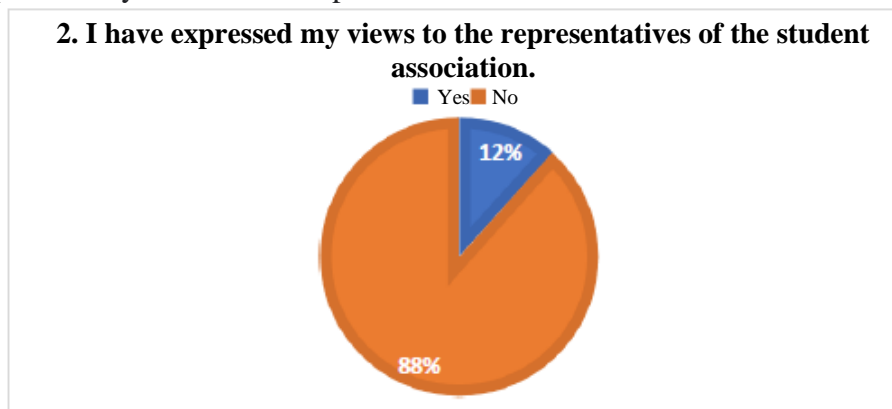
Part 1: Operation of Student Associations

Q1. Expressing views is often deemed mental immaturity, thoughtlessness or lack of social experience:



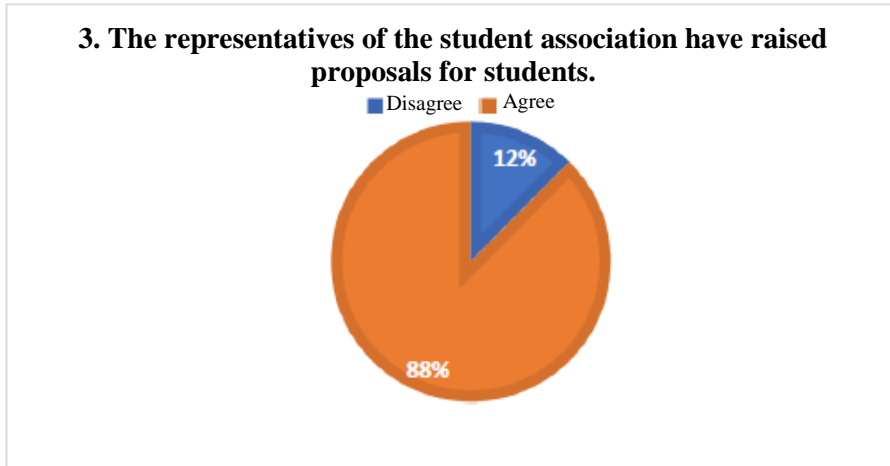
Nearly 60% of the students believed that their views were often deemed immature and only about more than 10% disagreed on this topic. This proves that most of the schools may ignore the views of students for this reason.

Q2. I have expressed my views to the representatives of the student association.



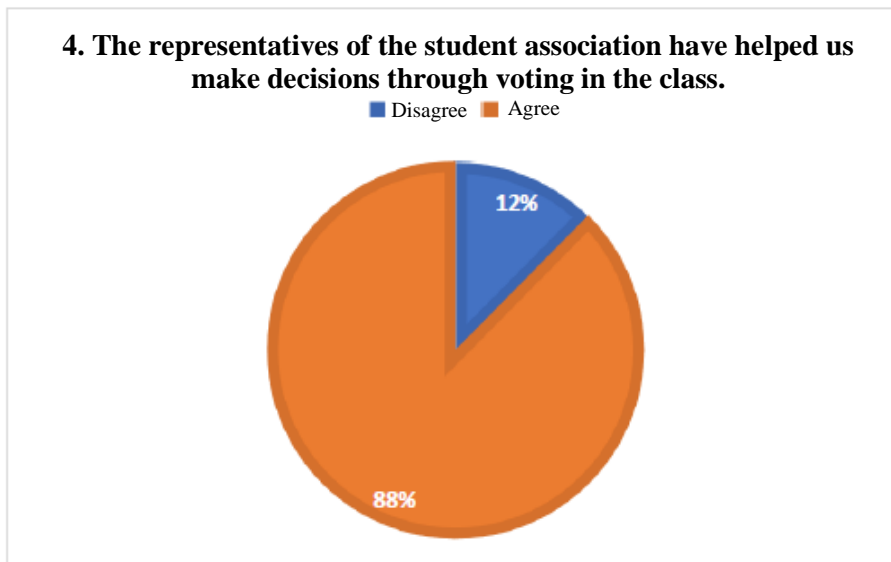
Nearly 90% of the students did not have experience in expressing their views to the student association through its representatives, indicating that this channel might not function properly for most of the students. However, what we need to explore is why the students did not use this channel actively to express their views. Is this because the awareness of self-governance has not been spread enough? Or, is it the system of the schools that leads to the low willingness of students to participate?

Q3. The representatives of the student association have raised proposals for students.



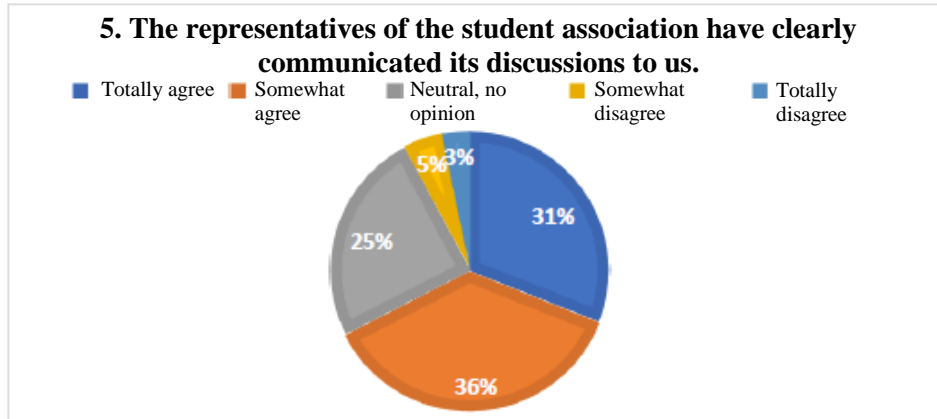
Nearly 90% of the student association representatives had experience in raising proposals. After all, it was their right and obligation to reflect as many views of the students as possible to the student association and put forward proposals for improvement.

Q4. The representatives of the student association have helped us make decisions through voting in the class.



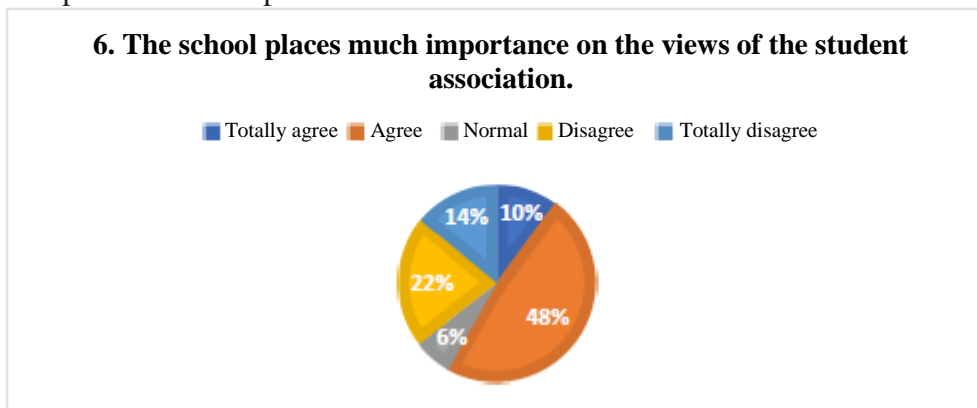
About 80% of the representatives have helped students vote on public affairs in class. Since the representatives of student associations participate in school affairs meetings on behalf of the students of individual classes, it is very important for the students to make decision through voting in their class. This is also a practical process of democracy. However, there were a few representatives who could not fulfill this obligation. This indicates that there is still room for improvement in the training of the student association representatives.

Q5. The representatives of the student association have clearly communicated its discussions to us.



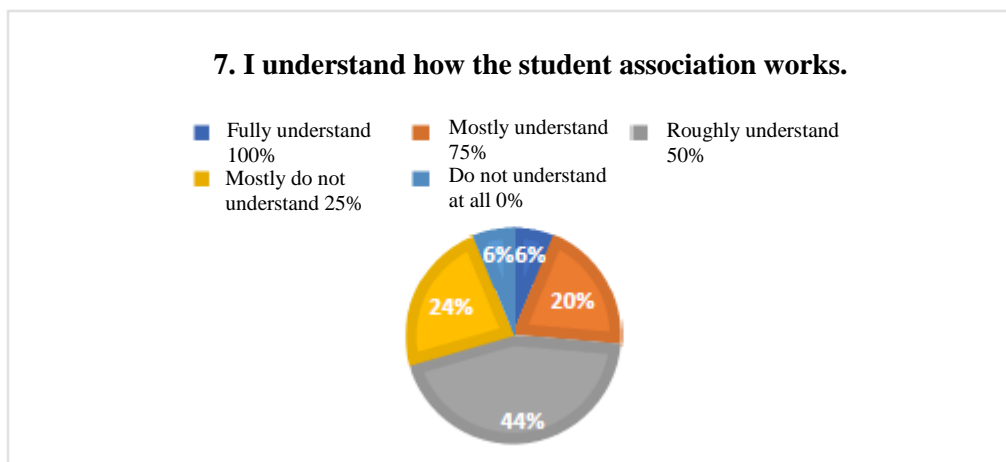
About 70% of the student association representatives have fulfilled this basic obligation to enhance the awareness of self-governance among students. However, nearly 10% of the students believed that the representatives of the student association did not clearly communicate its discussions. This indicates that there is still room for improvement in the training of the student association representatives to mitigate this impairment to the rights of the students.

Q6. The school places much importance on the views of the student association.



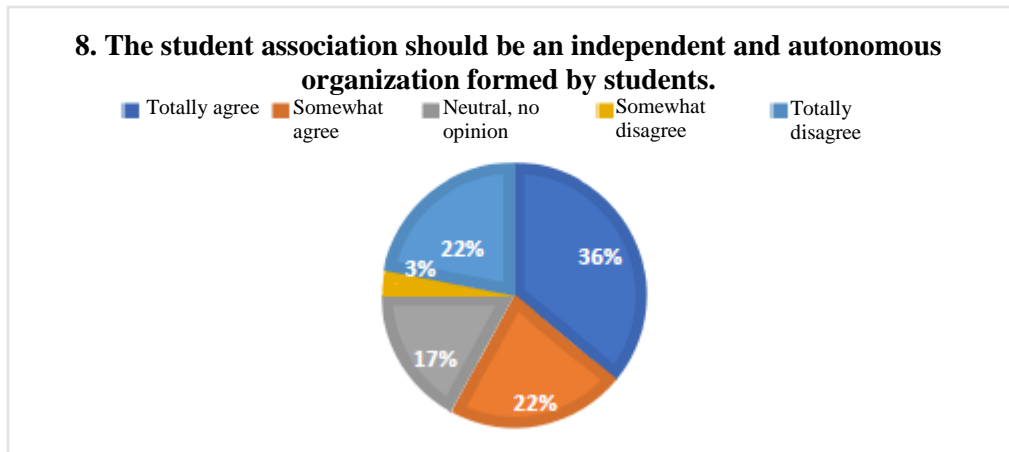
Somewhat over 30% of the students believed that the school paid much attention to the views of the student association and more than 60% found schools normal in this aspect. With this result, we may presume that students believe that schools may not place much importance on the views of student associations. Hence, schools need to make immediate improvements and carry out reviews in the areas of hearing and considering students' views.

Q7. I understand how the student association works.



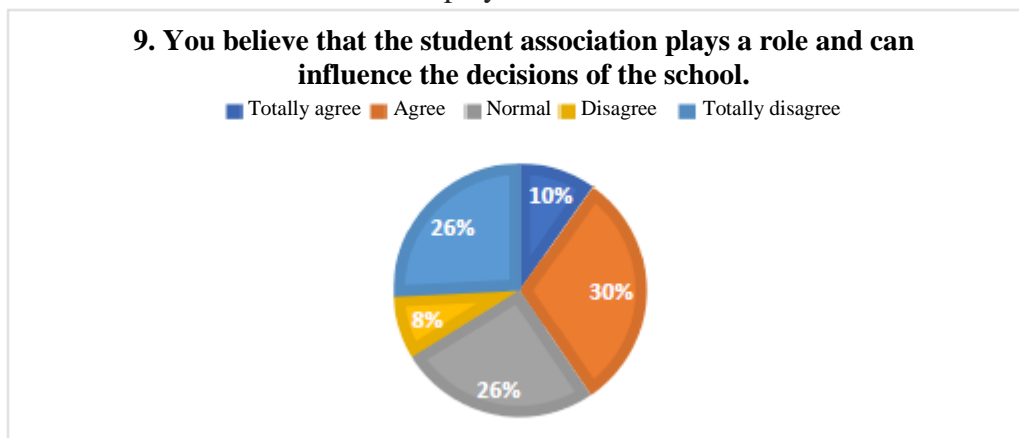
30% of the students did not understand how the student association works and 50% only understood its operation roughly. Hence, we may presume that the democratic education relevant to the self-governance of students is not implemented and spread thoroughly. Improvement should be made for this immediately.

Q8. The student association should be an independent and autonomous organization formed by students.



About 80% of the students agreed on this topic, proving that the student association should be independent and autonomous for students to express their views without interference of teachers. As referred to in the “Guidelines for Senior High Schools to Give Counsel on the Operation of Student Councils and Other Related Self-Governing Organizations”, schools should give guidance for the operation of student organizations and invite personnel from relevant institutions to give lessons or provide necessary assistance. The divisions and offices responsible for assisting student associations should give them proper guidance and ensure effective operation of the self-governance procedures. However, they should not interfere in the student associations with respect to the expression of views.

Q9. You believe that the student association plays a role and can influence the decisions of the school.

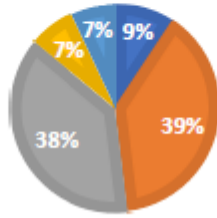


As the pie chart shows, about 50% of the respondents agreed that the student association can influence the decisions of the school effectively. However, there were still some respondents who did not agree on this point. According to Point 3 of the “Guidelines for Senior High Schools to Give Counsel on the Operation of Student Councils and Other Related Self-Governing Organizations”, the student organization acts as the representative of students in dealing with self-governing affairs, and the school shall give respect and establish a reporting channel for the implementation of the resolutions or other proposals adopted at the student organization meeting. Improvement in the practice should be made in this regard.

Q10. As it is now, the student association has driven the school to make reforms.

10. As it is now, the student association has driven the school to make reforms.

■ Totally agree ■ Agree ■ Normal ■ Disagree ■ Totally disagree

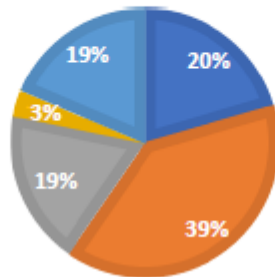


As the pie chart shows, about 50% of the respondents agreed that the student association can drive the schools to make reforms. However, there were some respondents did not agree on this topic. We may presume that there is room for improvement in the practice of student associations driving schools to make reforms.

Q11. The student association expresses views for the students.

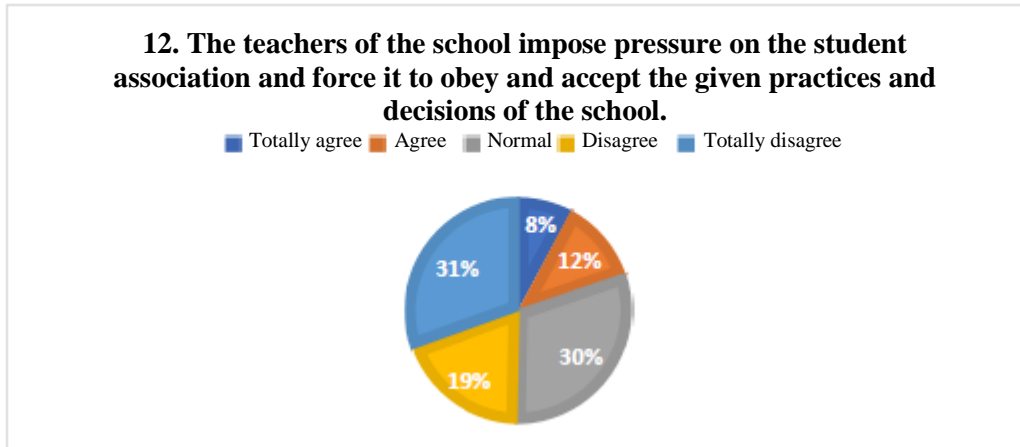
11. The student association expresses views for the students.

■ Totally agree ■ Agree ■ Normal ■ Disagree ■ Totally disagree



As the chart shows, student associations actually expressed views for the students. However, whether this practice can continue remains to be seen.

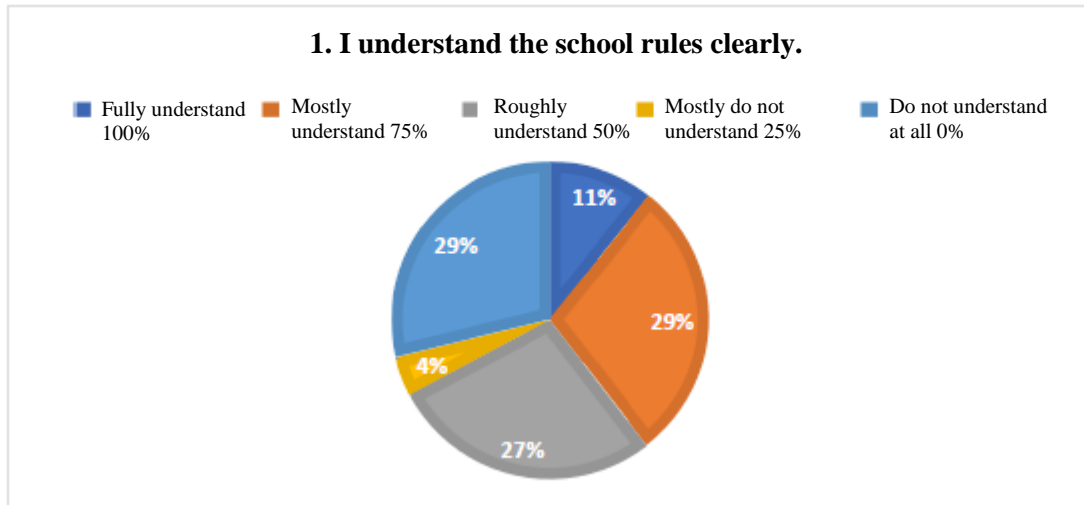
Q12. The teachers of the school impose pressure on the student association and force it to obey and accept the given practices and decisions of the school.



The answers of this question have a wide distribution range. However, we can see from the chart that some schools and teachers imposed pressure on student associations and forced them to obey and accept the given practices and decisions of these schools. This is unreasonable. According to Point 3 of the **Guidelines for Senior High Schools to Give Counsel on the Operation of Student Councils and Other Related Self-Governing Organizations**, the student organization acts as the representative of students in dealing with self-governing affairs, and the school shall give respect and establish a reporting channel for the implementation of the resolutions or other proposals adopted at the student organization meeting. The statistical results of the responses on the forms show non-compliance with the independence of student associations as self-governing organizations. Whether schools are equal to the self-governing organizations of students and respect them has a very high degree of uncertainty.

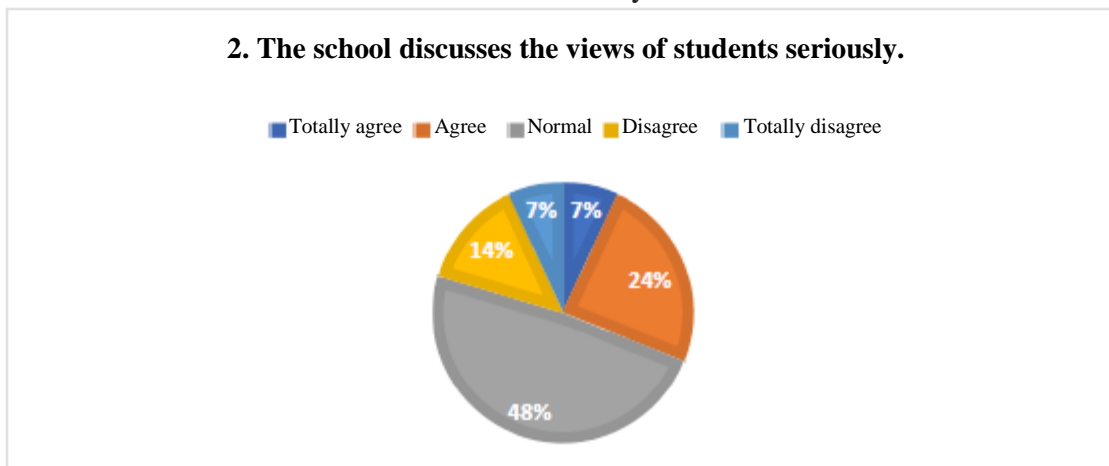
Part 2: Engagement in Campus Issues

Q1. I understand the school rules clearly.



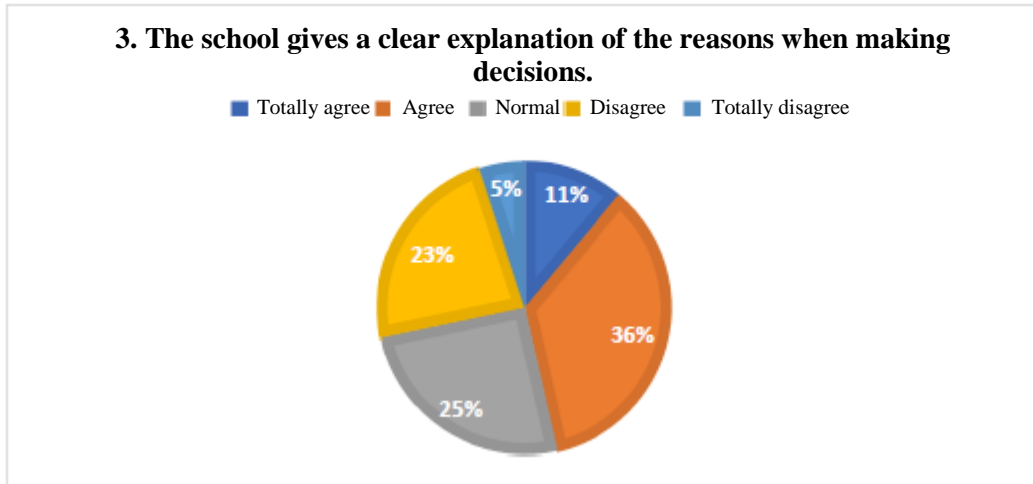
Generally, all the respondents understood the school rules clearly.

Q2. The school discusses the views of students seriously.



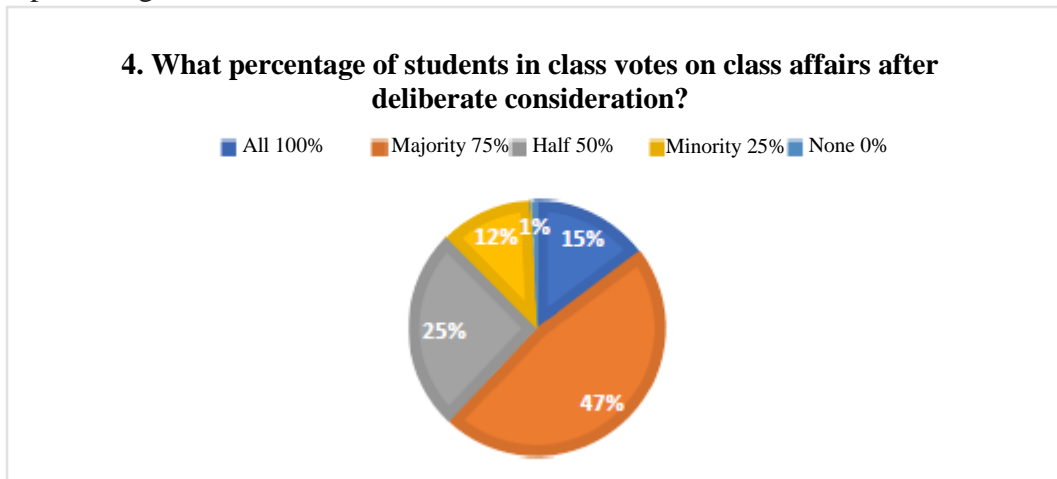
About half of the students were neutral and had no opinion on whether school discuss their views seriously. This indicates that students might not quite understand the discussion process of their views or might have low willingness to participate in student self-governance. For this, schools should enhance the participation of students in self-governance, improve the transparency of the discussion process of views, and create a space of equity in information for the discussion between the students concerned about self-governance and the schools.

Q3. The school gives a clear explanation of the reasons when making decisions.



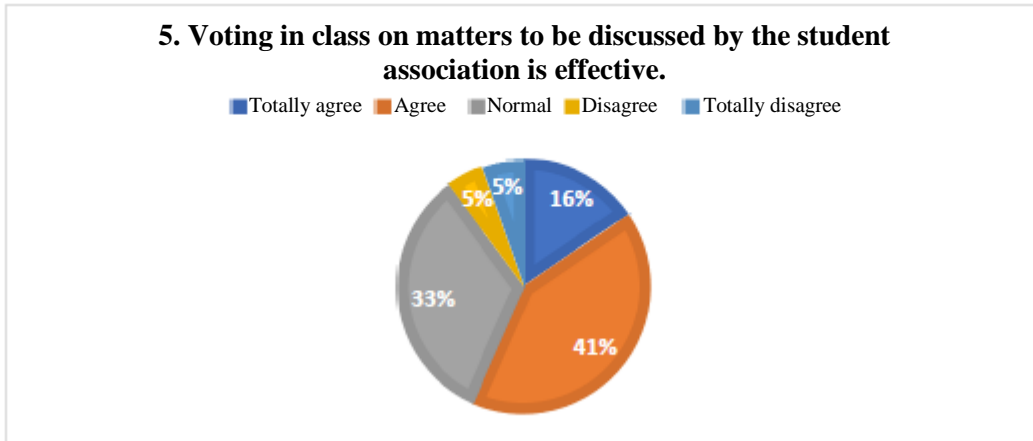
30% of the students believed that the school clearly explained the good and bad sides of decisions and 40% were neutral and had no opinion. Schools should give adequate responses about their policies, do the best to help students understand the purpose of decisions, give them opportunities to discuss the good and bad sides of policies, and make rolling adjustments of policies with reference to the feedback of students.

