

Predstavljamo vam naše prispevke oziroma izdelke, ki so nastali med raziskovanjem v mednarodnem projektu Children's Rights. V PDF-formatu so objavljeni tako, kot so bili objavljeni na spletni strani, kjer so objavljale vse sodelujoče šole. Pripombe so v sloveneščini.

Prva naloga je bila predstavitev sodelujoče skupine dijakov, mentorjev, šole in kraja.



Welcome! Pozdravljeni! Üdvözlünk benneteket! 🤖



The greeting above says it all: we are the students of a bilingual secondary school. In this project the **students of 3.a and 3.b classes of grammar school** are taking part. Have a look at our **glogster presentation** and feel our vibe!

Our mentors are:

Mária Gaál, the geography teacher, Ildikó Kovač, the biology teacher, Gabriela Zver, M.A., the Slovene teacher and the head of this project, and Sandra Vida, M.A., teacher of English as a foreign language.

At Dvojezična srednja šola Lendava (**The Bilingual Secondary School Lendava**) we take classes in the Slovene and Hungarian language. Beside these two languages we also learn German, English and Spanish. Our school offers the following educational programmes: grammar school (general upper secondary school), secondary technical education: economic technician, chemical technician and mechanical technician and various three-year vocational programmes.

A special feature of our school is that it organises professional excursions as part of our bilingual education, so this year we got to know Budapest and its area.



Klikni na sliko, da se [glogster naloži](#) in zaživi kot interaktivni plakat.

Komentarji, ki smo jih bili deležni:



Gabriela Zver said

at 7:28 pm on Feb 26, 2015

Thank you, Mrs. Eliane, for your really kind words!



Eliane Metni said

at 7:41 am on Feb 25, 2015

Hello Mária, Ildikó, Gabriela, Sandra and all students at Dvojezična srednja šola Lendava. I just wanted to let you know that I really enjoyed your creative presentation and learnt a lot from it. Well done



Natasha Cherednichenko said

at 9:32 am on Feb 19, 2015

Dear Gabriela and students,

thanks for Introductions. Video made it even more cool. Keep up a good work!



Gabriela Zver said

at 11:03 pm on Feb 18, 2015

Dober večer!/Goedenavond!/Hello Mrs. Natasha and Mr. Bob! We are looking forward to working with you! :)

Greetings to all schools! :)



Bob Hofman said

at 10:53 pm on Feb 18, 2015

Dober Večer Mrs Gabi and Students... we are happy to have you on board :-)

Lep pozdrav, Bob

Izziv 1: The right to good food, clean water and health care

Topic 1:

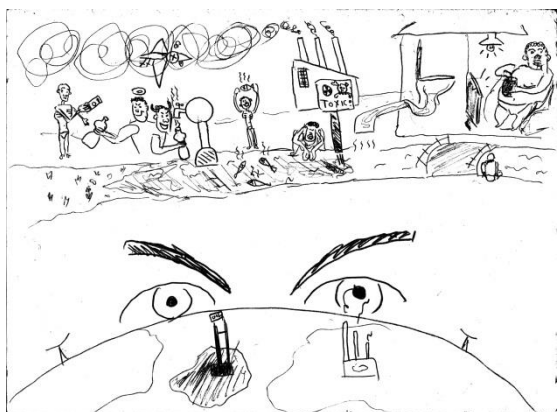
Naši dijaki so imeli nalogo, da pripravijo skico, na podlagi katere bo profesionalni karikaturist ustvaril karikaturu. Seveda je tema bila določena: dijakov pogled na onesnaževanje okolja, na revščino in pravica do brezplačne zdravstvene oskrbe. Nekateri dijaki so doživeli večkratno upodobitev njihove ideje. Poglej na koncu razdelka, kdo je bil najbolj uspešen! ;)

Here are our cartoons, our ideas. We are waiting for the results. Let's see, what will the cartoonist create.

Álmos Kovač

Healthy Rivers

The water is one of our biggest energy sources, but we don't care about its future. We flush 2 deciliters of urine with 10 liters of water, but in other countries, people are drinking dirty water and buying fresh water from big companies for an unfair price!