Q4. What percentage of students in class votes on class affairs after deliberate consideration?



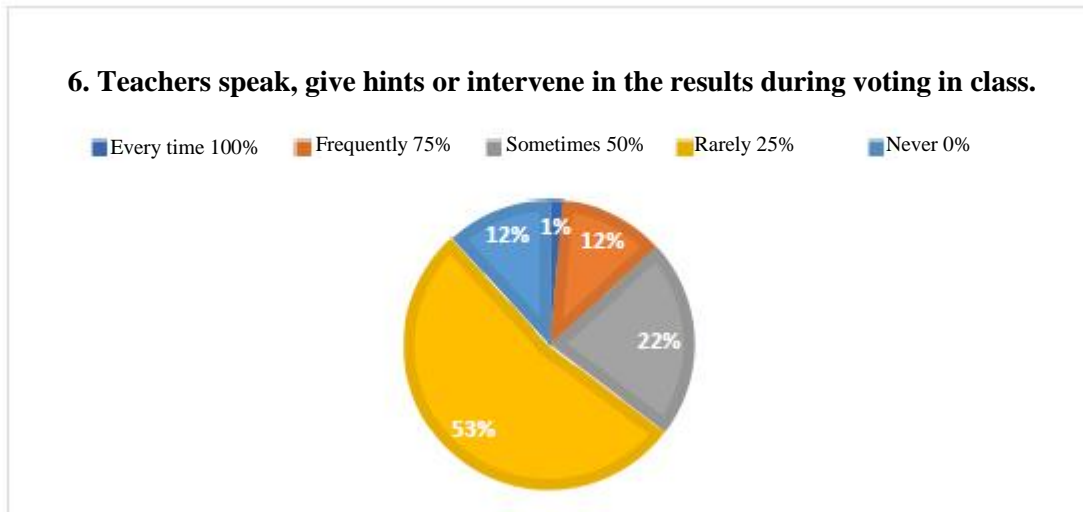
Half of the students thought about class affairs seriously, indicating that they are mature to a certain extent rather than frolicking or joking. However, the participation in student self-governance and the discussion of public affairs should be enhanced.

Q5. Voting in class on matters to be discussed by the student association is effective.



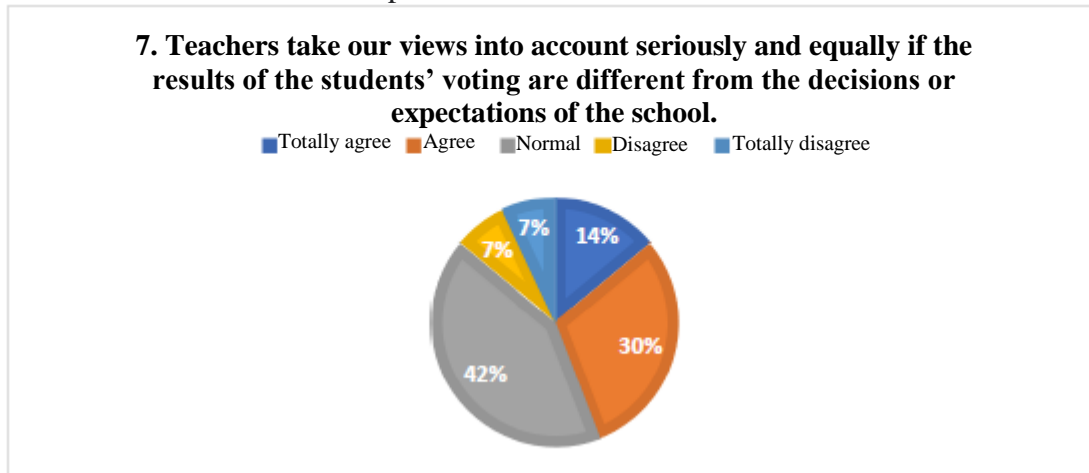
More than half of the students believed voting on the matters to be discussed is effective, and decisions were made after serious consideration. However, some students totally disagreed on this topic, indicating that the participation in self-governance and the discussion of public affairs should be enhanced.

Q6. Teachers speak, give hints or intervene in the results during voting in class.



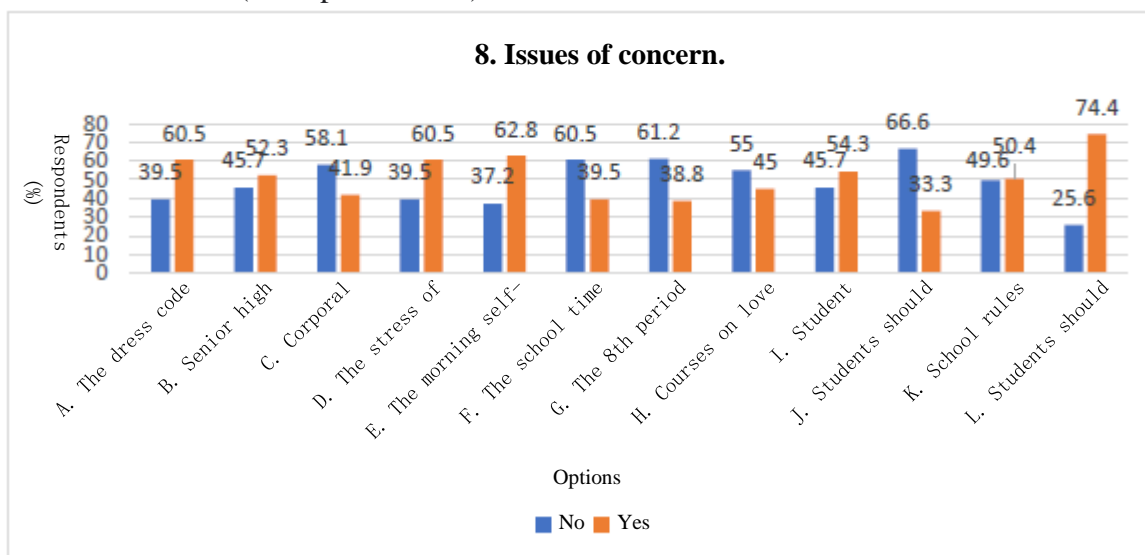
Basically, teachers speak, give hints or intervene in the results infrequently as this question shows, but we may presume that intervention of teachers in the results exists in the regions where the respondents were located. The reason for this may be that teachers have more social experience and have their own perspectives on the matters under discussion, so they intervene to have students select the solutions best to them. However, probing this topic from the viewpoints of the students, we found a possibility that many students referred to: Since teachers have influence on the grades of the students, they are forced to follow the “suggestions” of teachers and change their views out of fear of becoming their target. This violates the spirit of student self-governance. Teachers should express their perspectives by way of “discussion” if they plan to give students suggestions based on their personal experience. They should assure students of an independent space for thinking and avoid intervening in the voting of students with any leading actions.

Q7. Teachers take our views into account seriously and equally if the results of the students' voting are different from the decisions or expectations of the school.



40% of the students believed it normal and 40% agreed that teachers took their views into account seriously and equally. Teachers should think from the viewpoints of students rather than follow the old authoritarian education.

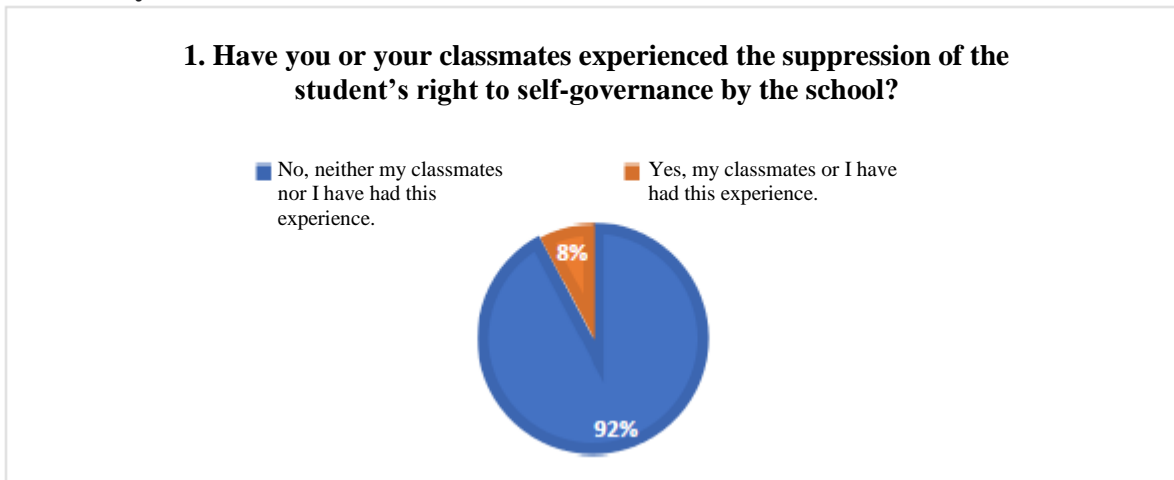
Q8. Issues of concern. (Multiple answers)



The respondents selected their respective issues of concern. 75% of the students believed students should have the right to express their views and have practical influence on the decisions of schools. 60% of the students believed they should decide themselves on the necessity of morning self-study, and 60% hoped for a less strict dress code and reduction of stress from schoolwork. These four items are the issues of concern for more than 60% of the students. Though relatively few students selected the wearing of everyday clothes, thorough prohibition of corporal punishment, shortened school time, more influence for student associations, disclosure of the school rules and participation of students in their establishment, these are also matters to be concerned about. For these issues, the applicable rules should be amended based on the agreement between the school and students after mutual communication, discussion and exchange of views. Students should have good civic literacy during the communication and express their views rationally rather than through invectives and other irrational discussions. The school should respect and observe the children's rights in the Convention on the Rights of the Child during the discussion, hear the different views of children, and use them as a basis for decisions.

Part 3: Open-ended Questionnaire

Q1. Have you or your classmates experienced the suppression of the student's right to self-governance by the school?



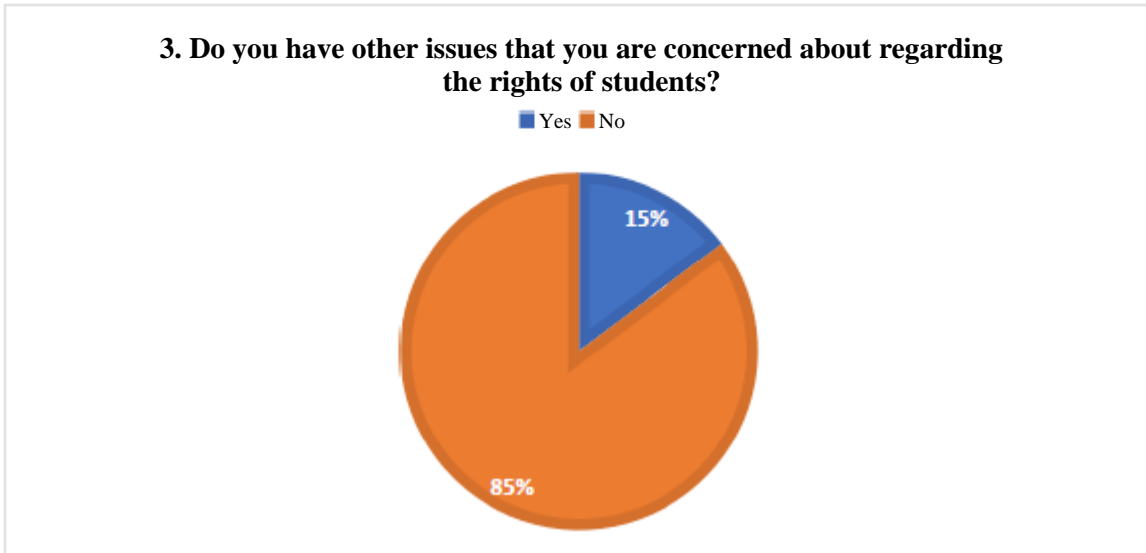
A few students have experienced the suppression of the student's right to self-governance by the school.

Q2. Following Q1, if "Yes", please describe the case. (The following are the replies on the forms.)

- (1) The Ministry of Education specifies in its regulations that there are two days every week for the students to arrive at school at 8 a.m. The school misinterpreted the real intention of the Ministry and asked us to vote and select two days for morning self-study as a class event. The school did not give a reason. In fact, the school cheated the students by making use of the incomplete information that the students had. Afterwards, when we asked about this matter, the school adopted a strong attitude and said this was decided through voting at the time. We have appealed many times but failed.
- (2) There is virtually no self-governance on campus. All decisions are made by the school alone.

These circumstances indicate that the school bullied students by making use of their disadvantages in information and did not respect the rights of the students.

Q3. Do you have other issues that you are concerned about regarding the rights of students?



Q4. Following Q3, if “Yes”, please describe your perspectives and solutions on these issues. (The following are the replies on the forms.)

- (1) Food delivery issue: I have asked my teacher about food delivery, but the answer was whether there were certification stamps for food safety. If there are no certification stamps, aren't all the meals we eat off campus not suitable to eat? If possible, I hope the school could allow food delivery, or there should be more foods in the cafeteria with sufficient supply (e.g. a hot food section).
- (2) For the school, students should strictly adhere to the instructions of the teachers, but this led to complaints and caused students to be afraid of expressing views. Though the student association vied for the rights of the students, they were impaired because of the school's arrangement of the process and the resultant postponement in time. I think the school should hold discussion meetings on a regular basis to provide a periodical and equal communication channel for students and the school.
- (3) Opening up of Everyday Clothes Day and relevant dress codes. We have mentioned the opening up of Everyday Clothes Day to the student association and the school. The latter denied the proposal citing safety. However, something happened once. Some students from other schools put on the sportswear of our school in our school athletic meet (only open to the students of our school). This indicates that security actually is not ensured even if all the students wear the school uniform. So, I think we can resort to other measures; clocking in and out or other similar methods may be examples, and the school uniform is not necessarily needed for control. This is because wearing the school uniform does not mean the complete protection of the safety on campus, and protecting the safety of the campus does not absolutely require wearing the school uniform.
- (4) No new things in the 8th period as specified by the Ministry of Education. As I experienced from junior high school till now, teachers always teach new things in the 8th period and never give a class without teaching new things. I did not know that teachers should not teach new things in the 8th period until I studied in senior high school. I think the 8th period can be used for supplementing the courses or for exercises, and teaching new things is not recommended. From 08:00 in the morning all the way down to the end of the 7th period, each class takes 50 minutes with a break of 10 minutes. Sometimes, the schedule is delayed to finish the class and not much time is left. It is exhausting and the learning efficiency in the 8th period is not good.

(2) Result Analysis of the Forms on Student Association Members

Part 1: Understanding of Student Self-Governance

Q1: How long have you participated in the operation of student self-governance (student association and class representative) on campus?

	Less than 6 months	6 months to 1 year	1-2 years	2-3 years	More than 3 years	Total
Yunlin	25	6	5	1	1	38
Chiayi	8	6	3	0	1	18
Tainan	0	1	6	0	0	7
Taichung	1	0	0	0	0	1
Total	34	13	14	1	2	64

Table 1: Detailed Answers to Q1 (Unit: Person)

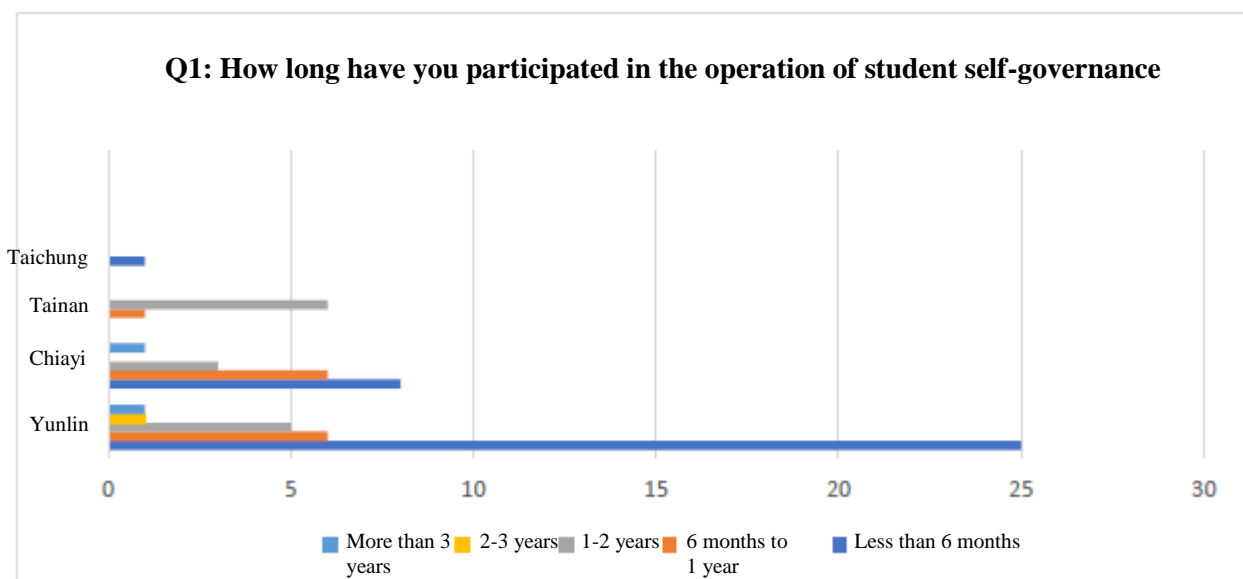


Fig. 2: Horizontal Bar Chart of the Answers to Q1

As the above figure shows, most of the respondents in different cities and counties selected “Less than 6 months”, indicating that most of the questionnaires recovered are returned by students who have only just participated in the operation of student associations (53%). Nevertheless, the students who have participated for more than 6 months occupied about 47%. Since the students in this group participated for a longer time in the operation of student associations, they had greater awareness of the issues discussed in the questionnaire.

Q2: How familiar are you with the function and operation of the student association?

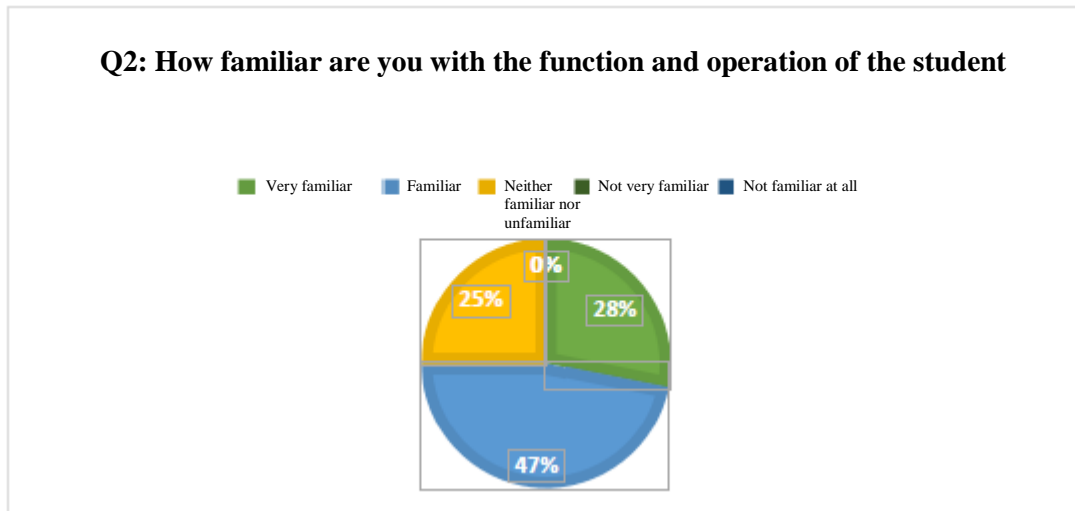


Fig. 3: Pie Chart of the Options and Answers to Q2

With the results of the answers, we find that 75% of the respondents were familiar with the function and operation of student associations, of which 28% gave answered “Very familiar”. The remaining 25% selected “Neither familiar nor unfamiliar”, while no respondents selected “Not very familiar” or “Not familiar at all”. Therefore, we may presume that all the respondents understood the function and operation of student associations to a certain extent. Although 47% of the respondents had a participation period of less than 6 months as shown in the results of Q1, this shorter period did not seem to affect the familiarity of these students with the function and operation of student associations.

Q3: Are the following four purposes of student self-governance clear for you?

1. Cultivation of the spirit of independence and autonomy;
2. Cultivation of the ability to implement and put into practice;
3. Cultivation of civic competencies;
4. Satisfaction of students’ needs and improvement of their rights.

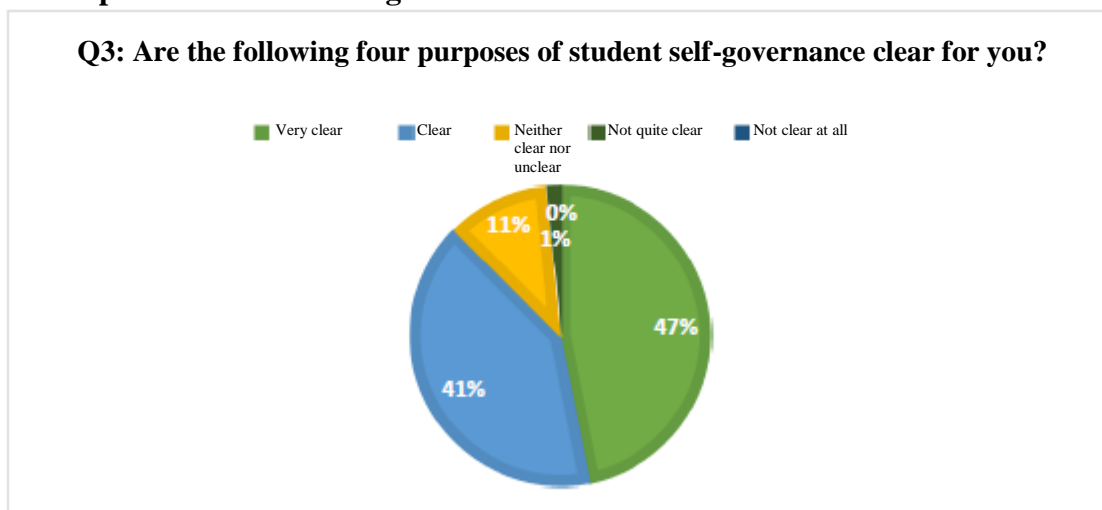


Fig. 4: Pie Chart of the Options and Answers to Q3

As the results show, most of the respondents understood the four purposes of student self-governance to a certain extent, and nearly 50% of the them selected “Very clear”.

Q4: Has your school announced the “Student Association Establishment Regulations”?

Q5: Does the qualification to run for president of the student association contain school grades, moral character measurements, attendance records, etc.

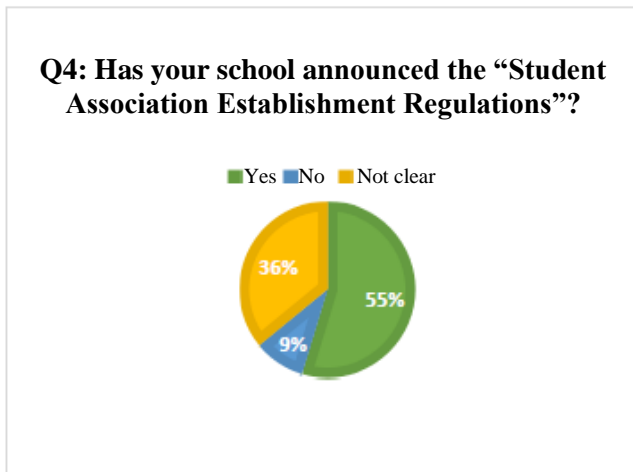


Fig. 5: Pie Chart of the Options and Answers to Q4

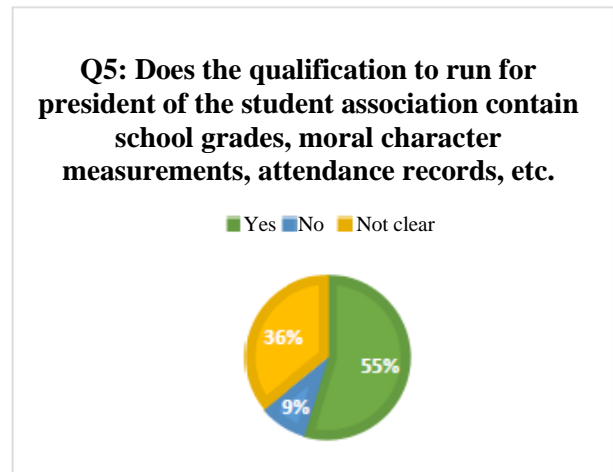


Fig. 6: Pie Chart of the Options and Answers to Q5

As for Q4, even though 55% of the respondents indicated that schools announced the “Student Association Establishment Regulations”, 36% did not know there was an announcement. The respondents of this questionnaire survey were student association members or class representatives, and they had no idea about announcements relevant to the student self-governing organization that they participated in. It is thus evident that vagueness exists in the announcement of the “Student Association Establishment Regulations”.

As for Q5, 55% of the respondents point out that their schools incorporated school grades, moral character measurements, attendance records, etc. of the candidates as requirements for the election of president of the student association. Although schools may set forth these requirements to select the candidates for the president of the student association, we think this president is not a “model student” but a representative of the students to communicate with the school and lead the student association. Good school grades do not mean a capability for leadership and expressing the views for the students. Hence, these restrictions may cause some students to become unable to participate in the self-governance of the students effectively, the student elected as president of the student association may lack complete representativeness, and the views of the minority may be ignored. Schools should lift these restrictions and enable all the students to express their views freely without any restrictions on their identities. Like Q4, vagueness exists in the announcements of the “qualification to run for president of the student association”.

In addition, we found that the answers to Q4 and Q5 were similar to a considerable extent, so we presume that both questions likely have a certain relationship.

Part 2: Personal Experience in Proposition

Q1: Have you ever raised proposals to the school through the student association or the school affairs meeting?

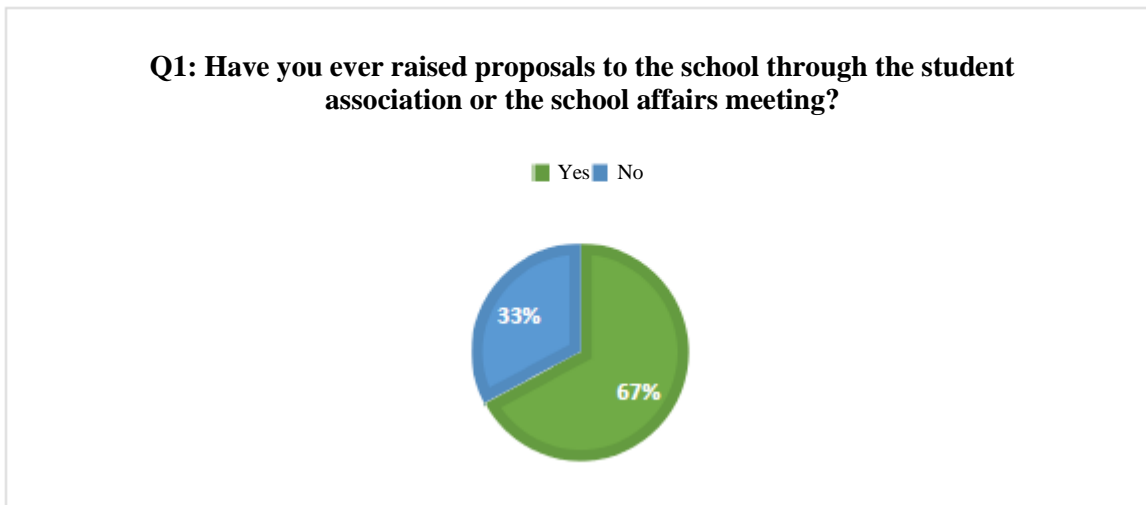


Fig. 7: Pie Chart of the Options and Answers to Q1

As the results show, about 70% of the respondents had the experience of expressing views to the schools. However, about 30% did not have the experience of raising proposals. As we presumed based on Q1 in Part 1, this may be the result of the fact that about 47% of the respondents have only participated in student associations for less than 6 months and lack for the experience of raising proposals.

Q2: Following the above question, how many times do you raise proposals to the school in an academic year?

	More than 10 proposals	8-10 proposals	5-8 proposals	3-5 proposals	1-3 proposals	No proposals	Total
Yunlin	0	1	0	3	21	13	38
Chiayi	1	0	0	1	10	6	18
Tainan	0	0	2	0	4	1	7
Taichung	0	0	1	0	0	0	1
Total	1	1	3	4	35	20	64

Table 8: Detailed Answers to Q2 (Unit: Person)

As the results show, about 55% of the respondents raise “1-3 proposals” in an academic year and 31% do not raise any proposals. As we presumed based on Q1 in Part 1, this may be the result of the fact that many respondents have only participated in the operation of the student associations for less than 6 months. Since the questionnaire survey was conducted in the first semester, the students who just participated in the student association at the beginning of the semester lacked experience in raising proposals or acted as members for a period of less than one academic year, and might have answered according to the number of proposals they raised in the first semester. According to the analysis of these results, however, insufficient or even no propositions may preclude the implementation of student self-governance. It is also possible that the proposition of the students may be affected by external factors, such as intervention by the school. We find it necessary to encourage students to raise more proposals and put the spirit of student self-governance into practice. We can also see that many respondents raise more than 5 or even 10 proposals in an academic year, demonstrating the high willingness of these respondents to raise proposals.

Q3: What proposals have you raised to the school? (Multiple answers possible)

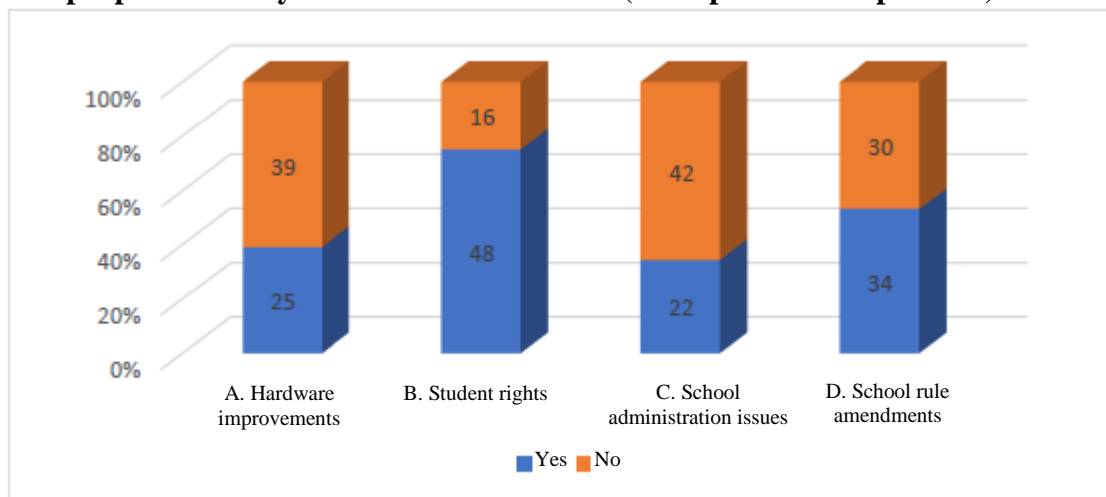


Fig. 9: Distribution Chart of the Answers to Q3

We provide multiple answers for the respondents to select. As the results show, “student rights” is the option that most of the respondents selected; the number of the respondents selecting this answer was much more than the number of those selecting the remaining 3 answers. It is evident that currently student associations rather act as “promoters of student rights” and the awareness of student rights is more aroused among senior high school students. The second answer that most respondents selected is the “school rule amendments”. This has a positive relation to some extent with student rights. As the Ministry of Education established explicit regulations and gave explanations regarding conventional and outdated school rules (e.g. prohibitions on romantic relationship and hair regulations), the student association members of many schools started reviewing their school rules and raised proposals for amendment of illegal and unreasonable requirements to protect the rights of students.

Q4: Following the above question, does the school actually incorporate the proposals you raise into discussions or give explanations?

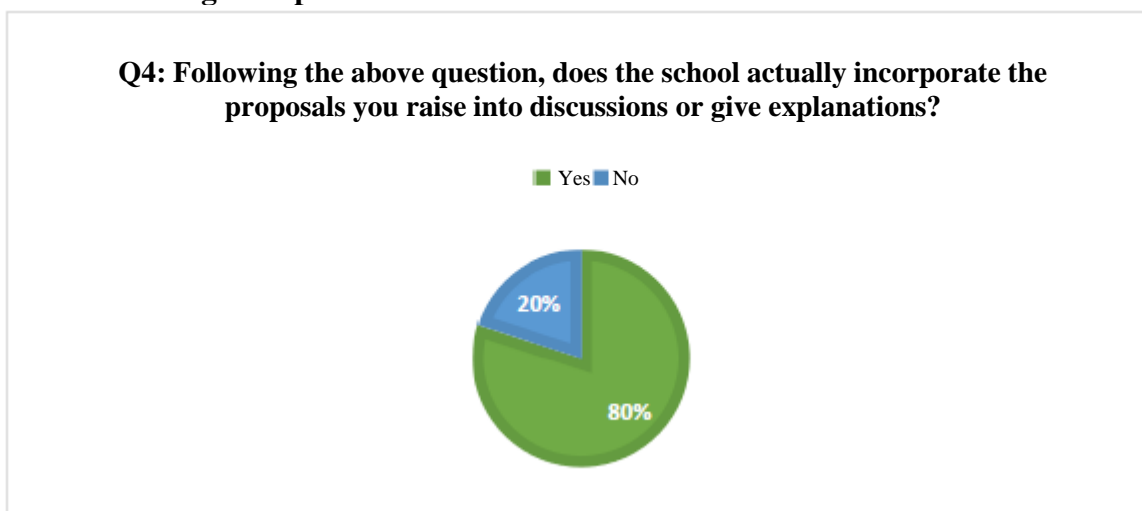


Fig. 10: Pie Chart of the Options and Answers to Q4

The results show that nearly 80% of the respondents find that schools have actually incorporated raised proposals into discussions. This is a good result and indicates that schools are gradually implementing the self-governance of students and the “right to be heard and the right to express views” in Article 12 of the Convention on the Rights of the Child that we have investigated. However, about 20% of the respondents indicated that the schools have not actually incorporated raised proposals into

discussions and that the promotion of student self-governance on campus has stopped or regressed as a result. This is a violation of Article 12 of the Convention on the Rights of the Child. Nevertheless, the school might believe that the proposals of the students were not good enough, mischievous or exceeded the scope of student self-governance, and did not incorporate them into discussions. In this case, however, both parties should communicate with each other beforehand and the school should give an explanation rather than directly refusing to incorporate them into discussions. **We suggest that the Ministry of Education requests schools on all levels to implement relevant provisions and requirements, and that the Ministry promotes a series of activities about the self-governance and rights of students. In addition to the students, the dissemination should be extended to the teachers and administrative personnel of the schools. Only in this way can the self-governance of students and the Convention on the Rights of the Child be implemented deeply and properly on campus to avoid suppression whenever students express their views to the schools.**

Q5: Following Q3, how high is the willingness of the school to adopt the proposals that you raised?

	Not at all 0%	Occasionally 25%	Half the time 50%	Frequently 75%	Every time 100%	Total
Yunlin	0	7	18	8	5	38
Chiayi	1	3	3	5	6	18
Tainan	0	1	3	3	0	7
Taichung	0	0	1	0	0	1
Total	1	11	25	26	11	64

Table 11: Detailed Answers to Q5 (Unit: Person)

As the result shows, the proposals of about 58% (Frequently + Every time) of the respondents were adopted by the schools. This is a relatively high percentage. However, there were also about 20% of respondents whose proposals were less often adopted by schools. We find there is a relationship with the results of Q4 in Part 2. Since the proposals were not incorporated into the discussions by schools, the chance for them to be adopted was low. Hence, we find that encouraging schools to enhance their response to the proposals of students is currently an urgent priority. They should give justifiable reasons when they reject the proposals **rather than refusing them unilaterally without explanations. By communicating and exchanging views between schools and students, the policies that schools make will meet the actual requirements of students more effectively, and the self-governance of students and the right to be heard in Article 12 of the Convention on the Rights of the Child can be implemented thoroughly.**

Part 3: Percentage and Influence of Student Representatives

Q1: Did the number of the student representatives at the school affairs meeting reach 8% as required by the Ministry of Education?

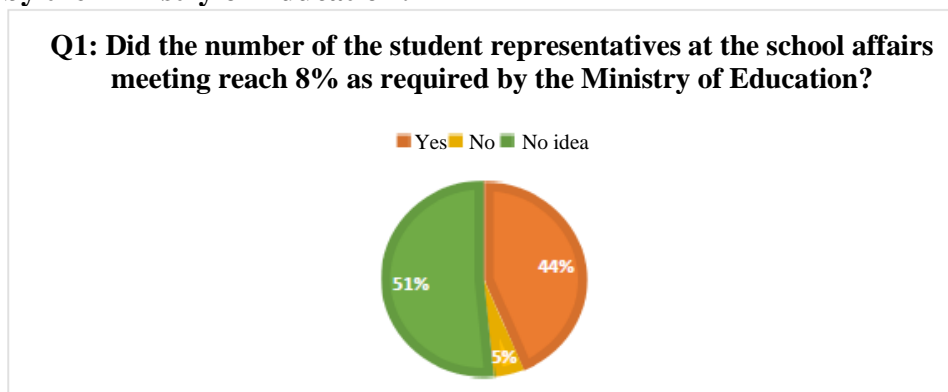


Fig. 12: Pie Chart of the Options and Answers to Q1

According to the results, about 44% of the schools reached the required 8% of the Ministry of Education, but nearly 50% of the respondents had no idea about this requirement. The reason may be that the process of school affairs meetings was not transparent enough and that students did not know their representatives and thus could not express their views to the school through them. Another possibility is that the post of student representatives was set up nominally at the school affairs meeting and they did not actually participate in discussions. So, the students did not quite understand the convening of the meeting and the discussion therein. Many important policies and amendments of regulations are resolved at school affairs meetings. It is very important to the operation of school affairs. The students' right to express their views will be incomplete if they cannot actually participate in the meetings or the required threshold for the operation of the meeting is not reached.

Q2: If the views differ from those of the assisting teachers during the decision-making at school affairs meetings, will they be guided to the results that the teachers want?

	Not at all 0%	Occasionally 25%	Half the time 50%	Frequently 75%	Every time 100%	Total
Yunlin	1	5	18	11	3	38
Chiayi	0	12	2	4	0	18
Tainan	0	3	1	2	1	7
Taichung	0	1	0	0	0	1
Total	1	21	21	17	4	64

Table 13: Detailed Answers to Q2 (Unit: Person)

As the result shows, nearly 65% of the respondents indicated that more than 50% of the proposals at school affairs meetings were guided to the results that teachers wanted. We presume that this has a relationship with Q5 of Part 2, in which the proposals of 58% of the respondents were adopted by the schools. Since the proposals were guided to the results that teachers wanted after the discussion, and the number of teachers at school affairs meetings was more than that of students, the proposals would have a higher chance of adoption with the support of teachers. This is not necessarily negative. Teachers have more experience. They add their extensive experience and comprehensive perspectives to the proposals of students and give their suggestions for improvement to finally adopt the proposals. As specified in Article 12 of the Convention on the Rights of the Child, schools should take the views of the students into account appropriately and reach a consensus by exchanging views between teachers and students to ensure that the policies are more complete and acceptable to all parties. Hence, teachers should not merely change the direction of the decisions with their intervention.

Q3: Do you agree that student representatives have actual influence at the school affairs meeting?

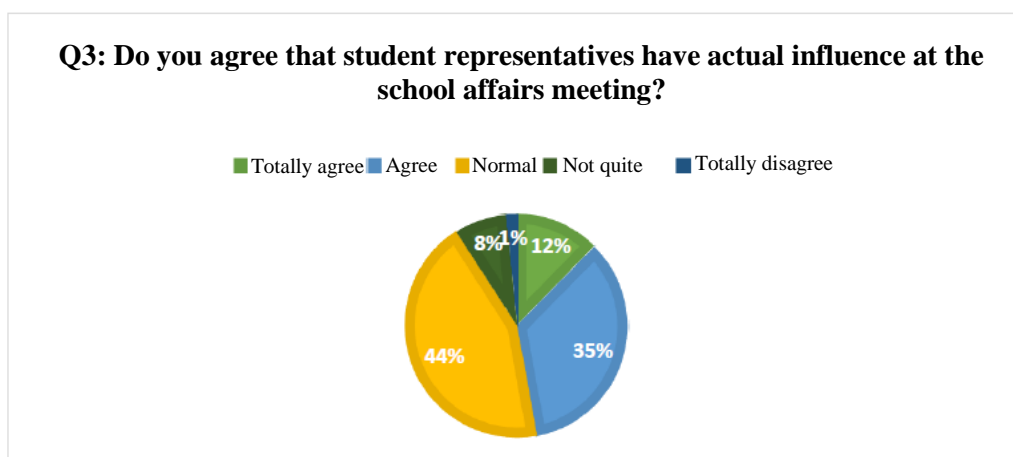


Fig. 14: Pie Chart of the Answers to Q3

As the results clearly show, most of the students agree that their representatives have influence at the school affairs meeting. Nevertheless, about 10% of the respondents disagreed on this influence.

Q4: Following the above question, which factors do you think affect the influence of the student representatives at the school affairs meeting? (Multiple answers possible)

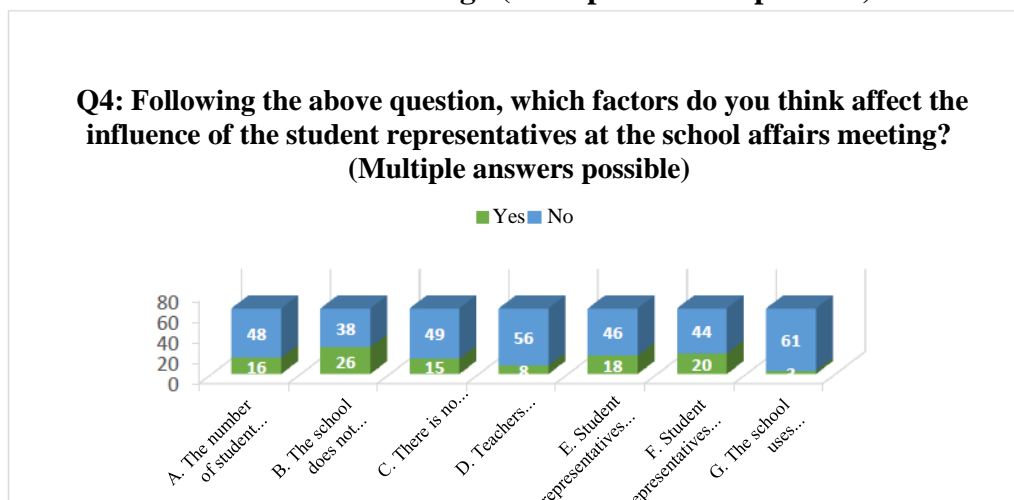


Fig. 15: Distribution Chart of the Answers to Q4

As the result shows, the respondents believed that “The school does not adopt the views of students” was the reason affecting the influence of student representatives at the school affairs meeting, followed by “Student representatives lack competency” and “Student representatives are not proactive”. However, none of the options has a percentage of more than 30%. The reason may be that the selections of the respondents were distributed in a dispersing manner and they only selected 1 or 2 options respectively. Or, the respondents generally believed that the student representatives had influence as indicated in the results of Q3 in Part 3, but we have not concretely talked about how high this influence was. If we only focus on the results of this question, we find that 2 of the top 3 answers involve problems of the student representatives themselves. Regarding the competency and willingness, we should arouse the willingness of student representatives by arranging more education courses on student self-governance and promoting the awareness of student rights to ensure the implementation of student self-governance and enhance the level of discussion of senior high school students on public opinion. For example, the threshold for the referendum in Taiwan has been lowered to the age of 18. This is very helpful for children to participate in discussions on public opinions and improve their civil political rights. As for the results in which the respondents did not trust the student representatives, we should find out if there are other external factors, such as intervention of the teachers or unwillingness of the school in adoption, affecting the activeness of student representatives to raise proposals.

Q5: Do you agree that school-level self-governing student organizations, such as student associations of senior high schools, should be set up at junior high or elementary schools and that student representatives should be appointed for the school affairs meeting?

	Totally agree	Agree	Normal	Not quite agree	Totally disagree	Total
Yunlin	3	13	16	6	0	38
Chiayi	2	5	5	5	1	18
Tainan	0	2	2	3	0	7
Taichung	0	0	1	0	0	1
Total	5	20	24	14	1	64

Table 16: Detailed Answers to Q5 (Unit: Person)

As the results point out, about 40% of senior high school students supported setting up self-governing student organizations like those at senior high schools at junior high or elementary schools and the appointment of student representatives for the school affairs meeting. About 40% of the respondents were neutral and about 20% were opposed. For this result, with reference to the requirements in Article 12 of the Convention on the Rights of the Child and the interpretation of the Committee on the Rights of the Child, we do not suggest to judge if a child is able to form their own views based on their age to restrict the child’s right to express. It is enough when a child adequately knows the matters that have an effect on them and comprehensive understanding is not needed. The children at junior high and elementary schools should have the ability to express their views, so why can’t self-governing student organizations like those at senior high schools be set up at junior high or elementary schools and student representatives be appointed for the school affairs meeting? Is this another kind of age limit? Does this infringe upon the right to express of children in junior high and elementary schools? Students of senior and vocational high schools have more rights thanks to the protection of the laws established by the central government. In comparison, students of junior high and elementary schools do not have these rights and usually cannot express their views to schools effectively. In particular, outdated school rules against hair styles and romantic relationships exist in many junior high schools and students cannot ask to abolish these rules by way of self-governance. There is currently no legislation requiring the appointment of student representatives for the school affairs meetings of junior high and elementary schools. We presume that the reason may be that the amendment of the regulations governing the school affairs of these schools is the responsibility of local governments, and they may find children do not have the ability to express their views or understand student self-governance. However, we believe that **courses should be arranged to cultivate the ability of the children to express their views and improve their understanding of student self-governance. This practice may be helpful for improving democratic citizenship and the willingness of citizens to participate in political affairs.**

Part 4: Understanding of the Convention on the Rights of the Child

Q1: Have you ever heard of the Convention on the Rights of the Child?

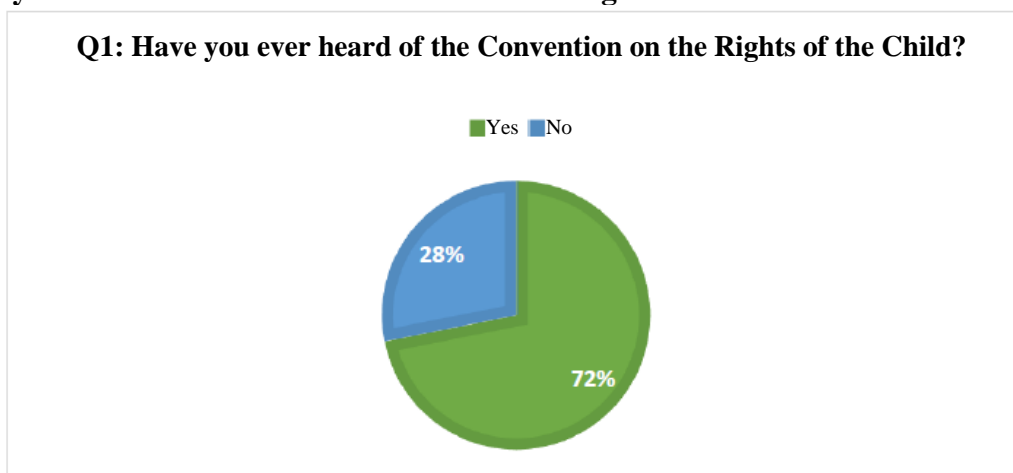


Fig. 17: Pie Chart for the Distribution of the Answers to Q1

As the results show, about 70% of the respondents have heard of this and about 30% have never heard about the Convention on the Rights of the Child.

Q2: How well do you understand the Convention on the Rights of the Child?

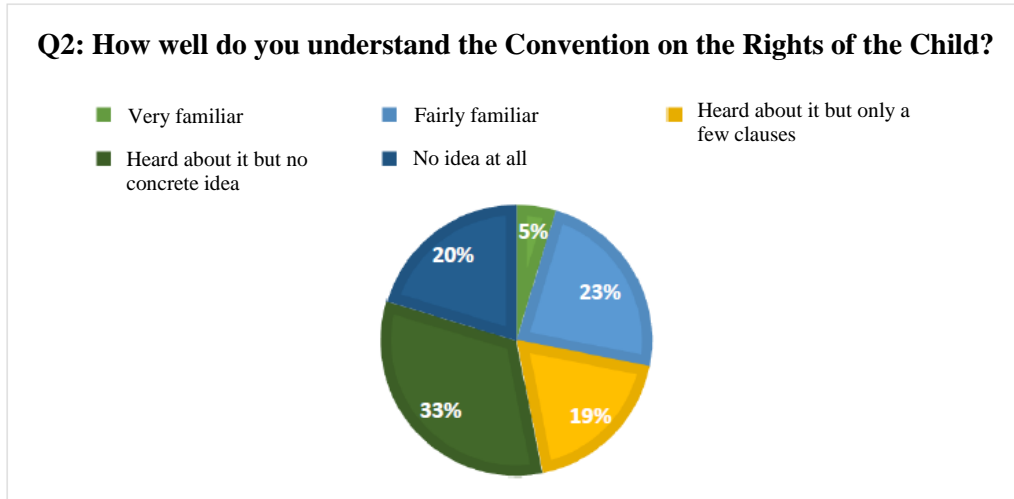


Fig. 18: Pie Chart for the Distribution of the Answers to Q2

This is a question of the questionnaire survey that has more evenly distributed answers. The respondents selecting “Heard about it but only a few clauses” and “Heard about it but no concrete idea” have heard some about it. They occupied about 52% of all the respondents. The respondents selecting “Very familiar” and “Fairly familiar” have a certain degree of understanding. They occupied about 43% of all the respondents. These results indicate that more than half of the respondents did not quite understand the Convention on the Rights of the Child. This term appears in the textbooks of elementary, junior high and senior high schools, but they did not know the concrete contents. Hence, we believe that **more dissemination, lectures, workshops and other activities should be provided to help children learn and understand the rights that the Convention on the Rights of the Child grants, and only in this way can the Convention on the Rights of the Child really be implemented.**

Q4: Can my views be expressed freely, heard and considered without intervention when I am at home?

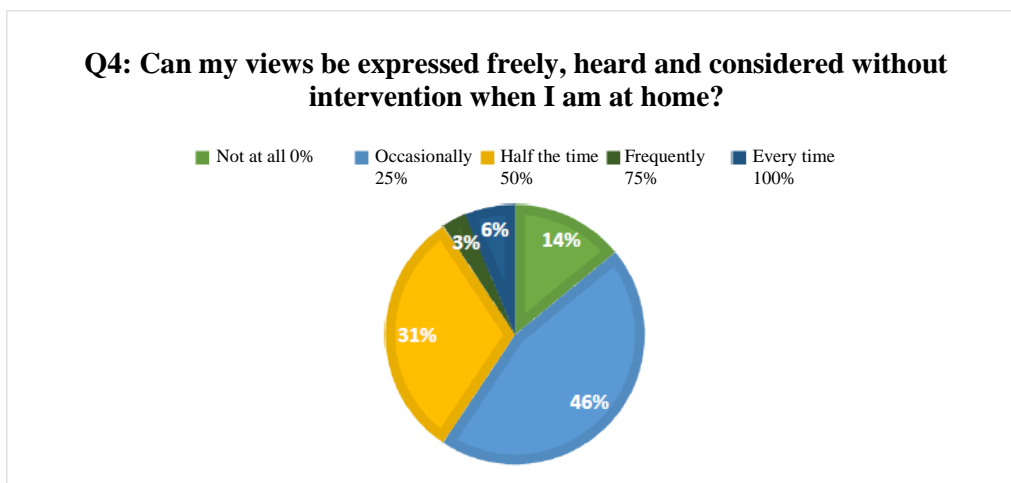


Fig. 19: Pie Chart for the Distribution of the Answers to Q4

Q5: Can my views be expressed freely, heard and considered without intervention when I am at school?