Vote for [Almos and KAP](#), cartoonist from Spain :)

and his second cartoon, [please vote](#) for Álmos and Miguel Villalba Sánchez (Elchicotriste) here too. :)

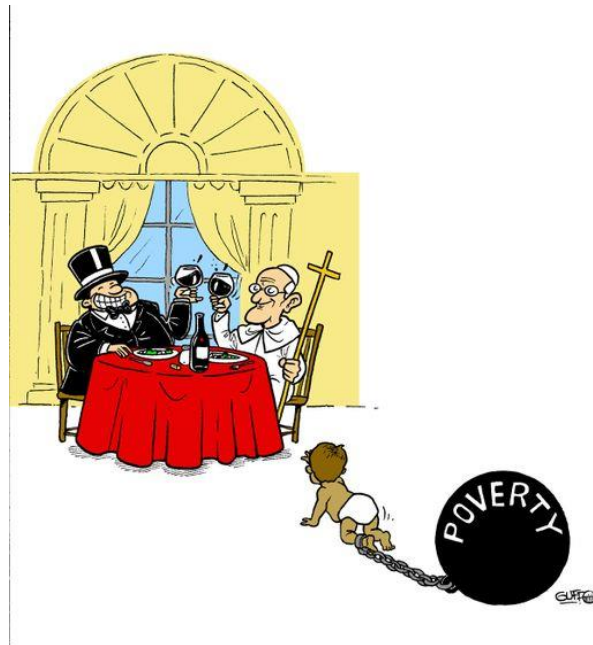


Grega Guld

Vatican's fortune and poverty



In right bottom corner you can see a huge ball clamped on a man who is desperately trying to reach food/water supplies, but he can't reach that because (the ball) poverty is pulling him. Above that you can see a face closing its eyes (you can ignore this if you feel like it), which presents rich people closing their eyes as if it doesn't bother them. And finally in top left corner you can see the pope smiling, while the wealth of the Vatican is nearly incalculable. Vatican itself could easily pull a lot of COUNTRIES out of their financial distress.



Vote for [Grega and Guffo](#) from Mexico.

Nika Tompa

Totoro is the spirit of the forest. People are destroying our environment (they are polluting waters, cutting the trees) and Totoro is trying to save the trees. (he's the main character in a Japanese cartoon - My neighbour Totoro).

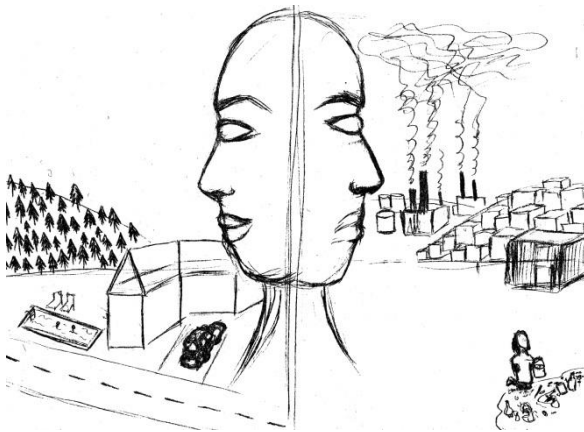


:) The idea from Nika proved as a tough nut to crack :D

Lara Perša

Two Worlds

It seems like the World is divided into two parts. In the first, people can have anything they wish for. They have luxurious homes, enough food, fresh water, schools, hospitals and more. In the second World people are forced to live in poverty. They don't have the opportunity to study or to travel and make a better life for themselves. Poor health conditions, pollution and toxic drinking water are just a few problems they have to face.



You can vote for Lara and Tomas from Italy [here](#).



A cartoon from Vladimir Kazanovsky from Ukraine and Lara, you can vote [here](#)



You can vote for Lara and Guffo from Mexico [here](#).

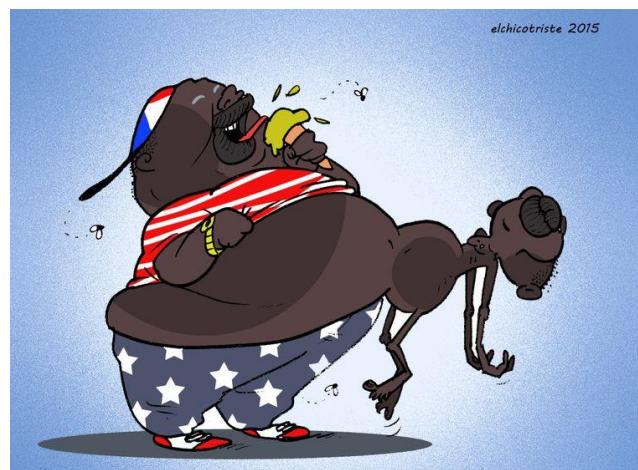
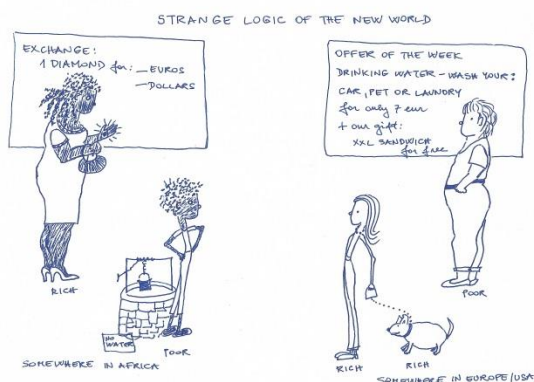


You can vote for Lara and Ramses Morales Izquierdo from Cuba [here](#).