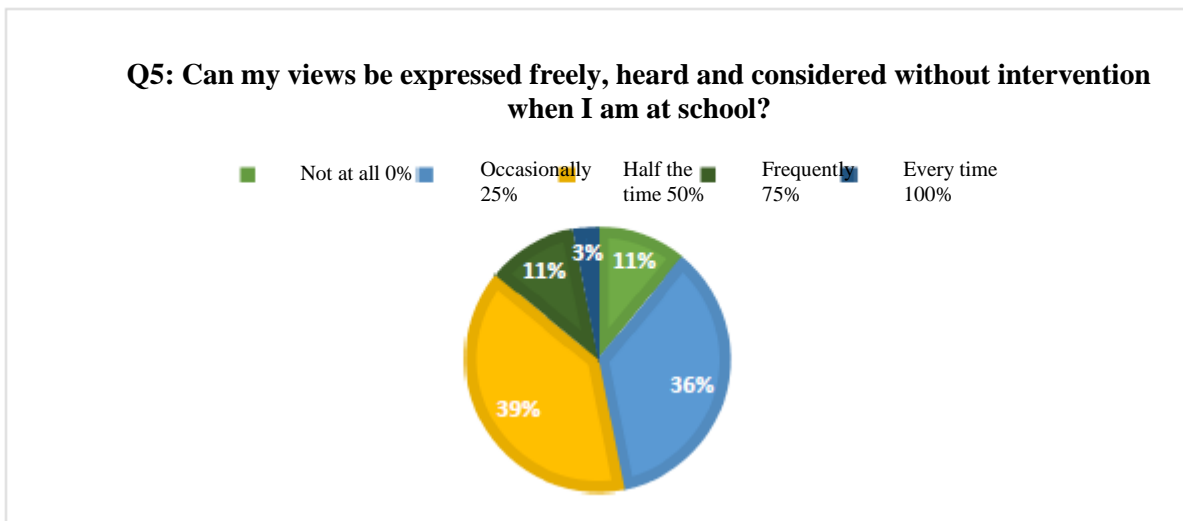


Fig. 20: Pie Chart for the Distribution of the Answers to Q5

According to the results, the rights to express views and to be heard required by Article 12 of the Convention on the Rights of the Child were less implemented at home and school for about 60% and 50% of the respondents, respectively. These rights were implemented well at home and school only for about 10% of the respondents. We presume that the reason may be related to the traditional values in Taiwan. Within the traditional thinking of society, the rights are not guaranteed for children. Many parents require their children to not express their views without permission when adults are talking about things. They should only listen quietly. There are even many children who have a sense of “only children who listen to their parents are good children” and “never speak up when adults are speaking” instilled into them by senior family members. At the same time, many adults think “hearing” is just listening to what a child says and not accepting the views of the child and taking them into account when making decisions. Hence, it is commonly seen that the views of the children are usually ignored in the decision-making process at home and school. In social systems in the east, the relation between the adults and children is like an authoritarian hierarchy and the rights of the children are not respected like they are in western countries, where many people are open-minded and “hear” the views of children in the decision-making process.

Attachment 2 Questionnaire Topics for Group 1 The Right to Be Heard

To understand more about the implementation of the rights to express views and to be heard in the operation of senior high school student associations, we designed two different questionnaires, one for students and one for members of student associations.

One. Questionnaire for general students:

CRC National Report Empowerment Camp - Questionnaire Survey on the Expression of Views and Implementation of Rights for Senior High School Students

Foreword:

Hello everyone! We are the members of the 2021 CRC National Report Empowerment Camp. The Camp is comprised of students from National Hu-Wei Senior High School and National Beigang Senior High School in Yunlin County. We would like to invite you to fill out this questionnaire. Before that, we need to tell you the following important information.

I. What is this study?

This questionnaire survey focuses on students in the eleventh and twelfth grades to understand their perspectives on the operation of student associations and the student right to self-governance. Though the Ministry of Education and many scholars strongly promote the self-governance of students and the slogan and system are well known and established, the implementation in practice seems not so free as it appears on the surface. With this questionnaire survey, we hope that we can understand more about the actual perspectives of students and acquire the most original and factual data to promote changes at schools. So, we hope you can fill out the questionnaire without reservation and express your views on the educational system and your school.

II. Risk in answering the questions:

The questionnaire is filled out anonymously and the data collected is protected under confidentiality. Your personal privacy and views will not be exposed to any risk of leakage. Your school and teacher will not be informed of your answers. You can fill out the questionnaire completely based on your personal views.

III. How to fill out the questionnaire:

There are three parts in the questionnaire. The first part focuses on the implementation of the operation of student associations, the second part is about campus issues and participation, and the third part provides an open questionnaire. There are no so-called correct answers for the questions, you only need to give your answers based on what you have understood. For the third part, we sincerely hope that you can share your personal experience at your school and help us collect comprehensive information on the self-governance of students on campus. Thank you!

Identity:

For the analysis of the expression of views and implementation of rights for senior high school students in different regions of Taiwan

- 1. What is the name of your school?**

Senior high school type / General high school / Technical high school / Comprehensive high school / Five-year junior college

- 2. What grade you are in currently?**

Tenth grade / Eleventh grade/ Twelfth grade

Part 1: Operation of Student Associations

Please select an option with a check mark based on your understanding of the following statements

- 1. Expressing views is often deemed mental immaturity, thoughtlessness or lack of social experience**

Totally agree 100% / Somewhat agree 75% / Neutral, no opinion / Somewhat disagree 25% / Totally disagree 0%

- 2. I have expressed my views to the representatives of the student association.**

Yes / No

- 3. The representatives of the student association have raised proposals for students.**

Agree / Disagree

- 4. The representatives of the student association have helped us make decisions through voting in the class.**

Agree / Disagree

- 5. The representatives of the student association have clearly communicated its discussions to us.**

Totally agree 100% / Somewhat agree 75% / Neutral, no opinion / Somewhat disagree 25% / Totally disagree 0%

- 6. The school places much importance on the views of the student association.**

Totally agree / Agree / Normal / Disagree / Total disagree

7. I understand how the student association works.

Fully understand 100% / Mostly understand 75% / Roughly understand 50% / Mostly do not understand 25% / Do not understand at all 0%

8. The student association should be an independent and autonomous organization formed by students.

Totally agree 100% / Somewhat agree 75% / Neutral, no opinion / Somewhat disagree 25% / Totally disagree 0%

9. You believe that the student association played a role and could influence the decision of the school.

Totally agree / Agree / Normal / Disagree / Total disagree

10. As it is now, the student association has driven the school to make reforms.

Totally agree / Agree / Normal / Disagree / Total disagree

11. The student association expresses views for the students.

Totally agree / Agree / Normal / Disagree / Total disagree

12. The teachers of the school impose pressure on the student association and force it to obey and accept the given practices and decisions of the school.

Totally agree / Agree / Normal / Disagree / Total disagree

Part 2: Engagement in Campus Issues

Please select an option with a check mark based on your understanding of the following statements

1. I understand the school rules clearly.

Fully understand 100% / Mostly understand 75% / Roughly understand 50% / Mostly do not understand 25% / Do not understand at all 0%

2. The school discusses the views of students seriously.

Totally agree / Agree / Neutral, no opinion / Disagree / Totally disagree

3. The school gives a clear explanation of the reasons when making decisions.

Totally agree / Agree / Neutral, no opinion / Disagree / Total disagree

4. What percentage of students in class votes on class affairs after deliberate consideration?

All 100% / Majority 75% / Half 50% / Minority 25% / None 0%

5. **Voting in class on matters to be discussed by the student association is effective.**

Totally agree / Agree / Normal / Disagree / Total disagree

6. **Teachers speak, give hints or intervene in the results during voting in class.**

Every time 100% / Frequently 75% / Sometimes 50% / Rarely 25% / Never 0%

7. **Teachers take our views into account seriously and equally if the results of the students' voting are different from the decisions or expectations of the school.**

Totally agree / Agree / Normal / Disagree / Total disagree

8. **Issues of concern (Please select the issues that you are concerned about. The number of your selections is unlimited.)**

A. The dress code should be loosened.

B. Senior high school students can wear everyday clothes.

C. Corporal punishment should be prohibited thoroughly.

D. The stress of schoolwork should be reduced.

E. The morning self-study should be subject to the right to autonomy.

F. The school time needs to be shortened.

G. The 8th class should not be used to teach new things stealthily.

H. Courses on love or interpersonal relations.

I. Student associations should have more influence.

J. Students should be granted with professional psychological counseling.

K. School rules should be open to the students for participation in their establishment.

L. Students should have the right to express their views and have practical influence on the decisions of schools.

Part 3: Open-ended Questionnaire

1. **Have you or your classmates experienced the suppression of the student's right to self-governance by the school?**

Yes, my classmates or I have had this experience / No, neither my classmates nor I have had this experience

2. Following Q1, if “Yes”, please describe the case.
3. Do you have other issues that you are concerned about regarding the rights of students?
Yes / No
4. Following Q3, if “Yes”, please describe your perspectives and solutions on these issues.

After filling out the questionnaire

Thank you for setting aside your time to help up fill out this questionnaire. Your answers will be helpful for us to explore the level of implementation of these issues on campus and for the early and thorough implementation of student self-governance and the Convention on the Rights of the Child in Taiwan.

If you have any suggestions and comments on this questionnaire, please leave a message here:

Two. Questionnaire for student association members: CRC National Report Empowerment Camp - Questionnaire for student association members:

Foreword:

Hello everyone! We are the members of the 2021 CRC National Report Empowerment Camp. The Camp is comprised of students from National Hu-Wei Senior High School and National Beigang Senior High School. We would like to invite you to fill out this questionnaire as a member of the student association! Before you decide to participate in this survey and help us fill out this questionnaire, we need to tell you the following important information. If you have any questions, please don't hesitate to give us your comments, exchange your views with us or ask questions. We will answer your questions!

I. What is this study?

This questionnaire survey is conducted with “members of student associations” as the focus of the study to understand the implementation of the student right to self-governance and how well members of the student associations understand the Convention on the Rights of the Child. We will analyze the results based on the collected data and compile a CRC national report. The most important issue that we explore is the implementation of Article 12 of the Convention on the Rights of the Child, “The Right of Children to Express Their Views and for Their Views to Be Given due Weight”.

II. Risk in answering the questions:

The questionnaire is filled out anonymously and the data collected is protected under confidentiality. Your personal privacy and views will not be exposed to any risk of leakage. Your school and teacher will not be informed of your answers. You can fill out the questionnaire completely based on your personal views.

III. How to fill out the questionnaire:

All of the questions in the questionnaire are multiple choice questions. There are no so-called correct answers for the questions and you only need to give your answers based on what you have understood.

Identity:

In which county or city is your school located?

Yunlin / Chiayi / Tainan / Taichung

Part 1: Understanding of Student Self-Governance

1. **How long have you participated in the operation of student self-governance (student association and class representative) on campus?**

Less than 6 months / 6 months to 1 year / 1-2 years / 2-3 years / More than 3 years

2. **How familiar are you with the function and operation of the student association?**

Very familiar / Familiar / Neither familiar nor unfamiliar / Not very familiar / Not familiar at all

3. **Are the following four purposes of student self-governance clear for you? 1. Cultivation of the spirit of independence and autonomy; 2. Cultivation of the ability to implement and put into practice; 3. Cultivation of civic competencies; 4. Satisfaction of students' needs and improvement of their rights.**

Very clear / Clear / Neither clear nor unclear / Not quite clear / Not clear at all

4. **Has your school announced the "Student Association Establishment Regulations"?**

Yes / No / No idea

5. **Does the qualification to run for president of the student association contain school grades, moral character measurements, attendance records, etc.**

Yes / No / No idea

Part 2: Experience in Personally Raising Proposals

1. **Have you ever raised proposals to the school through the student association or the school affairs meeting?**

Yes / No

2. **Following the above question, how many times do you raise proposals to the school in an academic year?**

More than 10 proposals / 8-10 proposals / 5-8 proposals / 3-5 proposals / 1-3 proposals / No proposals

3. **What proposals have you raised to the school? (Multiple answers possible)***

A. Hardware improvements

B. Student rights

C. School administration issues

D. School rule amendments

E. Other:

4. Following the above question, does the school actually incorporate the proposals you raise into discussions or give explanations?

Yes / No

5. Following Q3, how high is the willingness of the school to adopt the proposals that you raised?

Not at all 0% / Occasionally 25% / Half the time 50% / Frequently 75% / Every time 100%

Part 3: Percentage and Influence of Student Representatives

1. Did the number of the student representatives at the school affairs meeting reach 8% as required by the Ministry of Education?

Yes / No / No idea

2. If the views differ from those of the assisting teachers during the decision-making at school affairs meetings, will they be guided to the results that the teachers want?

No at all 0% / Occasionally 25% / Half the time 50% / Frequently 75% / Every time 100%

3. Do you agree that student representatives have actual influence at the school affairs meeting?

Totally agree / Agree / Neither agree nor disagree / Not quite agree / Totally disagree

4. Following the above question, which factors do you think affect the influence of the student representatives at the school affairs meeting? (Multiple answers possible)

A. The number of the student representatives is inadequate

B. The school does not adopt the views of the students

C. There is no right to speak, they are set up nominally at the meeting and cannot actually participate in the discussion

D. Teachers demonstrate the tyranny of the majority

E. Student representatives are not proactive

F. Student representatives lack competency (they do not quite understand the system of student self-governance and have no idea about the regulations and systems of the school)

G. The school uses nondemocratic methods in the election of student representatives (e.g. selection of students with good grades as student representatives to speak for the school)

H. Other:

5. Do you agree that school-level self-governing student organizations, such as student associations of senior high schools, should be set up at junior high or elementary schools and that student representatives should be appointed for the school affairs meeting?

Totally agree / Agree / Neither agree nor disagree / Not quite agree / Totally disagree

Part 4: Understanding of the Convention on the Rights of the Child

1. Have you ever heard of the Convention on the Rights of the Child?

Yes / No

2. How well do you understand the Convention on the Rights of the Child?

Very familiar / Fairly familiar / Ever heard but only a few clauses / Ever heard but no concrete idea / No idea

3. Do you know that the Convention on the Rights of the Child protects the child's rights to express views and to be heard?

Yes / No

4. Can my views be expressed freely, heard and considered without intervention when I am at home?

Not at all 0% / Occasionally 25% / Half the time 50% / Frequently 75% / Every time 100%

5. Can my views be expressed freely, heard and considered without intervention when I am at school?

Not at all 0% / Occasionally 25% / Half the time 50% / Frequently 75% / Every time 100%

After filling out the questionnaire

Thank you for setting aside your time to help up fill out this questionnaire. Your answers will be helpful for us to explore the level of implementation of these issues on campus and for the early and thorough implementation of student self-governance and the Convention on the Rights of the Child in Taiwan.

If you have any suggestions and comments on this questionnaire, please leave a message here:

Group 2 National Report on the Right to Rest and Leisure

One. Specific and Other Relevant Regulations on Rights

Article 3, Paragraph 1 of the Convention on the Rights of the Child states: “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.”

Article 12, Paragraph 1 of the Convention on the Rights of the Child states: “States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

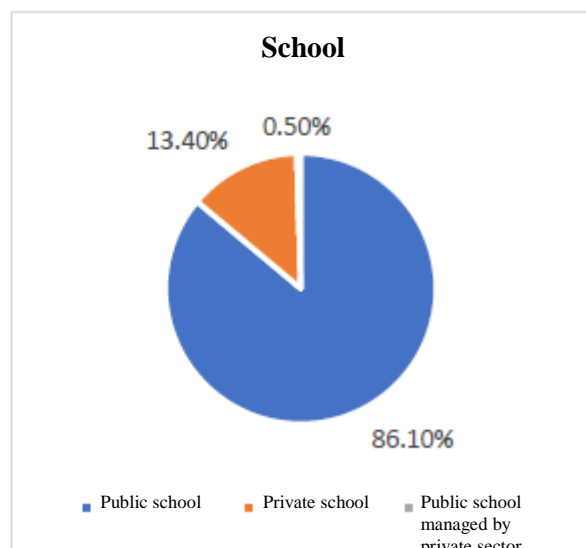
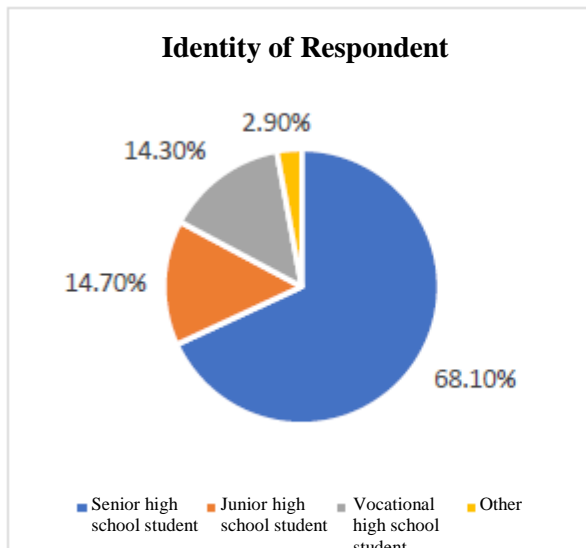
Article 31, Paragraph 1 of the Convention on the Rights of the Child states: “States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

Two. Infringement upon or Deprivation or Failed Implementation of Specific Rights

1. Morning self-study is an activity not defined as a learning period and there should be at least two days in a week for the students to decide whether to participate in the activity on their own account pursuant to the “Guidelines for Planning the Learning Time for Students of Senior High Schools under the Jurisdiction of the Ministry of Education”. However, many students currently do not have the right to make arrangements on their own account for at least two days due to the regulations of schools or the requests of homeroom teachers. We believe that some schools and homeroom teachers ignore the right of students to make arrangements by themselves and thus infringe upon the right to rest and leisure specified in Article 31.
2. The learning assistance for students in the 8th period and on Saturday is arranged to assist students in reviewing lessons. In reality, however, it is usually used by teachers to catch up with the learning progress or teach new things in violation of the “Directions Governing the Implementation of the Learning Assistance at Senior High Schools”. Students must go to school at times that should be used to rest. This is an infringement upon the right to rest specified in Article 31.
3. As for all the learning assistance classes, though schools issue a consent form to parents and ask students about their willingness to participate, students cannot but participate in these classes for the fear of being left behind in learning because many teachers use these classes to teach new things. This also violates the right to be heard in Paragraph 1 of Article 12.
4. Students are forced to participate in the morning self-study and the learning assistance in the 8th period, on Saturday, and during summer and winter vacations. This is an infringement upon the freedom of students to make free choices, impairs their opportunities in diverse development, and violates Article 3 that requires that “the best interests of the child shall be a primary consideration.”

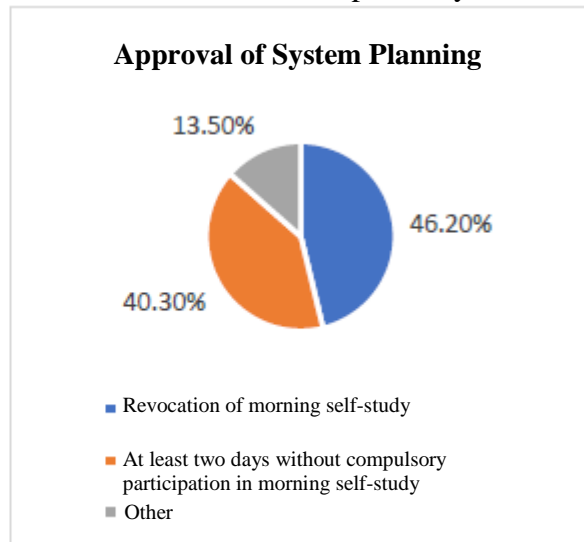
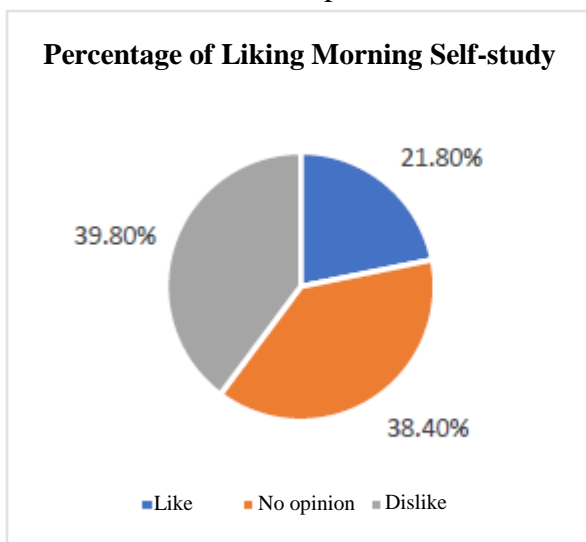
Three. Result Analysis of the Questionnaire

1. Basic information: A total of 238 questionnaires were recovered. Most of the respondents were senior high school students (68.10%) of national schools (86.10%). The results of the analysis are shown in the figures below.



2. Morning self-study:

- (1) 46.2% of the students found that morning self-study should be revoked completely. In fact, however, 90.8% of the schools arranged morning self-study and 45.4% of the students did not have at least two days in a week to arrange on their own account mainly due to the regulations of the school (61.2%) and the request of the homeroom teacher (21.4%).
- (2) 39.8% of the students were negative (dislike, dislike very much), 21.8% were positive (like, like very much) about the morning self-study. The number of students who disliked morning self-study was twice as many as that of students who liked morning self-study.
- (3) As the survey shows, 36.1% of the students have been punished to do public errands (48.7%) for arriving late at the morning self-study. 28.2% of the students stated that some teachers taught new things during the morning self-study.
- (4) As for the arrangement of the activities, the activities of reading by oneself, minor examinations, flag raising or gatherings, sweeping assigned areas, and reading together with classmates occupied 91.7%, 87.5%, 69.4%, 42.1%, and 18.1%, respectively.

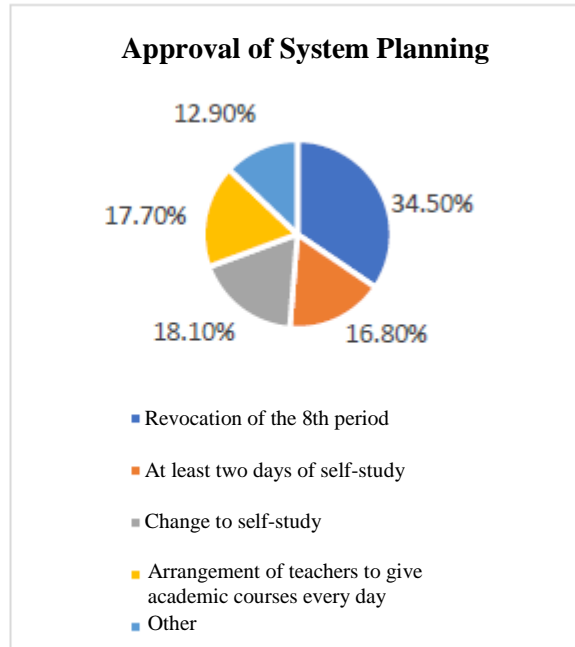
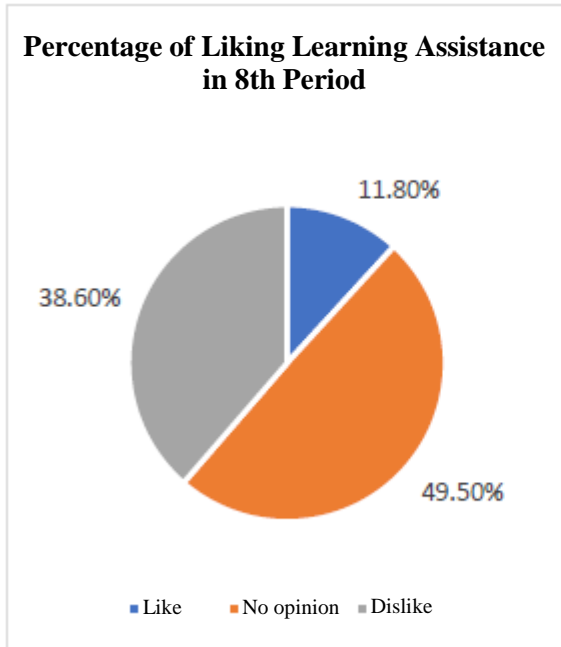


3. Learning assistance in the 8th period:

- (1) 34.5% of the students found it necessary to revoke the learning assistance period in the 8th period. 38.6% of the students disliked the 8th period and only 11.8% liked it. The number of the former is three times higher than that of the latter. In fact, however, up to 95% of the schools in the survey arranged learning assistance in the 8th period and 97.3% of the students have participated.
- (2) 85.4% of the respondents pointed out that their schools have asked about the willingness to participate in the learning assistance in the 8th period. However, as 33.2% of the respondents

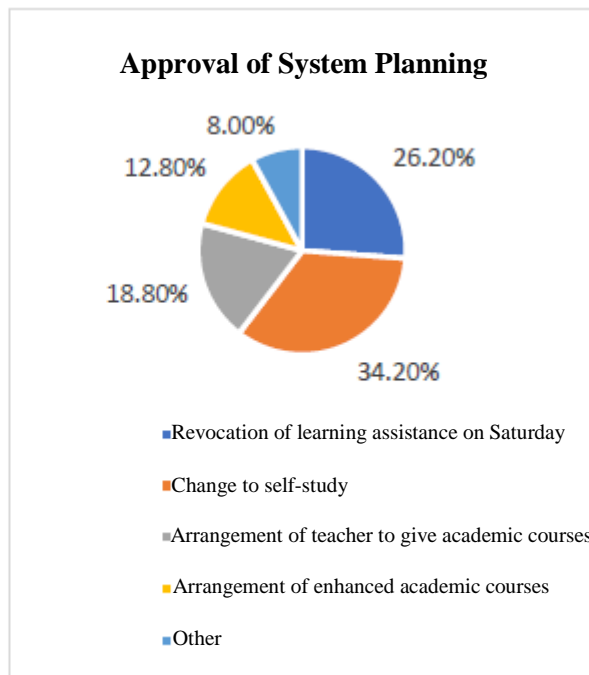
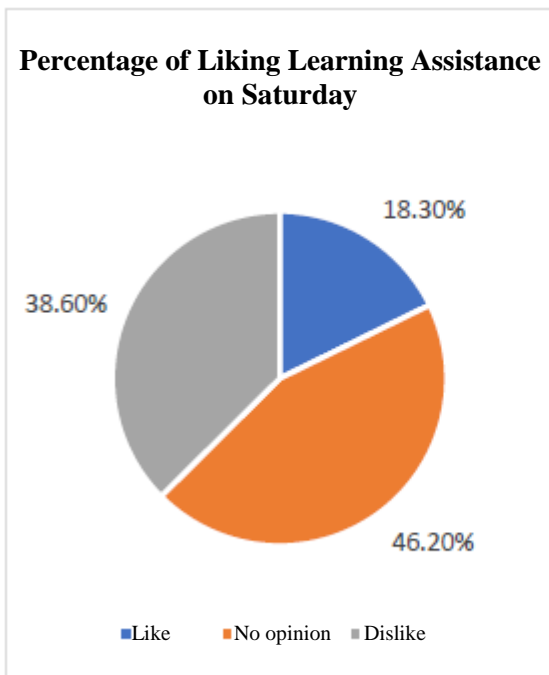
stated, they have expressed their unwillingness to participate, but they had no choice but to finally participate in the class in the 8th period. The reasons why they could not make the final decision themselves were that the homeroom teachers did not give their consent (60%) and parents did not give their consent (26.7%).