The cartoonist from Spain did added two more cartoon with the link to Laras idea: [Cartoon 1](#), [Cartoon 2](#)

WikiGZ, **Strange logic of the new World**

- while some people live without drinking water, others wash their cars, underwear and their pets with drinking water;
- in EU / US poor people are overweight because they eat cheap food rich in calories, while rich people suffer from anorexia because of their beauty ideals. In Africa the situation is just the opposite: people are malnourished, because some do not have anything to eat, while the others suffer from obesity because they live in abundance;
- both European/American and African world suffers from wrong priorities and values.



You can vote [here](#).

For our ideas you can vote [here](#).

Mentor: Gabriela Zver, M.A., the Slovene teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Vesela novica!

Na <http://www.cartoonmovement.com/>, kjer objavljajo svoje karikature vsi največji karikaturisti sveta, se je izvedlo tudi glasovanje. Med vsemi šolami, ki so prispevali ideje in med vsemi karikaturisti se je najbolje odrezala ideja Lare Perša in karikaturista, ki je ustvaril iz njene ideje to sliko, ki bo ostala za vedno v arhivu karikaturistov:

Klikni [SEM](#), da vidiš sliko v pravi velikosti in prebereš komentarje drugih karikaturistov sveta.



Topic 2:



FREE HEALTH CARE: YES OR NO?

We have decided to interview two people who work in health care: a nurse and a doctor to present health care in Slovenia. Their answers, opinions and thoughts are written in the interview down below.

Q: How are medical facilities organized, how do they work?

A: They are in the form of health centers and private clinics. Within the health care centers there are various specialized clinics, for example: women's clinics, dental, school clinics, laboratories, medical emergencies, patronage...

Q: What happens to people, who get sick and are not medically insured in any way (for example foreigners who do not have European Medical Insurance)?

A: People, who are acutely sick, had a car crash or some other accident will receive treatment immediately. If they were brought to a hospital, they will have to pay for medical expenses, but if they were brought to a health center, the treatment will probably be free.

If it is a minor disease, the sick person will have to pay for the medical help.

Q: How much of the income do families in your country spend on medical expenses? (Are all treatment costs already covered by additional insurance, or is it necessary to pay anything extra?)

A: You pay extra for above-standard services such as dentures, eyeglasses, visiting a specialist without a referral, but the standard services are covered.

Q: What could we change within the medical insurance to be better?

A: They could make the working time more available to other people, so children could visit the doctor outside of school time.

Parents should pay attention to ordering the European Health Insurance card if they are travelling abroad (within Europe), so if anything happens, their child will receive free medical treatment.



Q: How much does a basic medical examination for a foreigner who is not medically insured cost?

A: It costs about 14 euros.

[Compulsory Health Insurance](#)

[Slovene Health Insurance Card](#)

The interview was written by: Rebeka Bernard, Barbara Vida, Anja Cigan and Zita Szabó.

Mentor: Ildikó Kovač, the biology teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Topic 3:

Thousands have lived without love, not one without water. W. H. Auden

Our town Lendava and its surrounding villages get their source of water from the groundwater. It is gathered 18m under the surface of a forest, which is only a few kilometers away from the main road.



This area is closely monitored so that the important fluid is not contaminated by toxic waste, for instance pesticides.

Its pH value is 7.1. They analyze it each week around the pumping station and in different households to determine if it is safe everywhere. If there are any problems with it, it is usually just cleaned with chlorine (Cl).

The water is used for everyday things like washing, drinking and in the industry.