- (3) As for the arrangement of the activities, students who have experienced teaching of new things, reviews of what has been learned, and examinations occupied 85%, 66% and 75.9%, respectively.



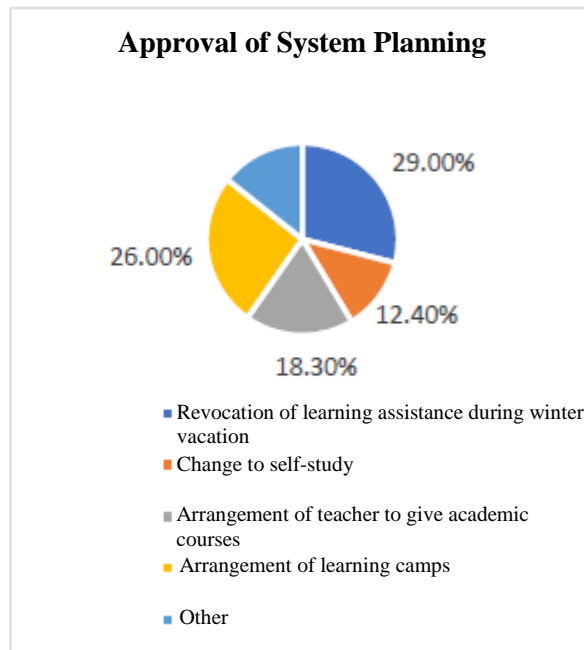
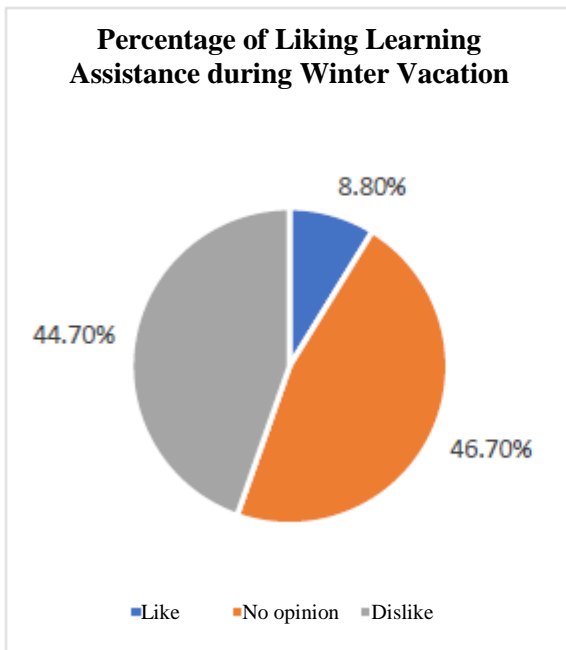
4. Learning assistance on Saturday:

- (1) 26.2% of the students found it necessary to revoke the learning assistance class on Saturday. 38.6% of student disliked the class and only 18.3% liked it. The number of the former is nearly three times higher than that of the latter. However, up to 62.6% of the schools in the survey arranged learning assistance classes on Saturday and 62.4% of the respondents have participated.
- (2) 81.9% of the respondents pointed out that their schools have asked about the willingness to participate in the learning assistance on Saturday. However, as 14.8% of the respondents stated, they have expressed their unwillingness to participate, but they had no choice but to finally participate in the class on Saturday. The reasons why they could not make the final decision themselves were that the homeroom teachers did not give their consent (63.6%) and parents did not give their consent (45.5%).
- (3) As for the arrangement of the activities, students who have experienced teaching of new things, reviews of what has been learned, and examinations occupied 66.7%, 72% and 78.5%, respectively.



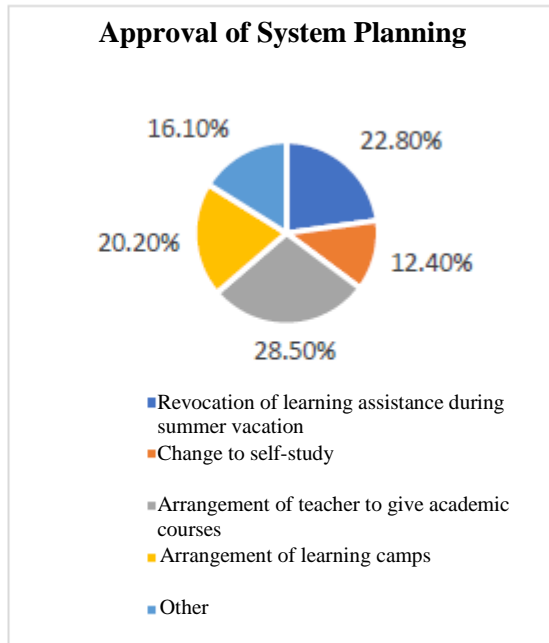
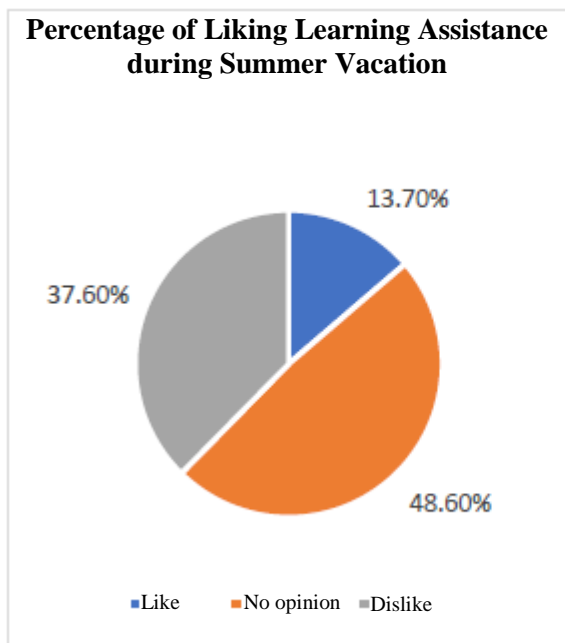
5. Learning assistance during winter vacation

- (1) 44.7% of the respondents did not like learning assistance during winter vacation and only 8.8% liked it. The number of the former is five times higher than that the latter.
- (2) 29% of the respondents found it necessary to revoke the learning assistance during winter vacation. 12.4% of the respondents found that it should be changed to self-study and 18.3% supported teachers giving lectures. 26% of the respondents selected arranging learning camps, exceeding the percentage of the respondents supporting lectures.
- (3) 71% of the respondents have experience with the learning assistance during winter vacation arranged by the school. 81.7% of the respondents pointed out that the school conducted investigation before arrangement of the learning assistance during winter vacation. 18.1% of the students expressed their “unwillingness” to participate but had no choice but to finally participate in the learning assistance during winter vacation. The main reason was that the homeroom teacher did not agree (35.5%).
- (4) As for the arrangement of the activities, students who have experienced early teaching of new lessons for the next semester, makeup of lessons that teachers failed to give in the previous semester, reviews of what has been learned, and examinations occupied 84.8%, 38.4%, 61.6% and 50%, respectively.



6. Learning assistance during summer vacation

- (1) 37.6% of the respondents did not like learning assistance during summer vacation and only 13.7% liked it. The number of the former is nearly three times higher than that of the latter.
- (2) 22.8% of the respondents found it necessary to revoke the learning assistance during summer vacation. 12.4% of the respondents found that it should be changed to self-study and 28.5% supported teachers giving lectures. 20.2% of the respondents selected arranging learning camps
- (3) 81.1% of the respondents have experience with the learning assistance summer vacation arranged by the school. 85% of the respondents pointed out that the school conducted investigation before arrangement of the learning assistance during summer vacation. 16.1% of the students expressed their “unwillingness” to participate but had no choice but to finally participate in the learning assistance during summer vacation. The main reason was that the homeroom teacher did not agree (35.5%).
- (4) As for the arrangement of the activities, students who have experienced early teaching of new lessons for the next semester, makeup of lessons that teachers failed to give in the previous semester, reviews of what has been learned, and examinations occupied 83.6%, 34.9%, 61% and 43.8%, respectively.



Four. Conclusion and Recommendations

1. The morning self-study and 8th period for learning assistance have students spend too much time at school and shorten their rest period. We suggest reducing the days for the morning self-study at school gradually or revoking it completely. Students should be allowed to participate in the morning self-study on their own account.
2. Although the school issues the consent form for the learning assistance in the 8th period or on Saturday and during summer and winter vacations, this is more a practice in which teachers show their “strong concern” for students disagreeing on the participation, rather than a means of helping the students and their parents form a consensus before making a decision.
3. According to the regulations of the Ministry of Education, teachers should not teach new things during the learning assistance in the 8th period or on Saturday and during summer and winter vacations. Problems appear one after another, and this is a reason for forcing students to participate in the learning assistance.
4. As for the learning assistance during summer and winter vacations, senior high school students may have extra-curricular activities to participate in and forcing students to take learning assistance classes during summer and winter vacations may hinder their participation in these activities. Children need opportunities for their appropriate development, understanding of themselves and stimulation of their development potential. Learning assistance during summer and winter vacations does not meet the best interests of the child.

To sum up, the K-12 Education Administration and the competent education authorities of local governments can only conduct supervision of the schools under their jurisdiction in a timely manner. Actually, awareness of education is the key to solving the problem. Children need more opportunities for the development of their potential.

Attachment 1 Analysis of the Questionnaire for Group 2 The Right to Rest and Leisure

Design, Distribution, Testing, Recovery Status, and Result Analysis of the Questionnaire

The process of the questionnaire survey comprised three parts: design, testing, and result analysis. The questionnaire was designed to investigate and understand the perspectives of the respondents on activities not defined as learning periods, including the morning self-study and the learning assistance classes in the 8th period or on Saturday and during summer and winter vacations, and their recommendations for appropriate improvements.

In addition to the learning hours of five days per week and seven hours per day, or a total of 35 hours a week, many junior and senior high schools arrange classes not defined as learning periods such as the morning self-study and the learning assistance classes in the 8th period or on Saturday and during summer and winter vacations. There are perspectives for and against these classes. With this questionnaire survey, we tried to understand the experiences, attitudes, views and value adjustments with respect to these non-learning periods. The design of the questions in the questionnaire was classified into 6 parts: the first part for basic information; the second part for the morning self-study; the third part for the learning assistance in the 8th period; and the fourth, fifth and sixth parts for the learning assistance on Saturday, summer vacation and winter vacation, respectively.

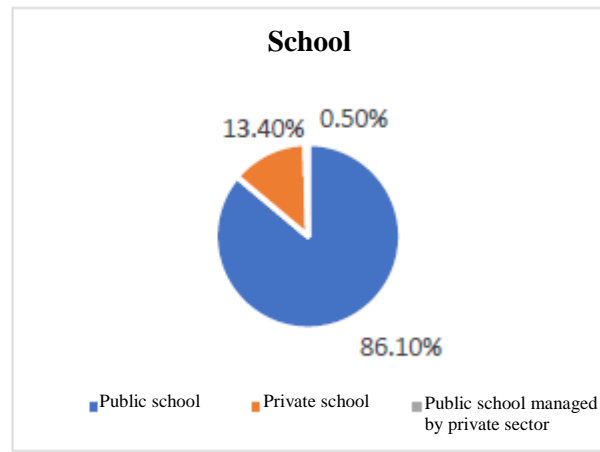
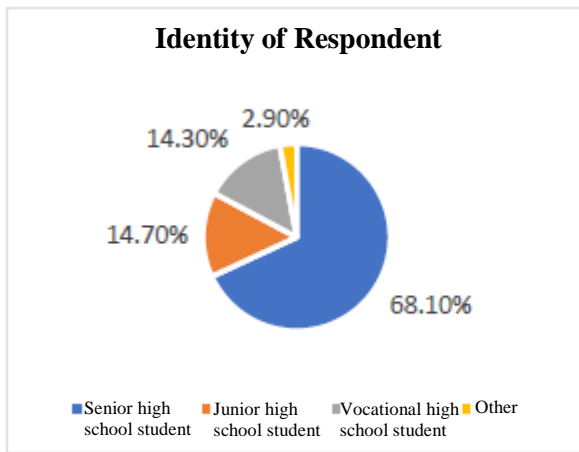
The entire questionnaire was designed in December 2021. It was then distributed to students aged between 12 and 18 for testing purpose. At the distribution stage, we sent the questionnaire to our friends and relatives to fill out and asked the teachers that we know at National Beigang Senior High School and National Hu-Wei Senior High School to set aside a little time and distribute the questionnaire to students who have mobile phones to fill out. We gave the students one week to complete the questionnaire. No questionnaires were distributed afterward in consideration of the schedule planning for the empowerment camp. A total of 238 responses were finally received. Most of the respondents were students of National Beigang Senior High School, National Hu-Wei Senior High School, Sacred Hearts High School and Donghe Junior High School. Most of them were senior high school students and some were junior high school students. There were no major problems when the questionnaires were filled out except for some conflicts of wording. They were later corrected.

The result analysis of the questionnaire is described below:

1. Basic information:

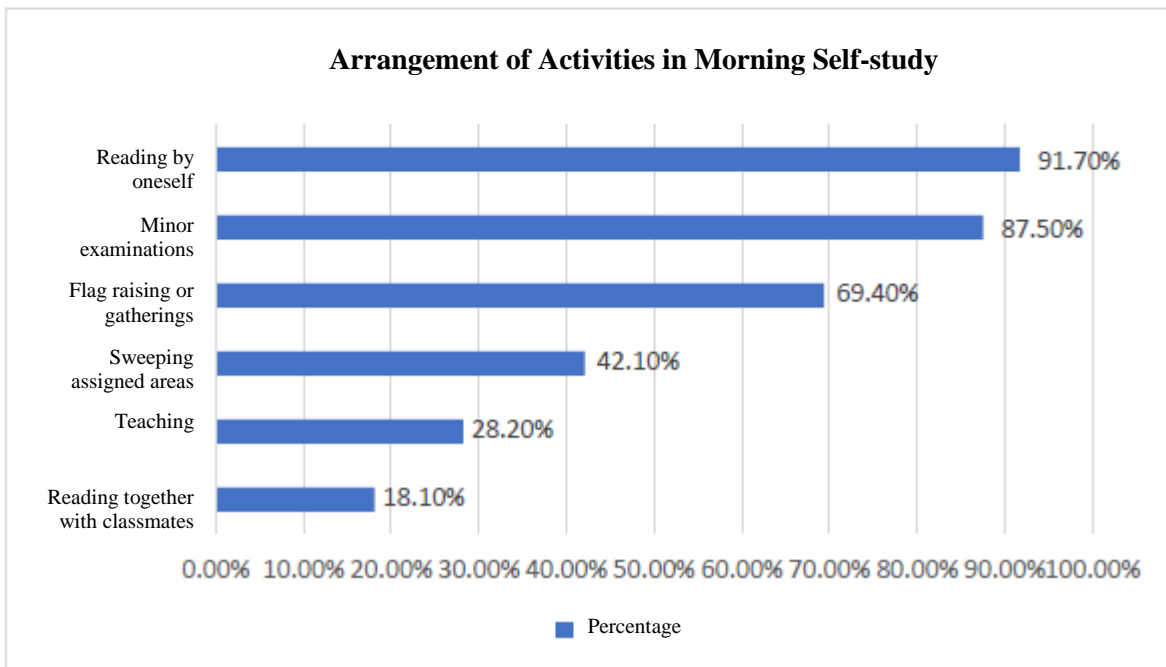
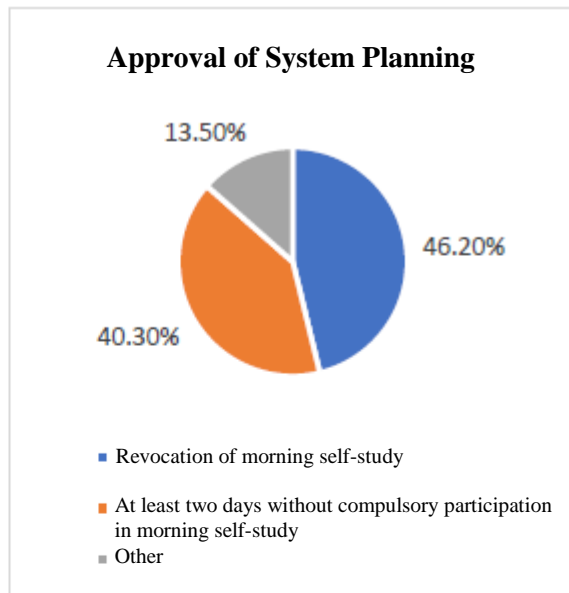
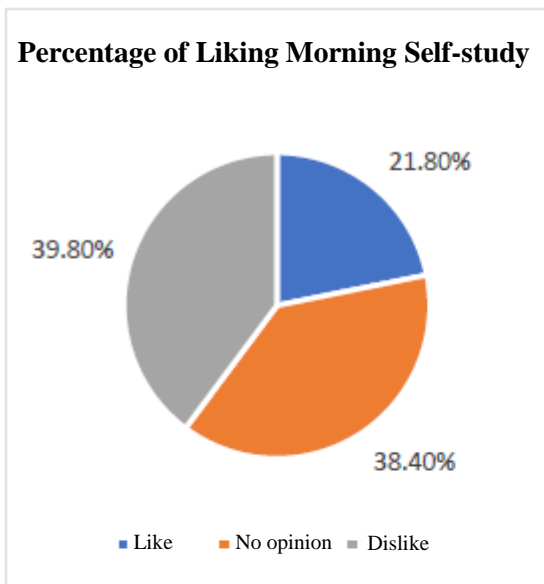
238 respondents (68.1%) were senior high school students and 14.7% are junior high school students. The students of vocational high schools and other respondents occupied 14.3% and 2.9%, respectively.

Students from public schools, private schools, and public school managed by the private sector occupied 86.1%, 13.4% and 0.5%, respectively.



2. Morning self-study:

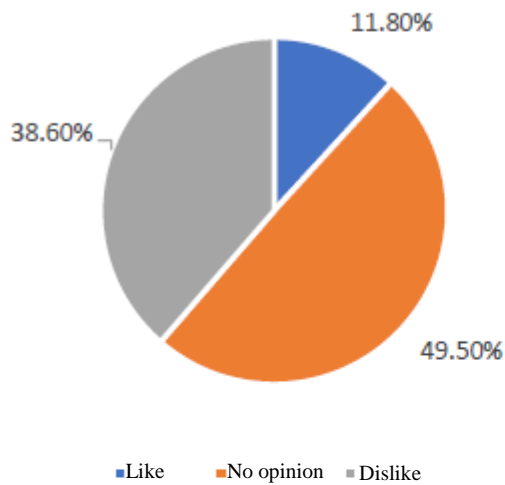
39.8% of the students did not like morning self-study (dislike, dislike very much), 38.4% were neutral, and 21.8% liked it (like, like very much). The number of students who did not like it was much more than that of the students who liked it, nearly two times as much. In the system planning, nearly half (46.2%) of the respondents found it necessary to revoke the morning self-study and 40.3% of them found that there should be at least two days per week without compulsory participation in morning self-study. However, the current situation is different. 90.8% of the students had experience with the morning self-study arranged by the school and nearly half of the students (45.4%) had experience in that the school did not arrange at least two days of free participation. 36.1% of the students have been punished for arriving late at the morning self-study either on the school or class level. As the questionnaire survey shows, 61.2% of the students pointed out that morning self-study was arranged under the regulations of the school and the students were unable to choose by themselves. 21.4% of the students participated in morning self-study as required the homeroom teacher. The regulations that allows at least two days of free participation in the morning self-study and according to which students only need to arrive at school before the first class were not implemented properly. 45.4% of the schools of the students had not implemented these regulations and 36.1% of the students were punished for arriving late at the morning self-study. However, it seems that this practice may violate the law. As the survey points out, the activities arranged in the morning self-study included reading by oneself (91.7%), minor examinations (87.5%), flag raising or gatherings (69.4%), sweeping assigned areas (42.1%), and reading together with classmates (18.1%). In fact, some students point out that teachers taught new things during the morning self-study (28.2) and deprived the students of their rights to catch up the progress.



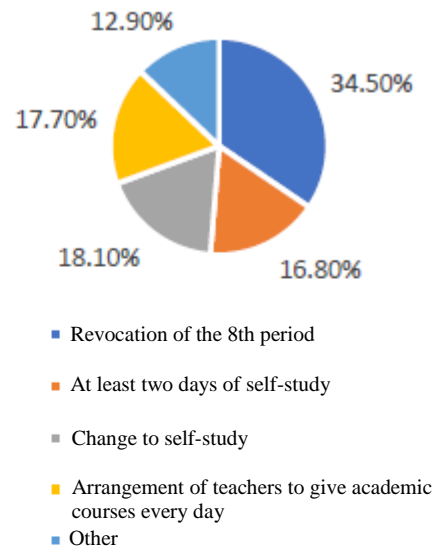
3. Learning assistance in the 8th period:

38.6% of the students did not like the learning assistance in the 8th period (dislike, dislike very much), 49.5% were neutral, and 11.8% liked it (like, like very much). The number of students who did not like it was much more than that of the students who liked it, nearly three times as much. In the system planning, more than one third (34.5%) of the respondents found it necessary to revoke the learning assistance in the 8th period and 18.1% found that it should be changed to self-study. 16.8% of the respondents found self-study should be arranged for at least two days and 17.7% found that classes should be arranged every day. However, the current situation is different. 95% of the students have experienced learning assistance in the 8th period arranged by the school and 97.3% of them had taken the class. 85.4% of the respondents pointed out that the school conducted investigation before arrangement of the learning assistance in the 8th period. More than one third (33.2%) of the students expressed their “unwillingness” to participate but had no choice but to finally participate in the learning assistance in the 8th period. The main reason was that the homeroom teacher did not agree (60%). As for the arrangement of the activities, students who have experienced teaching of new things, reviews of what has been learned, and examinations occupied 85%, 66% and 75.9%, respectively.

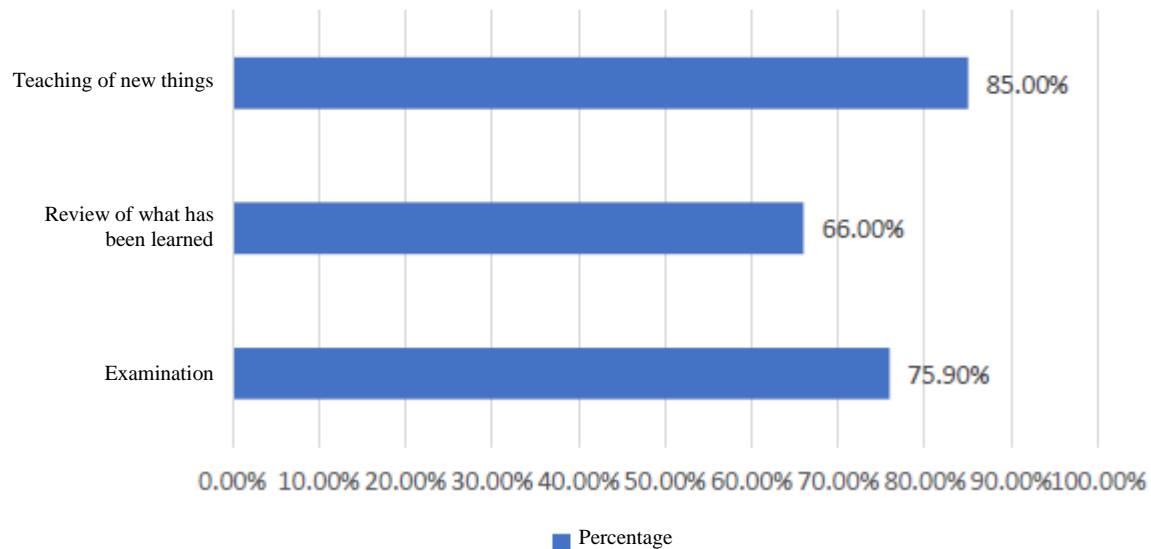
Percentage of Liking Learning Assistance in 8th Period



Approval of System Planning



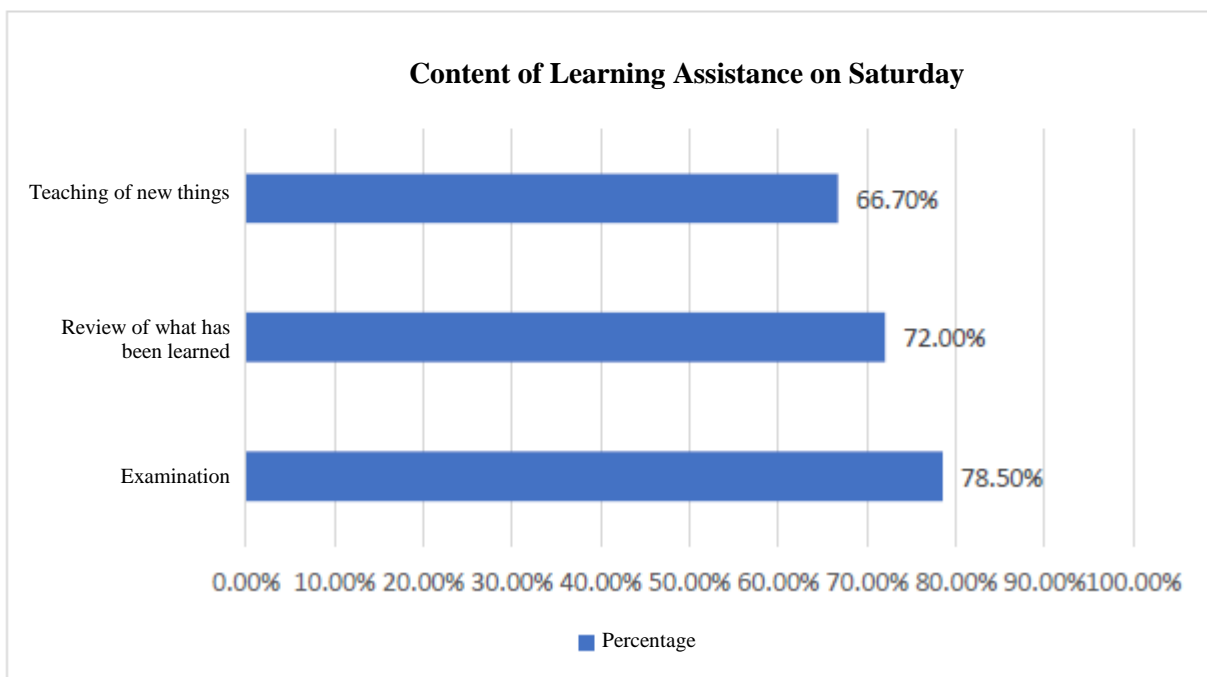
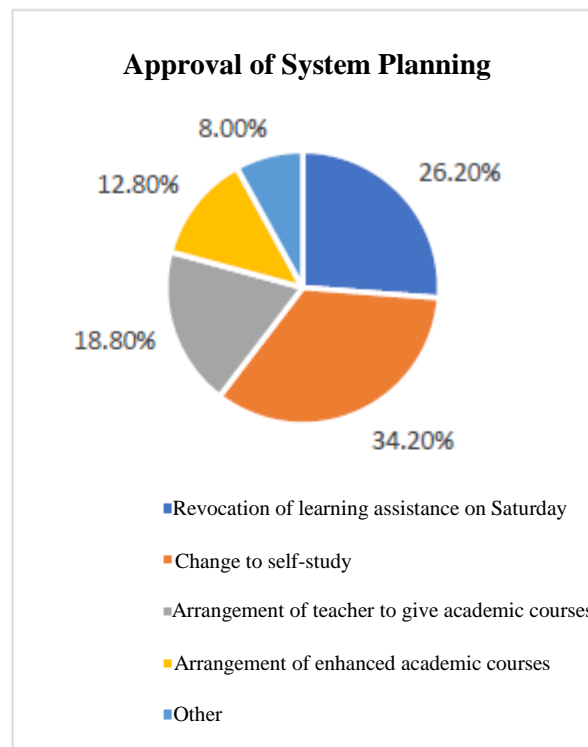
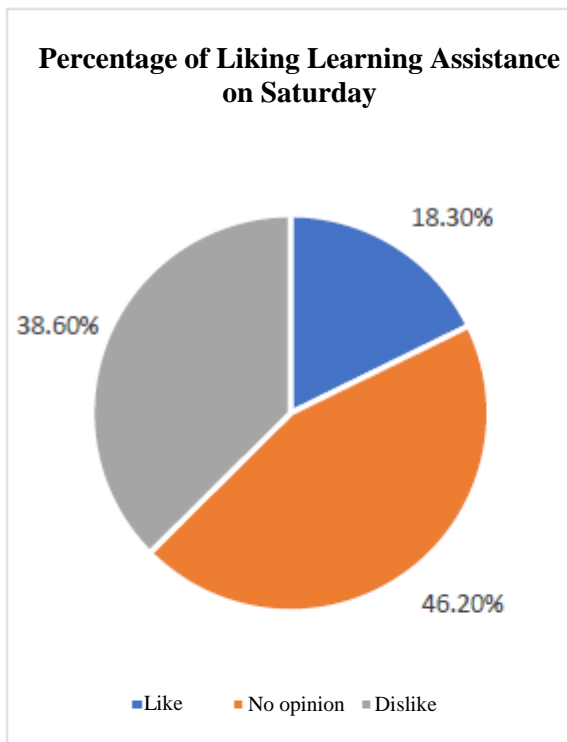
Content of Learning Assistance in 8th Period



4. Learning assistance on Saturday:

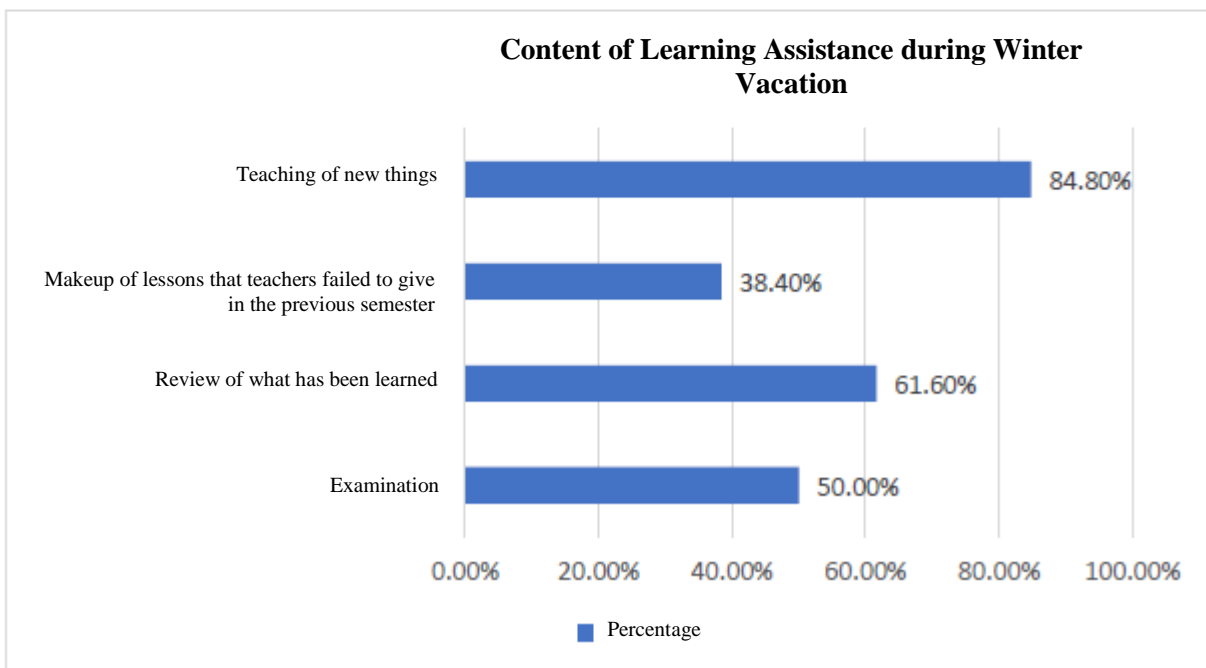
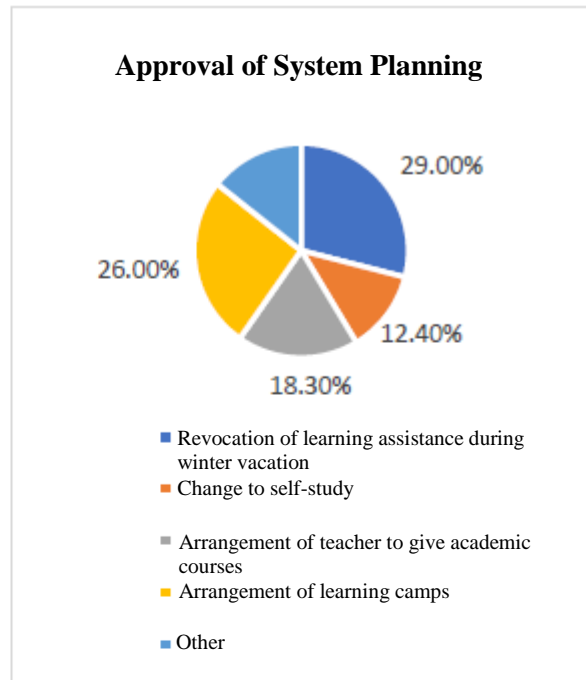
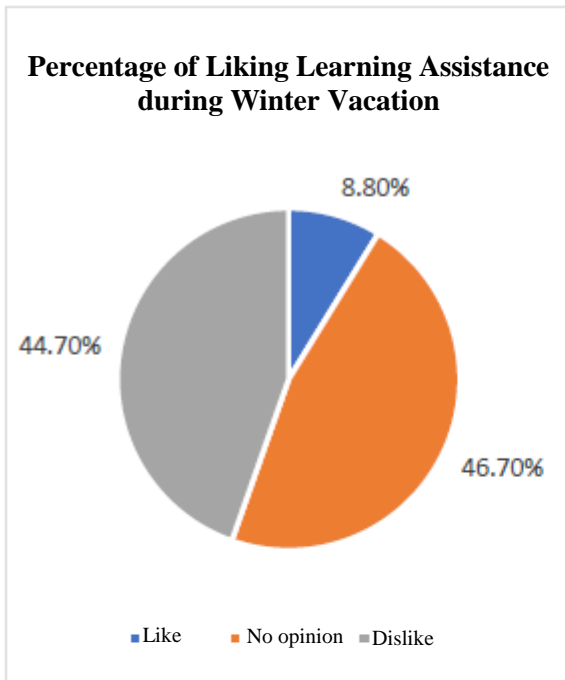
38.6% of the students did not like the learning assistance on Saturday (dislike, dislike very much), 46.2% were neutral, and 18.3% liked it (like, like very much). The number of students who did not like it was much more than that of the students who liked it, nearly two times as much. In the system planning, nearly one third (26.2%) of the respondents found it necessary to revoke the learning assistance on Saturday. 34.2% of the respondents found that it should be changed to self-study and 18.8% supported teachers to give lectures. 12.8% of the respondents selected the arrangement of enhanced academic courses. However, the current situation is different. 62.6% of the students had experience with the learning assistance on Saturday arranged by the school. 81.9% of the respondents pointed out that the school conducted investigation before arrangement of the learning assistance on Saturday. Nearly one fifth (18.1%) of the students expressed their “unwillingness” to participate but had no choice but to finally participate in the learning

assistance on Saturday. The main reason was that the homeroom teacher did not agree (85.2%). As for the arrangement of the activities, students who have experienced teaching of new things, reviews of what has been learned, and examinations occupied 66.7%, 72% and 78.5%, respectively.



- Learning assistance during winter vacation: 44.7% of the students did not like the learning assistance class during winter vacation (dislike, dislike very much), 46.4% were neutral, and only 8.8% liked it (like, like very much). The number of students who did not like it was much more than that of the students who liked it, even do it did not pass half of them, it was nearly five times as much. In the system planning, nearly one third (29%) of the respondents found it necessary to revoke the learning assistance during winter vacation. 12.4% of the respondents found that it should be changed to self-study and 18.3%

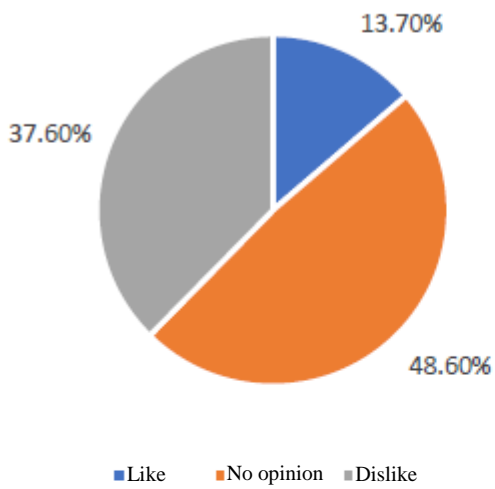
supported teachers giving lectures. 26% of the respondents selected arranging learning camps, exceeding the percentage of the respondents supporting lectures. However, the current situation is different. 71% of the students had experience with the learning assistance arranged by the school during winter vacation. 81.7% of the respondents pointed out that the school conducted investigation before arrangement of the learning assistance on winter vacation. Nearly one fifth (18.1%) of the students expressed their “unwillingness” to participate but had no choice but to finally participate in the learning assistance during winter vacation. The main reason was that the homeroom teacher did not agree (47.1%). As for the arrangement of the activities, students who have experienced early teaching of new lessons for the next semester, makeup of lessons that teachers failed to give in the previous semester, reviews of what has been learned, and examinations occupied 84.8%, 38.4%, 61.6% and 50%, respectively.



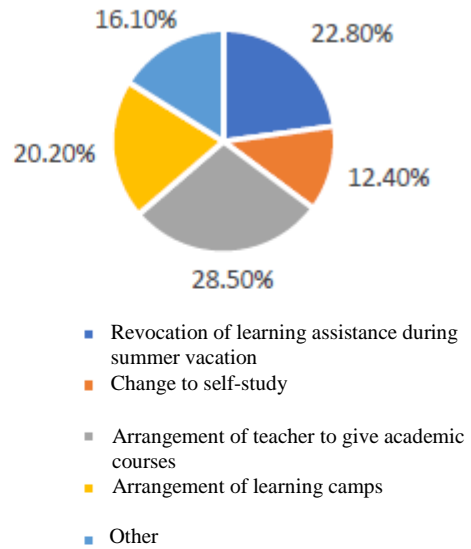
6. Learning assistance during summer vacation

37.6% of the students did not like the learning assistance on summer vacation (dislike, dislike very much), 48.6% were neutral, and only 13.7% liked it (like, like very much). The number of students who did not like it was much more than that of the students who liked it, nearly two times as much. In the system planning, nearly one fourth (22.8%) of the respondents found it necessary to revoke the learning assistance during summer vacation. 12.4% of the respondents found that it should be changed to self-study and 28.5% supported teachers giving lectures. 20.2% of the respondents selected arranging learning camps. However, the current situation is different. 81.1% of the students had experience with the learning assistance arranged by the school during summer vacation. 85% of the respondents pointed out that the school conducted investigation before arrangement of the learning assistance during summer vacation. Nearly one sixth (16.1%) of the students expressed their “unwillingness” to participate but had no choice but to finally participate in the learning assistance during summer vacation. The main reason was that the homeroom teacher did not agree (35.5%). As for the arrangement of the activities, students who have experienced early teaching of new lessons for the next semester, makeup of lessons that teachers failed to give in the previous semester, reviews of what has been learned, and examinations occupied 83.6%, 34.9%, 61% and 43.8%, respectively.

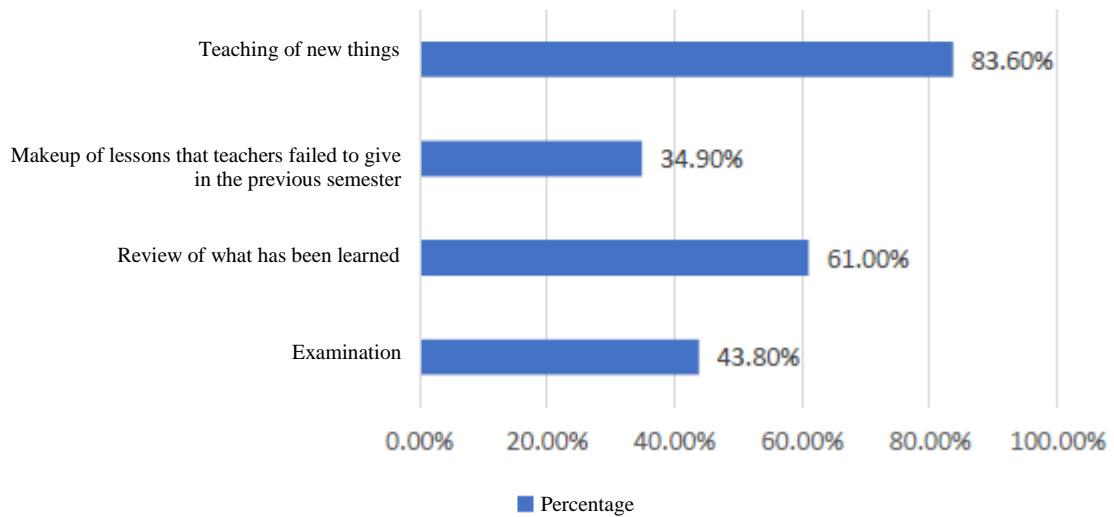
Percentage of Liking Learning Assistance during Summer Vacation



Approval of System Planning



Content of Learning Assistance during Summer Vacation



Attachment 2 Questionnaire Topics for Group 2 The Right to Rest and Leisure

CRC National Report Empowerment Camp - Questionnaire Survey on the Activities during Non-Learning Periods for Junior and Senior High School Students and the Rights of the Child

Hello everyone! We are the members of the 2021 CRC National Report Empowerment Camp. The Camp is comprised of students from National Hu-Wei Senior High School, National Beigang Senior High School and Sacred Hearts High School. We would like to invite you to fill out this questionnaire! Before that, we need to tell you the following important information.

I. What is this study?

This is a questionnaire survey on the activities during non-learning periods including the morning self-study and the learning assistance classes in the 8th period or on Saturday and during summer and winter vacations. In addition to the learning hours of five days per week and seven hours per day, or a total of 35 hours a week, many junior and senior high schools arrange classes not defined as learning periods such as the morning self-study and the learning assistance classes in the 8th period or on Saturday and during summer and winter vacations. There are perspectives for and against these classes. With this questionnaire survey, we try to understand your perspectives on these non-learning periods.

This questionnaire survey focuses on the issue of the “right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts” specified in Article 31 of the Convention on the Rights of the Child. We will conduct result analysis based on the collected data and compile a CRC national report.

II. Risk in answering the questions:

The questionnaire is filled out anonymously and the data that you provide will only be used for the study. Your personal information will not be exposed to any risk of leakage. You can fill out the questionnaire completely based on your personal views.

III. How to fill out the questionnaire:

The questionnaire is classified into 6 parts: the first part for basic information; the second part for the morning self-study; the third part for the learning assistance in the 8th period; and the fourth, fifth and sixth parts for the learning assistance on Saturday, summer vacation and winter vacation, respectively. We need to know the current situation in your school and class. Please read the questions and select the answers that are most appropriate to your current situation.

Thank you for taking your time to fill out the questionnaire. We can only have results with your help. We hope that the results of this study can contribute to the adjustment of the learning schedule for students, their healthy mental and physical development, and the improvement of their learning quality. Thank you!

Part 1: Basic Information:

1. Your identity

- Junior high school student
- Senior high school student
- Vocational high school student (specialized study area)
- Other: _____

2. Your school

- Public school
- Private school
- Public school managed by private sector

Part 2: Morning Self-study

3. Is morning self-study arranged at your school?

- Yes
- No (Skip to Part 3)

4. Are there at least two days of free participation in the morning self-study every week and do you only need to arrive at school before the first class?

- Yes (Skip to Question 6)
- No

5. Following the above question, what is the reason two days have not been arranged to freely participate in the morning self-study?

- Regulations of the school
- Required by the homeroom teacher
- Required by the parents
- I don't know
- Other: _____

6. What activities have been arranged in the morning self-study (including free arrangement)? (Multiple answers possible)

- Reading by oneself
- Reading together with classmates (including books and audio/video media)
- Teaching
- Minor examinations
- Flag raising or gathering
- Sweeping assigned areas
- Other: _____

7. Have you been punished for arriving late at the morning self-study either on the school or current class level?

- Yes No (Skip to Question 9)

8. Following the above question, what punishment was imposed on you for arriving late at the morning self-study? (Multiple answers possible)

- Deduction of the conduct grade
- Time-out
- Public errand (or Love Your School service)
- Transcription of texts
- Other: _____

9. Which of the following activities could you engage in independently during the morning self-study (non-free arrangement time) without being rectified or punished by the class officer or teacher? (Multiple answers possible)

- Sleeping
- Having breakfast in the classroom
- Discussing lessons with classmates in the classroom
- Using your mobile phone in the classroom
- Exercising or playing with a ball on the playground
- All of the above are prohibited
- Other: _____

10. Do you like having morning self-study before the first class?

- Like very much Like No opinion Dislike Dislike very much

11. Which of the following about the planning and use of the morning self-study do you agree with most?

- Morning self-study should be arranged every day
- There should be at least two days of free participation in the morning self-study every week
- Morning self-study should be completely revoked to directly go to class according to the schedule

- Morning self-study should be completely revoked and homeroom teacher time should be arranged every day before the start of classes
- Other: _____

Part 3: Learning Assistance in the 8th Period

12. Does your school arrange learning assistance in the 8th period?
- Yes No (Skip to Part 4)
13. Has any survey on the willingness to participate in the learning assistance in the 8th period been conducted for your class?
- Yes No
14. Following the above question, do you have experience with expressing your unwillingness to participate but having no choice but to finally participate in the 8th period?
- Yes No (Skip to Question 16)
15. Following the above question, what was the reason you participated? (Multiple answers possible)
- I changed my mind
 - I was affected by my peers
 - My parents did not agree
 - The homeroom teacher did not agree
 - Other: _____
16. Have you ever participated in the learning assistance in the 8th period?
- Yes No (Skip to Question 19)
17. What activities (or arrangement) have you been engaged in during the learning assistance in the 8th period? (Multiple answers possible)
- Teaching of new things
 - Review of what has been learned
 - Examination
 - Other: _____
18. Do you like the arrangement of the learning assistance in the 8th period?
- Like very much Like No opinion Dislike Dislike very much
19. Which of the following about the planning and use of the learning assistance in the 8th period do you agree with most?
- Go to class with the usual class and arrange teachers to give academic courses every day
 - Go to class with the usual class and arrange 3 days per week at most for teachers to give academic courses and leave the remaining time for students to engage in self-study
 - Arrange enhanced academic courses
 - Allow students in the same academic year to select courses by themselves
 - Students engage in self-study and teachers are arranged to take turns on duty so that students may ask questions whenever they have any problems with their schoolwork
 - Allow students to engage in self-study every day
 - Revoke the learning assistance in the 8th period and leave school directly
 - Other: _____
20. How do you arrange your time if there is no learning assistance in the 8th period? (Multiple answers possible)
- Go home directly
 - Stay at school for club activities or sports
 - Go to cram school
 - Work part-time
 - Go window-shopping or engage in other extra-curricular activities
 - Other: _____

Part 4: Learning Assistance on Saturday

21. Does your school arrange learning assistance on Saturday?
- Yes No (Skip to Part 5)

22. Has any survey on the willingness to participate in the learning assistance on Saturday been conducted for your class?

Yes No

23. Following the above question, do you have experience with expressing your unwillingness to participate but having no choice but to finally participate in the learning assistance on Saturday?

Yes No (Skip to Question 25)

24. Following the above question, what was the reason you participated? (Multiple answers possible)

I changed my mind

I was affected by my peers

My parents did not agree

The homeroom teacher did not agree

Other: _____

25. Have you ever participated in the learning assistance on Saturday?

Yes No (Skip to Question 28)

26. What activities (or arrangement) have you been engaged in during the learning assistance on Saturday? (Multiple answers possible)

Teaching of new things

Review of what has been learned

Examination

Other: _____

27. Do you like the arrangement of the learning assistance on Saturday?

Like very much Like No opinion Dislike Dislike very much

28. Which of the following about the planning and use of the learning assistance on Saturday do you agree with most?

Go to class with the usual class and arrange teachers to give academic courses

Arrange enhanced academic courses

Allow students in the same academic year to select courses by themselves

Students engage in self-study and teachers are arranged to take turns on duty so that students may ask questions whenever they have any problems with their schoolwork

Students engage in self-study and nothing else

Revoke the learning assistance on Saturday

Other: _____

Part 5: Learning Assistance during Winter Vacation

29. Does your school arrange learning assistance during winter vacation?

Yes No (Skip to Part 6)

30. Has any survey on the willingness to participate in the learning assistance on winter vacation been conducted for your class?

Yes No

31. Following the above question, do you have experience with expressing your unwillingness to participate but having no choice but to finally participate in the learning assistance during winter vacation?

Yes No (Skip to Question 33)

32. Following the above question, what was the reason you participated? (Multiple answers possible)

I changed my mind

I was affected by my peers

My parents did not agree

The homeroom teacher did not agree

Other: _____

33. Have you ever participated in the learning assistance during winter vacation?

Yes No (Skip to Question 36)

34. What activities (or arrangement) have you been engaged in during the learning assistance during

winter vacation? (Multiple answers possible)

- Early teaching of new lessons for the next semester
- Makeup of lessons that teachers failed to give in the previous semester
- Review of what has been learned
- Examination
- Other: _____

35. Do you like the arrangement of the learning assistance during winter vacation?

- Like very much
- Like
- No opinion
- Dislike
- Dislike very much

36. How many weeks do you think are most appropriate for the planning and use of the learning assistance during winter vacation?

- No need to arrange courses
- One week
- Two weeks
- Other: _____

37. Which of the following about the planning and use of the learning assistance during winter vacation do you agree with most?