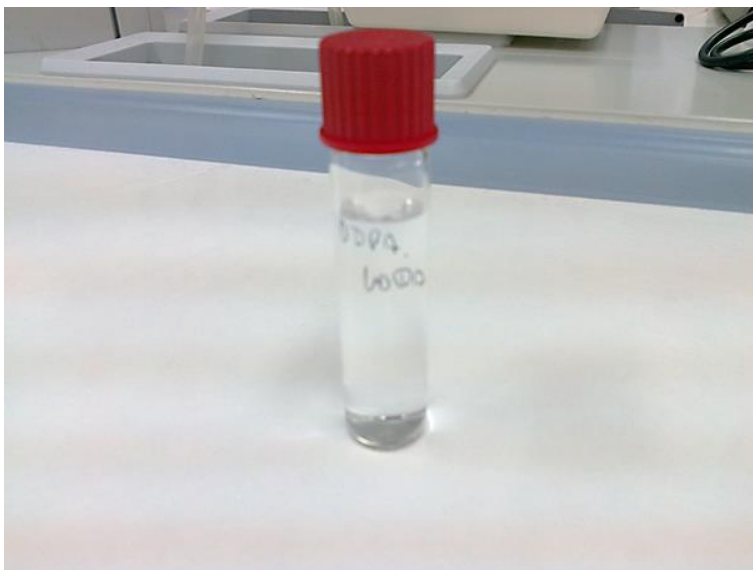
Source: Eko-park d.o.o Lendava



The nearby factory Lek and the municipality Lendava both decided to build a wastewater treatment plant, which would clean municipal and industrial waste produced in the area.

Lendava Wastewater Treatment Plant d.o.o. is intended for the treatment

of municipal and technological wastewater in Lendava and surrounding villages, such as Dolga vas, Petišovci, Trimlini, Čentiba, Dolina, Dolnji Lakoš, Gornji Lakoš, Gaberje, Kapca.



Altogether, Lendava Wastewater Treatment Plant cleans water for Lek and approximately 9000 people living in the town or near it.

Source: Čistilna naprava Lendava

Written by: Mišel Hozjan, Dominik Žalik, Matyás Feher, Peter Šooš

Mentor: Mária Gaál, the geography teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Komentarji, ki smo jih bili deležni:



Bob Hofman said

at 12:05 pm on Apr 17, 2015

Yeaah, a great reward for excellent work :-)



Gabriela Zver said

at 8:54 am on Apr 17, 2015

YAY! Laras idea and Ramses picture was moved from Newsroom to Cartoon section! :)

<http://www.cartoonmovement.com/cartoon/20314>



Gabriela Zver said

at 3:17 pm on Mar 17, 2015

Thank you, Natasha and Bob, you are very kind.

We are very happy to see our ideas in the cartoons of cartoonists from around the world.

Of course, we voted also for the cartoons of students from other countries.

So, Nika and Grega, we need to be patient, now it's your turn. :)



Natasha Cherednichenko said

at 8:54 am on Mar 17, 2015

Dear Gabriela and students,

thank you. You are 100% right with your Cartoon ideas.



Bob Hofman said

at 12:10 am on Mar 17, 2015

Isn't that amazing how quickly your drafts have inspired the cartoonists?? -->

<http://www.cartoonmovement.com/newsroom?fq=subroom.56&fq=type.cartoonists&fq=order.new>



Gabriela Zver said

at 7:42 pm on Mar 15, 2015

Oh, thank you in advance! :)



Bob Hofman said

at 2:44 pm on Mar 15, 2015

Excellent..... once we have the cartoons on-line... we can vote for them ;-)



Gabriela Zver said

at 12:12 pm on Mar 15, 2015

My students did. I hope, the cartoonist will pick their ideas.

Good weekend to you too! :)



Bob Hofman said

at 1:31 pm on Mar 14, 2015

:-) Surprise us Gabi.... did you upload the drafts already to cartoonmovement.com??

I know the cartoonists are curious to see input from students!! Have a good weekend, Lp Bob



Gabriela Zver said

at 1:22 pm on Mar 14, 2015

Thank you, Bob! We didn't post the descriptions of our draft cartoons here, they could be important, so let's see, what will happen. :)



Bob Hofman said

at 10:03 pm on Mar 13, 2015

Hvala Lepa students from Lendava.... excellent work, thank you for sharing your draft cartoons, very curious what cartoonmovement.com will make of it.

Well done!!

Izziv 2: The right to education and protection against child labour.

Topic 1 A:

Here is the contribution from the group of **Barbara Vida, Nika Tompa and Lara Perša.**

or: <https://www.powtoon.com/show/fAerAMpo74L/suk-project/#>



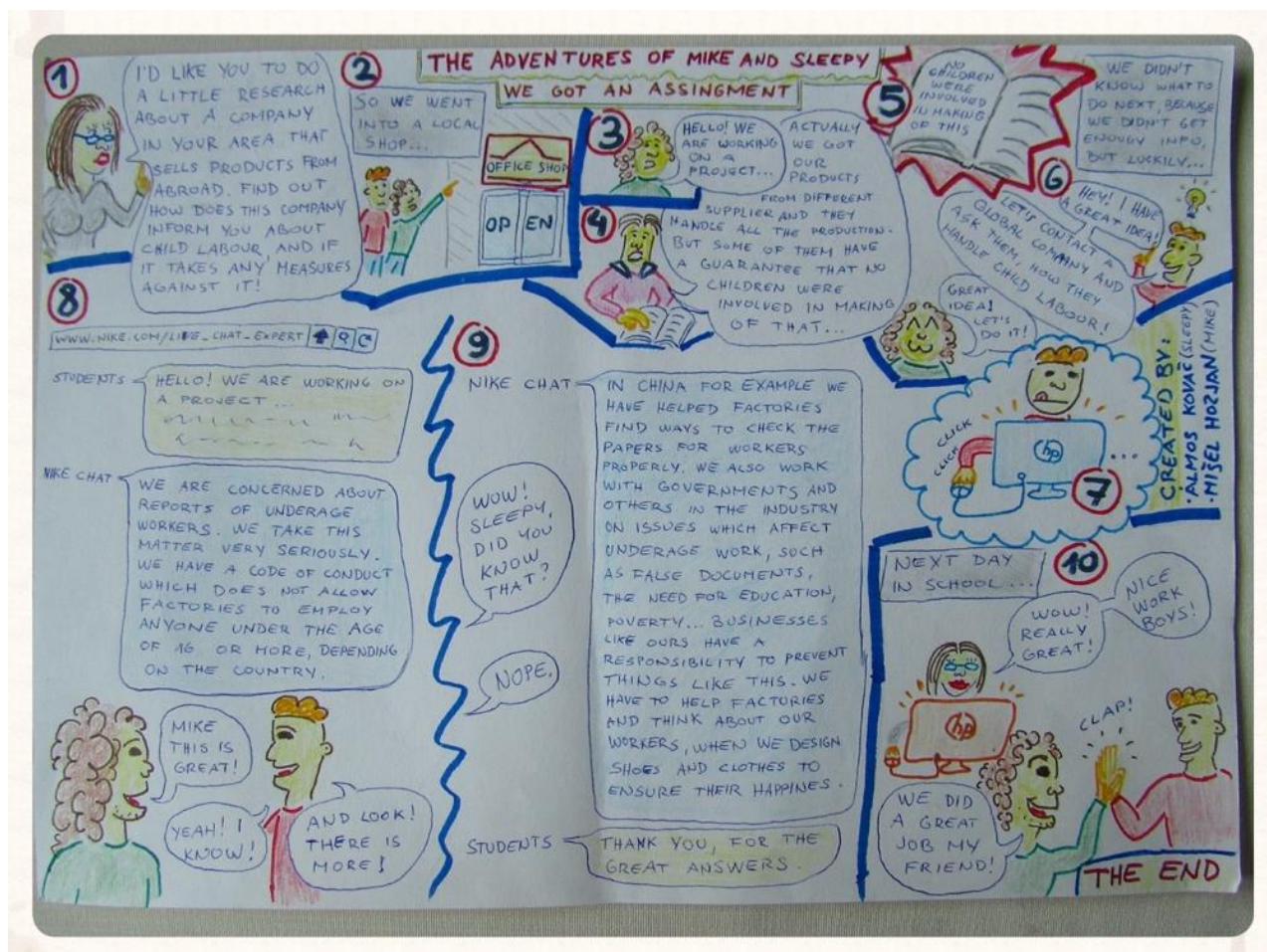
Mentor: Ildikó Kovač, the biology teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Topic 1 B:

Here is the contribution from **Almos Kovač** and **Mišel Hozjan**.

Follow the numbers to find out more about Nike's policy on child labour. We contacted Nike directly and are really happy with the result. 🐣



Klikni na sliko, da se poveča. CTRL + klik

Mentor: Ildikó Kovač, the biology teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Topic 2 A:



Here is the contribution from **Zita Szabó and Anja Cigan**.

The International Children's Peace Prize 2014

In 2014 the International Children's Peace Prize was given to Neha Gupta. Neha is only 18 years old, but she is very actively involved in children's rights. She also inspires other children to take action. Neha is a global child because she lives in the United States, but she was born in New Zealand to Indian parents. In India she saw how those children live and she was shocked. Those children have no chance to education or healthcare. So a project named Empower Orphans was started. They improved their drinking water and healthcare.

Neha inspired other children in the United States. That's why she was able to make the project global. When other children saw what was going on they started to think about those problems as well. Together they did something great.

Children's Rights

Children have the right to an adequate standard of living, health care, education and

services, and to play and recreation. This right is the most basic right and we think that it became too self-evident. Because of that we don't see how many children don't have that right. It shouldn't be so self-evident and really all children should have those basic things in life.

Mentor: Gabriela Zver, M.A., the Slovene teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Anja in Zita sta predstavili nagrajenko otroške mednarodne nagrade za mir.

Topic 2 B:

Here is the contribution from the group of **Rebeka Bernard, Matyás Feher and Peter Šooš**.