- Go to class with the usual class and arrange teachers to give academic courses
- Arrange enhanced academic courses
- Allow students in the same academic year to select courses by themselves
- Students engage in self-study and teachers are arranged to take turns on duty so that students may ask questions whenever they have any problems with their schoolwork
- Students engage in self-study and nothing else
- Arrange learning camps for students to participate on their own account
- Revoke learning assistance during winter vacation
- Other: _____

38. What arrangement of the learning assistance during winter vacation do you expect? (Multiple answers possible)

- Camps
- Clubs
- Sports
- Other: _____

39. How do you arrange your time if there is no learning assistance during winter vacation? (Multiple answers possible)

- Participate in extra-curricular camps
- Participate in extra-curricular clubs
- Participate in extra-curricular sports
- Go to cram school
- Work part-time
- Other: _____

Part 6: Learning Assistance during Summer Vacation

40. Does your school arrange learning assistance during summer vacation?

- Yes
- No (End the questionnaire)

41. Has any survey on the willingness to participate in the learning assistance on summer vacation been conducted for your class?

- Yes
- No

42. Following the above question, do you have experience with expressing your unwillingness to participate but having no choice but to finally participate in the learning assistance during summer vacation?

- Yes
- No (Skip to Question 44)

43. Following the above question, what was the reason you participated? (Multiple answers possible)

- I changed my mind

- I was affected by my peers
- My parents did not agree
- The homeroom teacher did not agree
- Other: _____

44. Have you ever participated in the learning assistance on summer vacation?

- Yes No (Skip to Question 47)

45. What activities (or arrangement) have you been engaged in during the learning assistance during summer vacation? (Multiple answers possible)

- Early teaching of new lessons for the next semester
- Makeup of lessons that teachers failed to give in the previous semester
- Review of what has been learned
- Examination
- Other: _____

46. Do you like the arrangement of the learning assistance during summer vacation?

- Like very much Like No opinion Dislike Dislike very much

47. How many weeks do you think are most appropriate for the planning and use of the learning assistance during summer vacation?

- No need to arrange courses
- One week
- Two weeks
- Three weeks
- Four weeks
- Other: _____

48. Which of the following about the planning and use of the learning assistance during summer vacation do you agree with most?

- Go to class with the usual class and arrange teachers to give academic courses
- Arrange enhanced academic courses
- Allow students in the same academic year to select courses by themselves
- Students engage in self-study and teachers are arranged to take turns on duty so that students may ask questions whenever they have any problems with their schoolwork
- Students engage in self-study and nothing else
- Arrange learning camps for students to participate on their own account
- Revoke learning assistance during summer vacation
- Other: _____

49. What arrangement of the learning assistance during summer vacation do you expect? (Multiple answers possible)

- Camps
- Clubs
- Sports
- Other: _____

50. How do you arrange your time if there is no learning assistance during summer vacation? (Multiple answers possible)

- Participate in extra-curricular camps
- Participate in extra-curricular clubs
- Participate in extra-curricular sports
- Go to cram school
- Work part-time
- Other: _____

Thank you for your taking the time to fill out the survey! Thank you!

Group 3 National Report on the Right to Privacy

Can Security Video Camera Systems Be Installed in Classrooms?

Like a criminal, how does it feel when one is in an environment under surveillance for a long period of time? How does it feel when you are watched by cameras all the time?

This is the painful accusation of a student: “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 original intention of the teacher to install the security cameras is to help keep the class in order, we can feel in the above statement that this insidiously brought about mental stress to the students and let them feel they had no privacy under the long period of surveillance. We believe that **installing security camera systems in classrooms infringes upon the right to privacy of students!** To have an in-depth understanding of the issue, we used empirical research to support our proposition and advocate our claims against the installation of security camera systems in classrooms. We explored if it is suitable to install security video camera systems in classrooms.

Description of the regulations on specific rights:

Children’s right to privacy in Article 16 of the Convention on the Rights of the Child

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Why this right is infringed upon, not be taken seriously or not implemented properly

It is reasonable to install security camera systems in the corners and invisible areas of schools for the security of the campus. However, this practice may cause students to feel uncomfortable and frightened. Classrooms should not be deemed crime hotspots and students should not be treated as criminals and put under surveillance all the time. An educational environment should be created that offers a positive atmosphere at school, mutually supportive interpersonal relationships, and a warm and secure learning environment. Only then can students be supported in learning and cultivating their social and emotional capacities. The accumulation of mental stress may cause students to have distorted personalities if they are put under surveillance for a long period of time, or make them become submissive, hypocritical and oversensitive. But it should not be like this in the field of education and the mental and physical development of students should not be suppressed. Schools may achieve some temporary deterrent effect by mandatorily installing security camera systems in classrooms for the reason of “maintaining order on campus”, but this practice may permanently distort the personalities of students, leading to unhealthy mental development. Educators should try their best to avoid these results and not win the battle but lose the war.

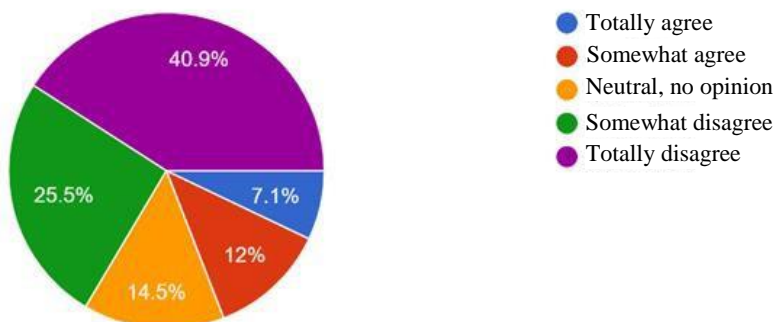
From the experience of the team members, we can deeply feel that the students under surveillance are extremely lacking in privacy and feel uncomfortable, frightened and stressed. This action is clearly infringing upon the right to privacy of students. We believe that the right to privacy of students under surveillance is infringed, disregarded, and not implemented properly.

As for the right to privacy of students, we have the following results based on the 325 received responses to our empirical survey:

- (1) Only 19.1% of the respondents agreed (including totally agree and somewhat agree) with the installation of security camera systems in classrooms and 66.4% did not agree with the installation (including totally disagree and somewhat disagree), indicating that the installation of security camera systems in classrooms is not acceptable.

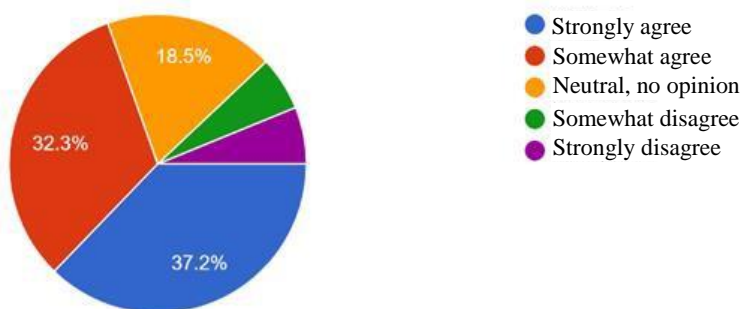
5. Do you agree with the installation of real-time security camera systems in the classrooms at the school where you (or your children) study or work currently?

325 responses



(2) Nearly 70 percent (69.5%; including totally agree and somewhat agree) of the respondents believed that installing security camera systems in classrooms may infringe upon the right to privacy of students.

325 responses



Q: Do you find it infringing upon the right to privacy of students if “real-time security camera systems” are installed in the classrooms at the school where you (or your children) study or work currently?

(3) The most important reasons for the respondents who agreed on the installation of security camera systems in classrooms (62 respondents) are described as follows in sequence: Facilitation of burglary investigation (85.48%), prevention of bullying (79.03%), and protection of students from teachers’ corporal punishment (61.29%). The majority of the respondents did not agree with the installation of security camera system for the security need in specialized classrooms or for assisting the teacher in operating and managing classes.

<u>What is the most important reason for installing security camera systems in classrooms</u>	Agree	Disagree	Total
<u>Facilitation of burglary investigation</u>	53(85.48%)	9	62
<u>Prevention of bullying</u>	49(79.03%)	13	62
<u>Protection of students from teacher’s corporal punishment</u>	38(61.29%)	24	62
<u>Security need in specialized classrooms</u>	29(46.77%)	33	62
<u>Assisting the teacher in operating and managing classes</u>	26(41.94%)	36	62

(4) Installation of security camera systems in classrooms must be passed by which meetings? In sequence, they are: School affairs meeting (59.38%), student association meeting (58.77%), and parents' association meeting (52.31%); the number of the respondents agreeing on each of these three meetings was greater than that of the respondents disagreeing. As for the administrative meeting (43.69%) and homeroom teacher meeting (42.46%), the number of the respondents disagreeing was greater than that of the respondents agreeing.

Installation of security camera systems in classrooms must be passed by which of the following meetings?	Agree	Disagree	Total
School affairs meeting	193(59.38%)	132	325
Student association meeting	191(58.77%)	134	325
Parents' association meeting	170(52.31%)	155	325
Administrative meeting	142(43.69%)	183	325
Homeroom teacher meeting	138(42.46%)	187	325

Conclusion and Recommendations:

Some schools believe it is legal to install security camera systems in classrooms because there are no statutes clearly specifying the installation. In fact, however, less than 20% of the respondents agreed on what the schools "believe" and this indicates that even though the practice of these schools does not violate the law, it clearly cannot be justified.

The most important reasons for the 19.1% of the respondents supporting the installation are "Facilitation of burglary investigation" (85.48%), "Prevention of bullying" (79.03%), and "protection of students from teachers' corporal punishment" (61.29%). In fact, schools frequently promote "take your valuables with you" and students have been aware of how to protect their belongings properly. Most of the bullying cases occur in invisible corners on campus so it is more suitable to install security cameras there. As for teachers' corporal punishment, all students in the classroom are witnesses when it occurs. The principle of proportionality is obviously not followed if security camera equipment is only installed in classrooms for potential occasional events, and this installation may infringe upon the rights of teachers and students, impose great mental stress on students, and even distort their personality.

Although some schools believe that installing security camera systems in classrooms is helpful for the teachers to manage the class effectively and ensure real-time checking in order to maintain the order and prevent violations on time, most of the respondents did not agree on these reasons and so it clearly cannot be justified.

As for the question about which of meetings must pass the installation of security camera systems in classrooms, the responses to the survey are, in sequence, school affairs meeting (59.38%), student association meeting (58.77%), and parents' association meeting (52.31%). In fact, however, many schools installed security camera systems in classrooms directly without holding any of these meetings beforehand. For example, a regretful event, which attracted much attention at the time, of a female substitute teacher at an elementary school in Chiayi City who did not agree with the principal about the installation of security cameras in classrooms was the result of the principal's direct instructions to the personnel of the general affairs department to perform the installation.

We believe that security cameras systems should not be installed in classrooms. The purpose of the installation of security camera systems on campus should be strictly limited to the security of the campus and the security cameras systems must be set up in the places where dangers may occur easily

and limited to public spaces on campus rather than classrooms. If it is required to set up security camera equipment in classroom, the installation should be approved at least by the school affairs meeting.

In addition, the government should make relevant management regulations more complete to ensure that schools will not take actions in the gray areas of the law; only then can the right to privacy of the students be protected from being infringed. This will be helpful for the creation of a positive atmosphere at schools and a warm and secure learning environment for the students to facilitate their learning

Attachment 1 Analysis of the Questionnaire for Group 3 The Right to Privacy

Design, Distribution, Testing, Recovery Status, and Result Analysis of the Questionnaire

(I) Design and Distribution of the Questionnaire

We designed and produced questionnaires and conducted a survey to get an in-depth understanding of the student's perspectives on the "installation of security video equipment in classrooms". The questionnaires were distributed to junior and senior high school students in Taiwan. The content included whether surveillance cameras were installed in classrooms, how students understood this installation, whether they agreed on the installation of surveillance cameras in classrooms, their views on which meeting should give its approval prior to the installation, the most important reasons for the installation of these camera systems in classrooms, the reasons for opposing to the installation, and whether the installation of "real-time security camera systems" infringes upon the right to privacy of the students as the major issues. We used Google Forms to prepare the questionnaires to facilitate the survey and shared them officially after multiple corrections and practical tests in the team. Since we are students from Yunlin, most of the responses were received from students in Yunlin, and it was very regretful that we could not collect more responses from students in other regions. As the result of the survey shows, it cannot be completely denied that there are security cameras systems in classrooms. Only the joint endeavor of different fields can effectively mitigate the infringement of the rights of the child.

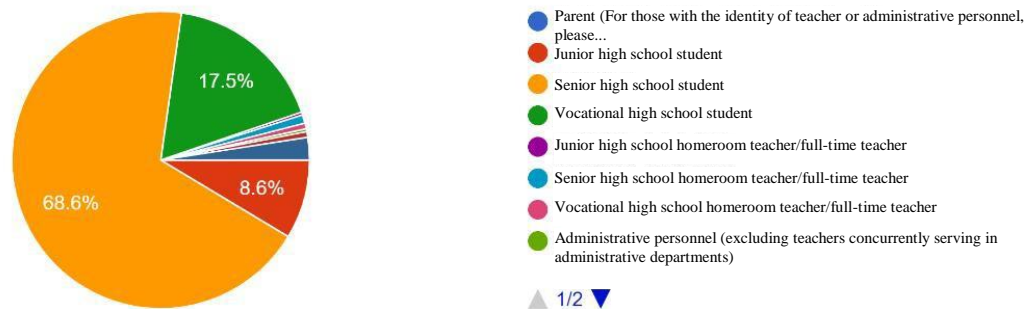
(II) Testing, Recovery Status, and Result Analysis of the Questionnaire:

1. Google Forms result analysis

A total of 325 responses were received and the results were analyzed. Please refer to the figures below:

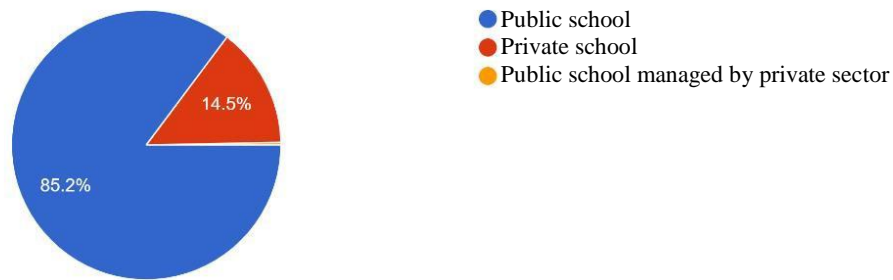
1. Your identity

325 responses



Description: The questionnaire focuses on the results from junior, senior and vocational high school students.

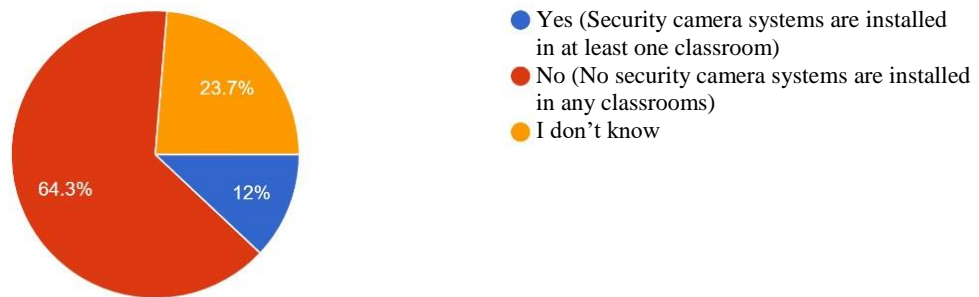
2. School at which you (or your children) study or work
325 responses



Description: The questionnaire focuses on the results from public and private schools.

3. As far as you know, are there currently security camera systems installed in classrooms at the school where you (or your children) study or work?

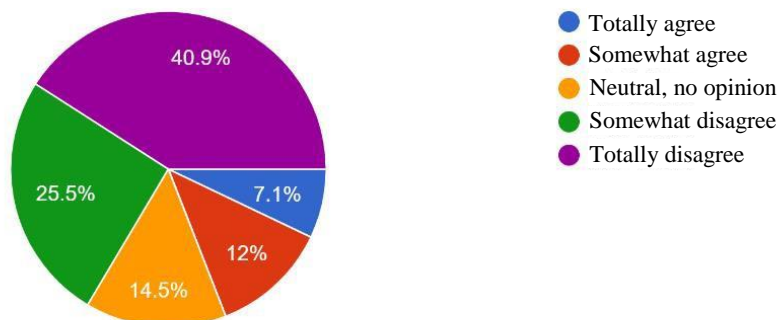
325 responses



Description: 23.7% of the respondents had no idea about the installation of security camera systems at school, indicating that the school did not explicitly state if systems were installed in classrooms. This should be rectified to protect the right to privacy of students.

5. Do you agree with the installation of real-time security camera systems in the classrooms at the school where you (or your children) study or work currently?

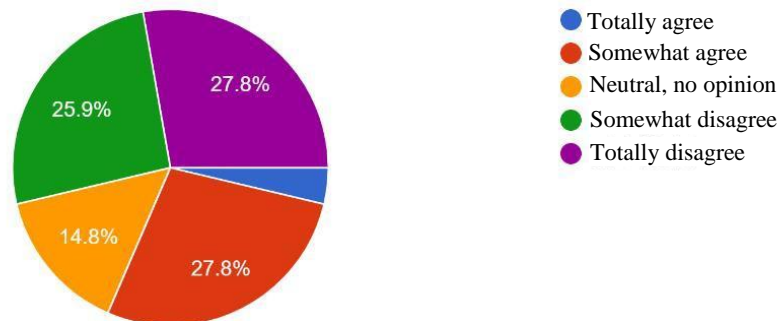
325 responses



Description: The percentage of “agree” (totally agree and somewhat agree) is obviously less than the percentage of the “disagree” (totally disagree and somewhat disagree), indicating that the installation of security camera systems in classrooms is not acceptable.

8. With security camera systems installed, if the surveillance tapes are accessible only upon application of the stakeholder in specific circumstances and in the company of a person designated by the law, would you change your mind and agree with the installation in these circumstances?

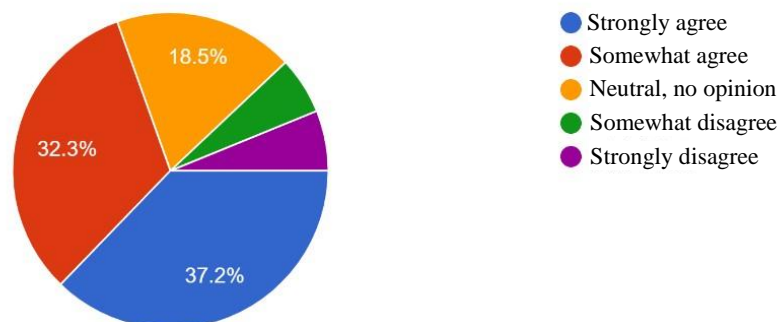
216 responses



Description: Subject to “with security camera systems installed, if the surveillance tapes are accessible only upon application of the stakeholder in specific circumstances and in the company of a person designated by the law”, the percentage of “disagree” (totally disagree and somewhat disagree) was still more than 50%, indicating that this practice is unacceptable even if there is a prerequisite.

11. Do you find it infringing upon the right to privacy of students if “real-time security camera systems” are installed in the classrooms at the schools where you (or your children) study or work currently?

325 responses



Description: As the results show, most of the respondents believed that installing security camera systems in classrooms may infringe upon the right to privacy of students.

2. Pivot analysis in Excel

3. Are there security camera systems installed in classrooms at the school where you (or your children) study or work?

	Public school	Private school	Public school managed by private sector	Total
Installed in least one classroom	29	9	1	39
No installation in any classroom	180	29		209
I don't know	68	9		77
Total	277	47	1	325

Description: As the above table shows, the percentage of “no installation in any classroom” is much higher than that of “installed in at least one classroom” in the results of the survey on public and private schools. However, there are students of both public and private schools who have no idea about the installation status. Students have the right to know if their right to privacy is infringed and schools should proactively state clearly if security camera systems are installed in classrooms.

5. Do you agree with the installation of real-time security camera systems in the classrooms at the school where you (or your children) study or work currently?

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher /full-time teacher	Senior high school homeroom teacher /full-time teacher	Vocational high school homeroom teacher /full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Totally agree	1	2	11	8					1	23
Somewhat agree	2	4	27	4	1	1				39
Neutral, no opinion	1	4	36	5				1		47
Somewhat disagree	2	8	58	14		1				83
Totally disagree	2	10	91	26		1	2		1	133
Total	8	28	223	57	1	3	2	1	2	325

Description: The option of “disagree” (totally disagree and somewhat disagree) had the highest percentage in the responses of junior, senior and vocational high school students. This indicates that the installation of security camera systems is not acceptable to students.

6. If you agree with the installation of real-time security camera systems in the classrooms at the school where you (or your children) study or work currently, what is the most important reason for agreeing? (Multiple answers possible) Note: Question 6 can be answered only if “Totally agree” or “Somewhat agree” is checked in Question 5.

a. The most important reason for installing security camera systems in classrooms is assisting the teacher in operating and managing classes

	Totally agree	Partially agree	Total
Agree	15	11	26
Disagree	8	28	36
Total	23	39	62

b. The most important reason for installing security camera systems in classrooms is the prevention of bullying

	Totally agree	Partially agree	Total
Agree	21	28	49
Disagree	2	11	13
Total	23	39	62

c. The most important reason for installing security camera systems in classrooms is the protection of

students from teachers' corporal punishment

	Totally agree	Partially agree	Total
Agree	17	21	38
Disagree	6	18	24
Total	23	39	62

d. The most important reason for installing security camera systems in classrooms is the facilitation of burglary investigation

	Totally agree	Somewhat agree	Total
Agree	19	34	53
Disagree	4	5	9
Total	23	39	62

e. The most important reason for installing security camera systems in classrooms is the security need in specialized classrooms

	Totally agree	Somewhat agree	Total
Agree	15	14	29
Disagree	8	25	33
Total	23	39	62

10. If the issue of “whether security camera systems should be installed in classrooms” is to be discussed at the school where you (or your children) study or work currently, at which of the following meetings do you think the installation must be approved? (Multiple answers possible)

a. Installation of security camera systems in classrooms must be approved at the school affairs meeting beforehand

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher/full-time teacher	Senior high school homeroom teacher/full-time teacher	Vocational high school homeroom teacher/full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Agree	5	21	130	31	1	3	1	0	1	193
Disagree	3	7	93	26	0	0	1	1	1	132
Total	8	28	223	57	1	3	2	1	2	325

Description: A certain percentage of respondents believed that the adoption at the school affairs meeting is the prerequisite for the “installation of security camera systems in classrooms”.

b. Installation of security camera systems in classrooms must be approved at the administrative meeting beforehand

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher/full-time teacher	Senior high school homeroom teacher/full-time teacher	Vocational high school homeroom teacher/full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Agree	0	12	104	25	1	0	0	0	0	142
Disagree	8	16	119	32	0	3	2	1	2	183
Total	8	28	223	57	1	3	2	1	2	325

Description: The numbers of the respondents agreeing and disagreeing on the adoption at the administrative meeting as the prerequisite for the “installation of security camera systems in classrooms” were nearly equal, but the number of the latter was slightly higher.

c Installation of security camera systems in classrooms must be approved at the homeroom teacher meeting beforehand

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher/full-time teacher	Senior high school homeroom teacher/full-time teacher	Vocational high school homeroom teacher/full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Agree	2	11	105	20	0	0	0	0	0	138
Disagree	6	17	118	37	1	3	2	1	2	187
Total	8	28	223	57	1	3	2	1	2	325

Description: The numbers of the respondents agreeing and disagreeing on the adoption at the homeroom teacher meeting as the prerequisite for the “installation of security camera systems in classrooms” did not differ much, but the number of the latter was slightly higher.

d Installation of security camera systems in classrooms must be approved at the parents’ association meeting beforehand

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher/full-time teacher	Senior high school homeroom teacher/full-time teacher	Vocational high school homeroom teacher/full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Agree	6	16	118	28	1	0	0	0	1	170
Disagree	2	12	105	29	0	3	2	1	1	155
Total	8	28	223	57	1	3	2	1	2	325

Description: The numbers of the respondents agreeing and disagreeing on the adoption at the parents’ meeting as the prerequisite for the “installation of security camera systems in classrooms” did not differ much, and most of the junior and senior high school students supported this option, indicating that the views of the parents were one of the reference conditions in the decision.

e. Installation of security camera systems in classrooms must be approved at the student association meeting beforehand

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher/full-time teacher	Senior high school homeroom teacher/full-time teacher	Vocational high school homeroom teacher/full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Agree	0	15	146	29	0	1	0	0	0	191
Disagree	8	13	77	28	1	2	2	1	2	134
Total	8	28	223	57	1	3	2	1	2	325

Description: The numbers of vocational and junior high school students agreeing and disagreeing on the adoption at the student association meeting as the prerequisite for the “installation of security camera systems in classrooms” did not differ much. Nevertheless, in senior high schools where student associations are experiencing a vigorous development, the number of the students agreeing on the adoption at the student association meeting as the prerequisite for the “installation of security camera systems in classrooms” was much higher than the number of those disagreeing with this proposition. Since the purpose of student associations is to reflect the views of students, the resolutions at their meeting are one of the reference conditions that should not be ignored.

11. Do you find it infringing upon the right to privacy of students if “real-time security camera systems” are installed in the classrooms at the schools where you (or your children) study or work currently?

	Parent	Junior high school student	Senior high school student	Vocational high school student	Junior high school homeroom teacher/full-time teacher	Senior high school homeroom teacher/full-time teacher	Vocational high school homeroom teacher/full-time teacher	Administrative personnel (excluding teachers concurrently serving in administrative departments)	Administrative personnel (including teachers concurrently serving in administrative departments)	Total
Strongly agree	2	6	91	20	0	1	1	0	0	121
Somewhat agree	2	12	70	18	1	1	1	0	0	105
Neutral, no opinion	2	5	40	10	0	1	0	1	1	60
Somewhat disagree	2	2	11	4	0	0	0	0	0	19
Strongly disagree	0	3	11	5	0	0	0	0	1	20
Total	8	28	223	57	1	3	2	1	2	325

Description: The option of “agree” (strongly disagree and somewhat disagree) had the highest percentage in the responses of the junior, senior and vocational high school students. We can infer that most of the students believed that the of installation of security camera systems in classrooms infringes upon their right to privacy.

Attachment 2 Questionnaire Topics for Group 3 The Right to Privacy

Questionnaire Survey on the Installation of Security Camera Systems in Classrooms and the Rights of the Child

Description of the questionnaire: This is a questionnaire survey on the issue of whether the installation of security camera systems in classrooms affects the rights of children. Your valuable views will be an important reference for schools to make decisions. The data that you provide will only be used for the study and your personal information will not be exposed to any risk of leakage. Thank you for taking your time to fill out the questionnaire. We can only have results with your help. Please read the questions and select the answers that you agree or disagree with.

1. Your identity

- Parent
- Junior high school student
- Senior high school student
- Vocational high school student (specialized study area)
- Junior high school class teacher/full-time teacher
- Senior high school class teacher/full-time teacher
- Vocational high school (specialized study area) homeroom teacher/full-time teacher
- Administrative personnel (including teachers concurrently serving in administrative departments)

2. School at which you (or your children) study or work

- Public school
- Private school
- Public school managed by private sector

3. As far as you know, are there currently security camera systems installed in classrooms at the school where you (or your children) study or work?

- Yes (Security camera systems are installed in at least one classroom)
- No (No security camera systems are installed in any classrooms)

4. Do you agree with the installation of real-time security camera systems in classrooms at the school where you (or your children) study or work currently? (Skip Question 6 and 7 if “agree” is checked; skip Question 5 if “disagree” is checked.)

- Totally agree
- Somewhat agree
- Neutral, no opinion
- Somewhat disagree
- Totally disagree

5. If you agree with the installation of security camera systems in classrooms at the school where you (or your children) study or work currently, what is the most important reason for the installation? (Multiple answers possible)

- Assisting the teacher in operating and managing classes
- Prevention of bullying
- Protection of students from teachers' corporal punishment
- Facilitation of burglary investigation
- Security need in specialized classrooms
- Other: _____

6. If you do not agree with the installation of security camera systems in classrooms at the school where you (or your children) study or work currently, what is the reason? (Multiple answers possible)

- Infringement upon the right to privacy of the teachers and students
- Infringement upon the portraits of teachers and students
- Infringement upon the personal data of the teachers and students
- Discomfort of teachers and students during class
- Feeling of teachers and students not being respected
- Other: _____

7. Following the above question, with security camera systems installed, if the surveillance tapes are accessible only upon application of the stakeholder in specific circumstances and in the company of a person designated by the law, would you change your mind and agree with the installation in these circumstances?

- Totally agree
- Somewhat agree
- Neutral, no opinion
- Somewhat disagree
- Totally disagree

8. If the issue of “installing camera systems in classrooms” is to be discussed at the school where you (or your children) study or work currently, in what kind of classroom do you think the security camera systems should be set up with priority? (Multiple answers possible)

- Any classroom
- Computer classroom
- Home economics classroom
- Arts classroom
- Music classroom
- Practicum classroom
- Laboratory (chemistry, physics, biology, geoscience classrooms)
- Specialized study area classroom
- None of the classrooms
- Other: _____

9. If the issue of “whether security camera systems should be installed in classrooms” is to be discussed at the school where you (or your children) study or work currently, at which of the following meetings do you think the installation must be approved? (Multiple answers possible)

- School affairs meeting
- Administrative meeting
- Homeroom teacher meeting
- Parents’ association meeting
- Student association meeting
- No installation should be allowed no matter whether approved at any meeting
- Other: _____

10. If security camera systems have been installed in the classrooms at the school where you (or your children) study or work currently, under which circumstances do you think they should be removed? (Skip this question if “disagree” is checked in Question 3.)

- A resolution is passed at the school affairs meeting to remove the security camera systems
- A resolution is passed at the administrative meeting to remove the security camera systems
- A resolution is passed at the homeroom teacher meeting to remove the security camera systems
- A resolution is passed at the parents’ association meeting to remove the security camera systems

- A resolution is passed at the student association meeting to remove the security camera systems
- Other: _____

11. Do you find it infringing upon the right to privacy of students if “real-time security camera systems” are installed in the classrooms at the schools where you (or your children) study or work currently?

- Strongly agree
- Somewhat agree
- Neutral, no opinion
- Somewhat disagree
- Strongly disagree

12. Do you believe it infringes upon the right to privacy of students if “non-real-time security camera systems” are installed in the classrooms at the school where you (or your children) study or work currently?

- Strongly agree
- Somewhat agree
- Neutral, no opinion
- Somewhat disagree
- Strongly disagree

	Illegal	Legal
Should do	A	B
Should not	C	D

(There are 11 data items below. Please read each item, select the correct matching combinations, and fill out the above table with your answers.)

1. “They are children in lower grades with more problems. They played and did not enter the classroom for the first class after the semester began. The hair of some children was even cut by other children.” So, the principal asked the general affairs department to install surveillance cameras in the classroom without telling the homeroom teacher and the parents of the children.
2. A teacher for the special education class of an elementary school in New Taipei City installed surveillance camera in the classroom.
3. Taipei City Lizen High School installed surveillance cameras in classrooms and set up a server in the office for teachers to watch at any time.
4. Taipei KaiNan High School and Nan Chiang Vocational High School installed surveillance cameras in classrooms. They were only used to record videos without watching. The surveillance tapes were only accessed to find out the truth when burglary or conflicts occurred.
5. A kindergarten installed surveillance cameras in classrooms. It issued exclusive passcodes to the parents so that they could watch their children during class. Parents agreed on this practice and found that they felt relieved to send their children here.
6. Hsinchu Guan-Hua Junior High School is a technological anti-bullying campus school. A company donated about 100 mini recorders to the teachers so that they could hang them on their chests and record video whenever needed.
7. Miss. Chen, the representative of the parents of a kindergarten and an infant care center, appealed to install surveillance cameras in the entire kindergarten to retain evidence of improper discipline.
8. For child abuse cases that occurred recently in kindergartens and infant care centers, Chun-Hsien Lin, a legislator of the Democratic Progressive Party, held a press conference on the 20th and urged that laws should be amended to require child care institutions to install surveillance cameras.
9. Open classroom observation is emphasized in the new curriculum. Installation of security camera systems in classrooms will enable more parents and teachers to implement open classroom observation.
10. Young children are not able to express their views correctly so the installation of surveillance cameras is understandable.
11. Many companies and government agencies have installed surveillance cameras. There should be no problem to install surveillance cameras in classrooms.

Thank you for your feedback!

Group 4 National Report on Disabilities

The research of this group focuses on the rights of children with disabilities and their implementation. A questionnaire survey was conducted and a report was compiled with respect to the implementation of the rights of children with disabilities on campus.

I. Provisions related to the rights of children with disabilities

Article 2: Non-discrimination

Article 3: Best Interests of the Child

Article 6: Right to Survival and Development

Article 12: The Right of Children to Express Their Views and for Their Views to Be Given due Weight

Article 23: Children with Disabilities

Article 28: Right to Education

II. Introduction and description of specific and other relevant rights

Article 2: Non-discrimination

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

1. Spirit of the provision:

- (1) Since children are dependent on their parents, the core spirit of this provision is "prohibition of any discrimination against children for the factors (e.g. race and status) of the children, or their parents (or legal guardians)".
- (2) The Committee on the Rights of the Child appeals the States Parties to provide special assistance to disadvantaged children and take proactive actions to help them develop out of their disadvantaged status. States should eliminate the causes of the discrimination by taking special measures and investing resources.
- (3) This provision and Article 2 (Non-discrimination), Paragraph 1 of Article 3 (Best Interests of the Child), and Article 6 (Right to Survival and Development) are the four general principles of the Convention on the Rights of the Child. They should be taken into account during implementation and interpretation of all the provisions of the Convention on the Rights of the Child.
- (4) States should respect everyone equally, but this does not mean that all the people must be treated equally or have equal results in all circumstances.

2. Other relevant provisions or descriptions:

- (1) Paragraph 1 of Article 2:
The measures of the states for implementation of non-discrimination to children: States Parties should review their domestic laws thoroughly to ensure that children will not be discriminated on the level of laws. (For example, for the problem of discrimination against children with disabilities, a special law should be established for children to protect their rights. Discrimination against specific groups of people should be mitigated by enhanced dissemination and human rights education.)

Without discrimination of any kind, irrespective of the child's or their parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or

social origin, property, disability, birth or other status: Special attention should be paid to forms of discrimination that are not specified explicitly, such as “sexual orientation”, “AIDS”, “pregnant girls”, “sexual violence and exploitation against boys”, etc.

(2) Paragraph 2 of Article 2:

This provision focuses on the assurance that no children are discriminated and goes beyond the issues involved in the Convention. (For example, whether minor children receive unfair legal treatment for the factors of their parents.)

(II) Article 23: Children with Disabilities

States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the community.

States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child’s condition and to the circumstances of the parents or others caring for the child.

Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

1. Spirit of the provision:

- (1) This provision takes “enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the community” as the guiding principle and enabling children with disabilities to engage with society to the greatest extent at its core.
- (2) This provision emphasizes that States Parties should take necessary actions proactively to help children with disabilities exercise the rights in the Convention in equal opportunities. As the Committee on the Rights of the Child states, rather than the children with disabilities themselves, the difficulties that these children encounter come from society and the entire environment. Hence, States Parties should proactively take necessary actions to eliminate these difficulties.

2. Other relevant provisions or descriptions:

(1) Paragraph 1 of Article 23:

Participation in decision-making: To ensure that children with disabilities can express their views properly, the Committee encourages the parliaments and relevant agencies of each country to invite the representatives of children with disabilities for the resolution of policies.

Education mode: Children with disabilities should have the same opportunities for education as other children. Hence, the Committee on the Rights of the Child emphasizes the importance of “integrating” children with disabilities in the regular school system. It appeals to each country to provide assistance in consideration of their needs and help them integrate in the regular school and education system as much as possible.

(2) Paragraph 3 of Article 23:

This provision emphasizes that states should assist children with disabilities in “achieving the fullest possible social integration”, implying that states should treat these children in institutions to the minimum extent.

(3) Paragraph 4 of Article 23:

This provision requires the governments of each country to enhance their capability of assisting children with disability through international collaboration and exchange of information.

III. Why we believe the rights of children with disabilities are infringed upon, not taken seriously or not implemented properly on campus

We believe that children with disabilities should receive the same treatment as people without disabilities and should not be discriminated because of their physical and mental conditions. In the education environment, in particular, peers, teachers and administrative personnel should accept children with disabilities and give them a hand whenever they need help.

IV. Design of the questionnaire and investigation results

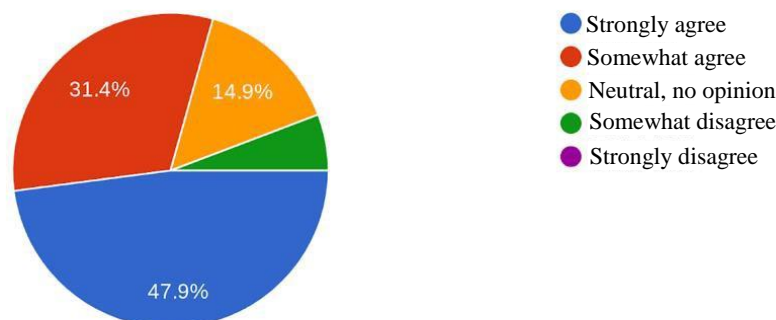
A total of 120 questionnaires were recovered. The results of the analysis with respect to the three topics of rights being infringed upon, not being taken seriously or not being implemented properly are described below:

(Please see Attachment 1 for the detailed data analysis.)

(1) **Most of the respondents believed that the most difficult situation of the students with disabilities was the less communication with their peers and the low support of them. Because of their disabilities, they were afraid that their peers would not be able to understand them and it was this fear that hindered them from integrating.**

12. Do you agree that we should accept children with disabilities and treat them like students without disabilities and take class and play together?

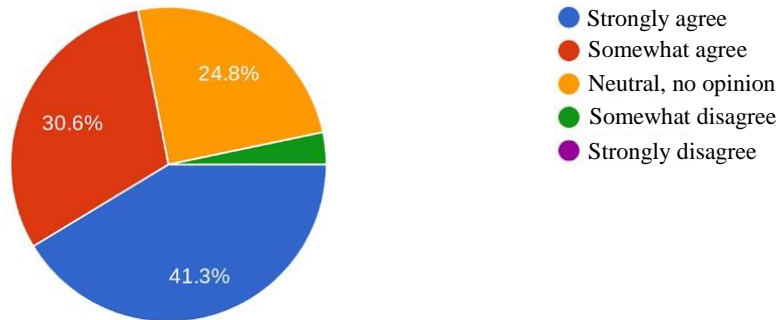
121 responses



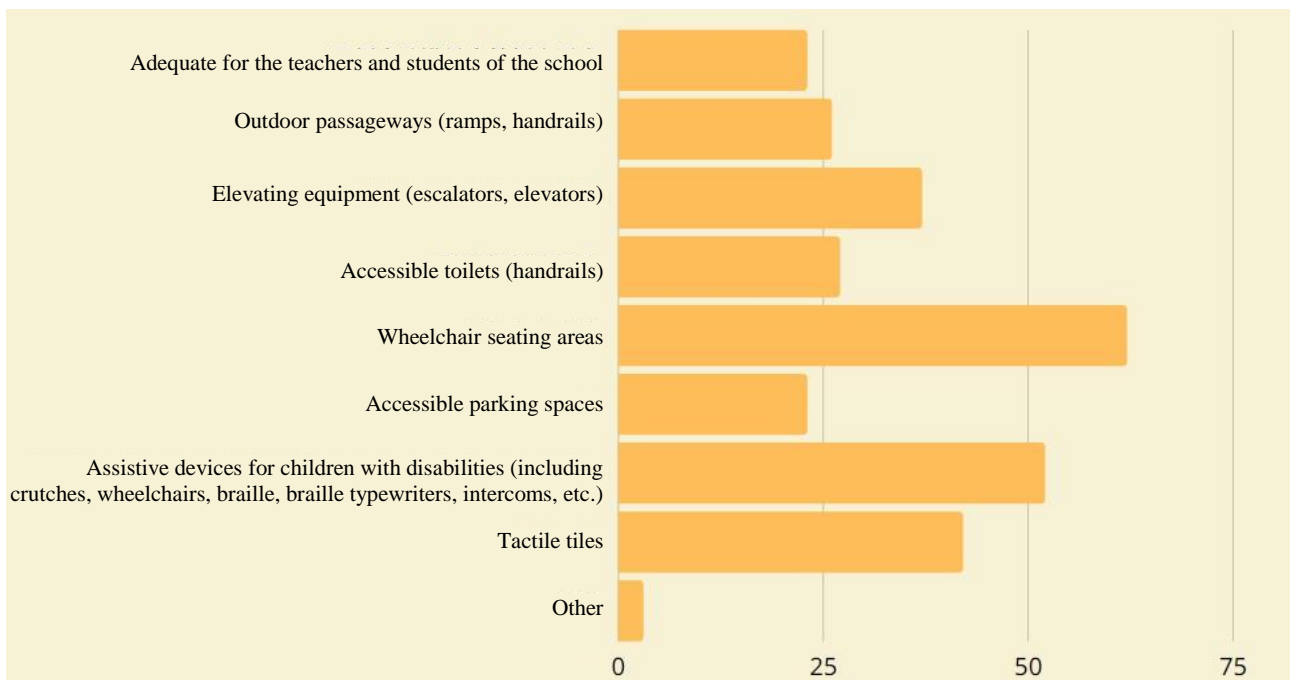
(2) **As the results of the survey show, most of the respondents believed that schools should provide more information on special education courses. This may indicate that schools might do not invest adequate resources to give courses helpful for understanding children with disabilities.**

8. Do you agree that schools should provide more courses about children with disabilities, such as courses about understanding, accepting, and getting along with children with disabilities?

121 responses



3. The students participating in the survey believed that inadequate accessible spaces and facilities mainly consisted of wheelchair seating areas and assistive devices for children with disabilities. Only a few respondents believed that there were adequate and complete accessible facilities at their schools.



To sum it up, the results of the survey on the aforementioned three aspects show that the rights of children with disabilities were not taken into account seriously or implemented by schools.

V. Conclusion and Recommendations

This questionnaire survey focused on senior high school students. Through this survey, we found that senior high school students have taken related courses and received information, but most of them did not quite understand how to get along with children with disabilities. At the same time, we found that the rights of children with disabilities were not be taken into account seriously or implemented properly. What we are glad to see, however, was that students demonstrated highly open-minded and supportive attitudes toward accepting these exceptional students. We believe that if there can be more concrete channels and methods available for contact and learning in the future, there will be more chances to improve these issues to a certain extent.

In addition, we suggest that schools provide more courses for children with disabilities to help them integrate with other students more quickly and ensure that they can receive and accept education, healthcare, and assistance with integrating into society effectively. Governments should communicate relevant information and set up more accessible facilities to help all children with disabilities enjoy a convenient daily life.

For example, our school provided elevator cards for students with disabilities, so that they could take elevators to classrooms on higher floors. They did not need to make more strenuous effort because of their congenital disabilities.

In addition to activities on campus, when looking up information on the rights of the children with disabilities, we found that wheelchair seating areas were not adequate in some government agencies and entertainment venues. For example, all 21 seats for wheelchairs in the Taipei Music Center were set up in the last row on the second floor, and the bottom plate on the third floor hinders the view of the show.

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.

Attachment 1 Analysis of the Questionnaire Surveys for Group 4 Disabilities

Design, Distribution, Testing, Recovery Status, and Result Analysis of the Questionnaire

To implement the 2006 United Nations “Convention on the Rights of Persons with Disabilities”, protect the rights of people with disabilities, ensure their equal opportunities to participate in society, politics, economy and culture, and facilitate their self-reliance and development, the government of Taiwan

established the “Act to Implement the Convention on the Rights of Persons with Disabilities” in 2014 and adopted the “Convention on the Rights of the Child” to implement

Article 23 of the Convention on the Rights of the Child, meet the special needs of children with disabilities and their families, and grant them the right to special care. In addition to laws and regulations that protect children with disabilities, what we should do is to recognize and understand the differences between people, and include them in the design of the system. We hoped to find out how much students without disabilities understand students with disabilities, how they think about the difficulties of the latter, and what the actual needs of students with disabilities are. Furthermore, we hoped to understand the actual circumstances of the school where you are currently studying.

A total of 120 responses were received. After conducting the pivot analysis, we found that more than half of the senior high school students in our questionnaire survey have heard about or participated in the courses about children with disabilities of schools. Most of the students believed that communication between peers was the major factor bringing about difficulties for students with disabilities. Many senior high school students believed that wheelchair seating areas and assistive devices were inadequate for students with disabilities. Many senior high school students showed their willingness to learn and live together with students with disabilities and help them integrate on campus. The details of the questionnaire survey are described below.

(1) Do you agree that schools should provide more courses about children with disabilities, such as courses about understanding, accepting, and getting along with children with disabilities?

	Junior high school student	Senior high school student (general high school)	Vocational high school student (specialized study area)	Other	Total
Strongly agree	0	42	6	2	50
Somewhat agree	1	33	3	0	37
Neutral, no opinion	0	26	2	1	29
Somewhat disagree	0	4	0	0	4
Total	1	105	11	3	120

We found that most of the senior high school students hoped to add courses about children with disabilities, indicating that they might not quite understand information about disabilities. Most of the students were willing and hoped to understand and accept children with disabilities and find the best way of getting along with them by taking these courses.

(2) What difficulties do you think students with disabilities encounter? (Multiple answers possible)

	Junior high school student	Senior high school student (general high school)	Vocational high school student (specialized study area)	Other	Total
Low family support	0	47	8	1	56
Low peer support	0	86	12	2	100
Inadequate understanding between peers and fear of injury	1	96	9	3	109
Unfriendly attitude of teachers	0	63	8	2	73
Insufficient government resources	1	60	6	2	69
Inadequate facilities	1	74	7	2	84
Inadequate information on special education courses	1	72	8	2	73
Total	4	498	58	14	574

As shown in the table, how to get along with the peers is a major issue for children with disabilities. They may be afraid of not being understood by their peers or there are problems in communication that hinder them from expressing their innermost true views. Though they are the same age, children with disabilities do not dare to express their opinions because of their differences. The next problems are inadequate facilities, government resources and courses as well as the bias of teachers. The former causes children with disabilities to have difficulty moving around and has them understood inadequately. The latter makes them not dare to tell teachers their problems when they need help.

(3) According to your observations, which accessible spaces and facilities are inadequate at your school?

	Junior high school student	Senior high school student (General high school)	Vocational high school student (Specialized study area)	Other	Total
Adequate for the teachers and students of the school	0	21	2	0	23
Outdoor passageways (ramps, handrails)	0	23	3	0	26
Elevating equipment (escalators, elevators)	0	35	2	0	37
Accessible toilets (handrails)	0	25	1	1	27
Wheelchair seating areas	1	53	7	1	62
Accessible parking spaces	0	21	2	0	23
Assistive devices for children with disabilities (including crutches, wheelchairs, braille, braille typewriters, intercoms, etc.)	1	46	4	0	51
Tactile tiles	1	36	4	1	42
Other	0	3	0	0	3
Total	3	263	25	3	294

As the results of the survey show, only a few schools have adequate accessible facilities and many schools have shortcomings to be made up. Facilities that are evidently inadequate are wheelchair seating areas, assistive devices, tactile tiles, and elevating equipment.

(4) Do you agree that we should accept children with disabilities and treat them like students without disabilities and take class and play together?

	Junior high school student	Senior high school student (general high school)	Vocational high school student (specialized study area)	Other	Total
Strongly agree	1	49	6	1	57
Somewhat agree	0	32	5	1	38
Neutral, no opinion	0	16	1	1	18
Somewhat disagree	0	7	0	0	7
Total	1	104	12	3	120

As the table shows, most of the senior high school students agreed with making friends with children with disabilities, accepting and caring for them, and treating them alike rather than differently.

(5) Do you agree that we should help children with disabilities engage with other students and assist them in expressing their own views?

	Junior high school student	Senior high school student (general high school)	Vocational high school student (specialized study area)	Other	Total
Strongly agree	0	61	6	2	69
Somewhat agree	1	30	5	0	36
Neutral, no opinion	0	12	1	1	14
Somewhat disagree	0	1	0	0	1
Total	1	104	12	3	120

As the table shows, most of the senior high school students were willing to assist children with disabilities in dealing with problems in social activities, in the hope that they no longer have to refrain from speaking and can express their views directly and integrate in the group.

Attachment 1 Questionnaire Topics for Group 4 Disabilities

1. Your identity:
 - A. Junior high school student
 - B. Senior high school student (general high school)
 - C. Vocational high school student (specialized study area)
 - D. Special education school student
 - E. Non-school alternative education student (individual)
 - F. Other
2. Your school:
 - A. Public school
 - B. Private school
 - C. Public school managed by private sector
 - D. Special education school
 - E. Other
3. Are you a child with disabilities?
 - A. Yes
 - B. No
4. Which categories of disabilities do you know? (Multiple answers possible)
 - A. Intellectual disabilities
 - B. Hearing impairments
 - C. Visual impairments
 - D. Communication disorders
 - E. Physical impairments
 - F. Cerebral palsy
 - G. Health impairments
 - H. Severe emotional disorders
 - I. Learning disabilities
 - J. Severe/multiple impairments
 - K. Autism
 - L. Developmental delays
 - M. Other disabilities
5. What do you think about your understanding of people with disabilities?
 - A. Very clear
 - B. I've heard about them but only understand a part
 - C. I've heard about them occasionally but did not actually understand
 - D. No idea at all
 - E. Other
6. From what channels do you receive information on disabilities? (Multiple answers possible)
 - A. Government agencies (including the Ministry of Health and Welfare, Department of Health, Department of Social Welfare, and other government departments)
 - B. NGOs
 - C. Schools
 - D. Health education information of hospitals
 - E. Newspapers, magazines, news, online media
 - F. I pay little attention to the issue of disabilities
 - G. Other
7. Have you heard about or participated in courses about children with disabilities, such as courses about understanding, accepting, and getting along with children with disabilities?
 - A. Yes
 - B. No

8. Do you agree that schools should provide more courses about children with disabilities, such as courses about understanding, accepting, and getting along with children with disabilities?
 - A. Strongly agree
 - B. Somewhat agree
 - C. Neutral, no opinion
 - D. Somewhat disagree
 - E. Strongly disagree
9. What difficulties do you think students with disabilities encounter? (Multiple answers possible)
 - A. Low family support
 - B. Low peer support
 - C. Inadequate understanding between peers and fear of injury
 - D. Unfriendly attitude of teachers
 - E. Insufficient government resources
 - F. Inadequate facilities
 - G. Inadequate information on special education courses
 - H. Other
10. What accessible spaces and facilities are available at your school? (Multiple answers possible)
 - A. Outdoor passageways (ramps, handrails)
 - B. Elevating equipment (escalators, elevators)
 - C. Accessible toilets (handrails)
 - D. Wheelchair seating areas
 - E. Accessible parking spaces
 - F. Assistive devices for children with disabilities (including crutches, wheelchairs, braille, braille typewriters, intercoms, etc.)
 - G. Tactile tiles
 - H. Other
11. Following the above question, do you agree that the accessible spaces and facilities at your school can satisfy the needs of students?
 - A. Strongly agree
 - B. Somewhat agree
 - C. Neutral, no opinion
 - D. Somewhat disagree
 - E. Strongly disagree
12. According to your observations, which accessible spaces and facilities are inadequate at your school? (Multiple answers)
 - A. Adequate for the teachers and students of the school
 - B. Outdoor passageways (ramps, handrails)
 - C. Elevating equipment (escalators, elevators)
 - D. Accessible toilets (handrails)
 - E. Wheelchair seating areas
 - F. Accessible parking spaces
 - G. Assistive devices for children with disabilities (including crutches, wheelchairs, braille, braille typewriters, intercoms, etc.)
 - H. Tactile tiles
 - I. Other
13. Do you agree that we should accept children with disabilities and treat them like students without disabilities and take class and play together?
 - A. Strongly agree
 - B. Somewhat agree
 - C. Neutral, no opinion
 - D. Somewhat disagree
 - E. Strongly disagree

14. Do you agree that we should help children with disabilities engage with other students and assist them in expressing their own views?
 - A. Strongly agree
 - B. Somewhat agree
 - C. Neutral, no opinion
 - D. Somewhat disagree
 - E. Strongly disagree
15. After having finished the above questions, do you have more different perspectives about children with disabilities?
 - A. Yes
 - B. No