Click on the pic to see the Glogster or: <http://rebekab17.edu.glogster.com/dr-zdenka-cebasek-travnik/>

Klikni na spodnjo sliko, da se [glogster naloži](#) in zaživi kot interaktivni plakat.

Dr. Zdenka Čebašek Travnik

Dr. Zdenka Čebašek Travnik was born in Murska Sobota on 13th February 1955. In 1979 she graduated in Ljubljana and started working as a general surgeon in Murska Sobota. In 1994, she graduated from John Hopkins University in Baltimore, USA, on the topic of substance abuse and the following year became the head of the center for the treatment of addicts at the Psychiatric Clinic in Ljubljana. In 1997 she also graduated on systematic family therapy at the Institute for Family Therapy in London.

"If children are given an opportunity, they for sure can contribute in making this world a better place"

The Human Rights commissioner
from 22. 2. 2007
until 22. 2. 2013

She is the author of numerous scientific articles on alcohol policy and alcohol addiction, as well as in the field of family therapy. She has edited several books and anthologies, and with her colleagues she organized several international professional meetings.

She said in an interview:
"Areas that are represented by the largest number of initiatives, change from year to year, although some areas are permanently strongly represented: such as the area of justice, social problems and recently also the issue of the environment. We wish that there were more initiatives in the field of children's rights, even if they were already around eight percent."

Interviewer: I have a question regarding the new law about the possibility of the adoption of a child by homosexual couples. Do you think that this new law could violate some children's right? Above all, I think in the interests of the child. Can same-sex parents ensure the child all the benefits of his psychological development?

Zdenka Čebašek Travnik: Research carried out (abroad) on a large number of children living in families with parents of the same sex, have shown that children from these families are not exposed to different risks than other forms of family. So there is no fear that these parents would not be able to provide favorable conditions for the child's psychological development. Based on these studies as well as the protection of children's rights, I believe that the state must ensure that these children are not discriminated. Therefore, they should have the same rights as those enjoyed by children from other forms of family - the right to health insurance, care in case of illness, alimony in the event that the parents split up, to inheritance from a non-biological parent etc.

Mentor: Gabriela Zver, M.A., the Slovene teacher

English language check: Sandra Vida, MA teacher of English as a foreign language

Komentarji, ki smo jih bili deležni:



Gabriela Zver said

at 2:05 pm on Apr 27, 2015

Thank you, Eliane!
We appreciate that you took time to read our contribution.



Eliane Metni said

at 2:06 pm on Apr 26, 2015

Just a note to say that I have thoroughly enjoyed reading your work, well done!



Gabriela Zver said

at 3:38 pm on Apr 8, 2015

Thank you, Natash and Bob. :)

Today we will post all four of our contributions.

Regards to Ukraina and Nederland. :)



Natasha Cherednichenko said

at 8:56 am on Apr 8, 2015

Dear participants,
thank you for the deep research.



Bob Hofman said

at 9:37 pm on Apr 7, 2015

Great work... and you managed to make it very attractive as well.
Hvala lepa :-)

Izziv 3: The right to grow up safe.

Topic 1 :

Dijaki so morali ustvariti t. i. Pantoum, to je posebna oblika pesmi, pisana po vzorcu:

Line 1: I feel safe.

Line 2: I (describe where you are)

Line 3: I (describe what you see)

Line 4: describe how it feels in relation to the word 'safe'

Line 5: is equal to line 2

Line 6: is a feeling response to line 2: what does it do to you?

Line 7: is equal to line 4

Line 8: is your response to line 7

Line 9: is equal to line 6

Line 10: what do you experience?

Line 11: is equal to line 8

Line 12: how is that?

Line 13: is equal to line 10

Line 14: how does that feel?

Line 15: is equal to line 12

Line 16: what is your response?

Line 17: is equal to line 14

Line 18: is equal to line 3

Line 19: is equal to line 16

Line 20: is equal to line 1

A Pantoum of Barbara and Rebeka

I feel safe.

I am at home.

I see books.

I feel comfortable in my room.

I am at home.

Walls and roof of the house offer protection.

I feel comfortable in my room.

In bed in my room, I feel even safer.

Walls and roof of the house offer protection.

I feel comfortable in my soft chair.

In bed in my room, I feel even safer.

The feeling of soft pillows is magical.

I feel comfortable in my soft chair.

Quite nice, I have a cup of tea on the table.

The feeling of soft pillows is magical.

The best days are spent with tea and books in bed.



A Pantoum of Péter and Mátyás

I feel safe
I am at school
I see the teacher
I feel comfortable in my class

I am at school
I am having fun with my friends
I feel comfortable in my class
Because it's cool to be at school

I am having fun with my friends
Friendship is great
Because it's cool to be at school
Learning can be fun

Friendship is great
I see the teacher
Learning can be fun
I feel safe

Mentors: Ildikó Kovač & Gabriela Zver
English language check: Sandra Vida

Pic: http://38.media.tumblr.com/3442a8a938368b01791674a0dce870bd/tumblr_nbuj3ts17R1tiyj7vo1_500.jpg

Topic 2 :

COUNTRIES IN WAR

There are many countries which are in war now, but we choose only 10 countries and studied them more. Those 10 countries are: Pakistan, Afghanistan, Ukraine, Iraq, Israel, Syria, Mexico, Democratic Republic of Congo, Sudan and Libya.

In Africa:

- Democratic Republic of Congo - war against rebel groups
- Libya - war against Islamic militants
- Sudan - war against rebel groups

In Asia:

- Afghanistan - war against Islamic militants



- Pakistan - war against Islamic militants

In Europe:

- Ukraine - Secession of self-proclaimed Donetsk People's Republic and self-proclaimed Luhansk People's Republic

In Middle East:

- Iraq - war against Islamic State and Islamic militants
- Israel - war against Islamic militants and Gaza
- Syria - civil war

In Americas:

- Mexico - drug war

1. What was the reason for the conflict? The reasons are conflicts between two or more groups of participants/parties in the country. There are religious reasons, economic reasons, some groups want to separate from the country, in Mexico they fight against drug cartels.

2. Which parties are involved? We brought closer the case of war in Iraq. The following nations were involved in the Iraq War: Victor side: United States, Iraq, Withdrawn Coalition Forces: United Kingdom (2003-09), Australia (2003-09), Poland (2003-08), Republic of Korea (2003-08), Italy (2003-06), Georgia (2003-08), Ukraine (2003-08), Netherlands (2003-05) and Spain (2003-04) Opposition side: Iraq under Saddam Hussein, Baath Party Loyalists, Islamic State of Iraq, al-Qaeda in Iraq and Kurdistan Worker's Party.

3. What is the present situation? In those countries there are still wars. For example in Afghanistan U.S. army is now a participant in the war too, in Iraq there is ISI (Islamic State of Iraq) and they a group of extremists and they operations also in other countries like Libya, Nigeria, Syria, Lebanon, Egypt. In Syria for example 220 000 people had been killed until March 2015.

4. What are the consequences for the children in that country or region? Again, we brought closer the case of children in Iraq war, but we can imagine, that the situations are similar all around the world, where there are wars. These are the conditions, under which poor children have to live day by day. *"More than 4 million Iraqis have been displaced since 2003, including almost 2 million children. After 2006 the total number of internally displaced people (IDPs) in the country was one of the highest in the world, at 2.7 million and 1.7 million refugees were stranded in neighbouring countries, mainly Syria and Jordan. Internal displacement is now down to 1.3 million but many of these families are living in appalling conditions with fundamental needs such as food, shelter, clean water, health and education not being met. Internally displaced children are particularly vulnerable. They are often victims of crime, exploitation and abduction. According to an UNHCR report, 2009, 20% of internally displaced and 5% of returnee families reported cases of missing children. This amounted to around 93 500 children who had disappeared as a result of violence, kidnapping, abduction or forced recruitment by armed forces. Other Issues facing Iraq's children: In the 1970s, Iraq was one of the best countries in the Middle East and North Africa to be a child, but due to decades of war and neglect, it has become one of the worst. Some of the issues facing Iraq's 15 million children now include the following: each year, around 35,000 infants die before reaching their first birthday, over 1.5 million children under the age of five are undernourished, around 700,000 children are not*

enrolled in primary school, while hundreds of thousands more drop out before graduating, 2.5 million children do not have access to safe water, and 3.5 million lack adequate sanitation facilities, around 800,000 children between the ages of 5 and 14 are working.” (taken from: <http://childvictimsofwar.org.uk/get-informed/iraq/>, 5.4.2015)

Children in war, as every other children in the world, they have some basic needs, which are:

- **Nutrition:** Seven per cent of Iraq’s population suffers from hunger or food deprivation.
- **Water:** *“Prior to 1990, Iraq had developed a sophisticated water and sanitation system and potable water reached all urban areas and over half of rural areas. The heavy bombardment of 1991 targeted these facilities as well as the electrical power plants which ran them. The sanctions banned the import of chlorine products and the necessary parts for repair. This resulted in contaminated water systems, causing water-borne diseases. At the height of the sanctions between 4000 and 6000 Iraqi children under the age of five were dying each month, mainly from diarrhoea, malnutrition and respiratory tract infections. By 1999 UNICEF had recorded 500 000 excess deaths of children between the ages of 0 – 5. By 2000 child mortality had increased by 160% making it the highest regression rate in the 188 countries listed in a UNICEF survey.*

In 2003, Professor Ian Roberts, professor of epidemiology and public health at the London School of Hygiene & Tropical Medicine, wrote: *“... the Anglo-American bombing of water supplies, sanitation plants, and the power plants that are necessary for their functioning, constitutes a biological attackthe microbial agents that can cause devastating epidemics of diarrhoea are ubiquitous, lethal, and are readily disseminated by destroying the civilian sanitation infrastructure by bombing or otherwise destroying water sanitation and sewage disposal systems.”* In 2003 when the sanctions were lifted, 19% of the population had no access to safe water. After the invasion the situation worsened leading to severe outbreaks of cholera in 2007 and 2008. According to UNICEF, it now stands at 24%, or nearly one in four Iraqis without access to safe water. In rural areas, nearly half of the people are without safe drinking water with 26% using rivers and creeks to access their water and only 5% using public taps. Recent severe droughts have exacerbated the water shortages, as have the hydroelectric dams built on the Tigris and Euphrates rivers in Iran, Turkey and Syria. Water shortage is causing the displacement of hundreds of thousands of people in both northern and southern Iraq. A large amount of water is also needed for the functioning of the oil industry, thus water shortage may ultimately compromise Iraq’s main source of revenue, and poor people in rural areas may find themselves competing for water against the needs of industry.

- **Shelter:** The destruction of the war and increasing population growth, has left Iraq with a massive shortage of housing. The UN estimates that 1.3 million units need to be built just to meet current needs. Many families are forced to live in cramped conditions. 37% of housing has three or more people per room. 71% of Iraqis live in urban areas and 57% of this urban population are living in slum conditions. According to an UNHRC fact sheet *“Some 467,000 persons – comprising of IDPs, returnees and squatters – remain in more than 382 settlements throughout the country, with 191,163 of them living in 125 illegal settlements in the capital, on public land or in public buildings, facing harsh living conditions, with limited access to electricity, adequate sanitation, schools, as well as job opportunities, in addition to being at risk of eviction by the authorities.”* (taken from: <http://childvictimsofwar.org.uk/get-informed/iraq/>, 5.4.2015)

- **Health:** The healthcare system in Iraq, as in many other countries in war, is still in a poor condition. People are in need to get medical material and cures for many diseases and illnesses that come up upon war time. The big problem is also the medical staff, which there is not many, because of lacking of education and money.

- **Education:** *“The Education system in Iraq, prior to 1991, was one of the best in the region, with*

over 100% Gross Enrolment Rate for primary schooling and high levels of literacy, both of men and women. The Higher Education, especially the scientific and technological institutions, were of an international standard, staffed by high quality personnel.” (UNESCO and Education in IRAQ Fact Sheet)

Lack of security getting to and from school has been a factor in school attendance, especially for girls. Educational establishments and staff have been the focus of terrorist attack.

- **Security:** People out there in Iraq don't feel safe. Neither at home, neither at public places.

Written by Anja Cigan and Zita Szabó

Mentors: Gabriela Zver & Sandra Vida

English language check: Sandra Vida

Topic 3 :

Mišel in Álmos sta ustvarila s pomočjo računalnika zemljevid s področji, kjer otroci ne morejo živeti varno zaradi konfliktov v lastni državi.

Mišel and **Álmos** have made a map. You can see on it, where children can't live in safety, caused by conflicts in their country.



Mentors: Mária Gaál

English language check: Sandra Vida

Komentarji, ki smo jih bili deležni:



Natasha Cherednichenko said

at 9:42 am on May 6, 2015

Dear Gabriela,
task complited :-)



Gabriela Zver said

at 2:33 pm on May 4, 2015

Dear Natasha! We would like to invite you to participate in this task:

<https://childrensrights2015eng10.pbworks.com/w/page/92332353/Ask%20Lot%20a%20question!>



Gabriela Zver said

at 2:21 pm on May 4, 2015

Thank you, Natasha! :)



Natasha Cherednichenko said

at 8:59 am on May 4, 2015

Thanks. Like your poem very much!

Nika in Lara sta dodali še dodatno nalogo za vse šole in jo objavili na posebni strani. Poglejmo, kdo vse se je odzval:

Type your question to Lot!

School en name: **Dvojezična srednja šola Lendava (Slovenia)**

Your question:

As you could read at the bottom of the page with instructions for our Challenge 3, the schools can add their own questions.

We have a really simple task for you. 🤪🤪 It will take you only a minute! **Lara and Nika** from Slovenia (DSŠ Lendava) created a list of words representing your values.

Please, **arrange this list of words so that** the most important value in your opinion is in the first place and the least important in the last place.

There are no right or wrong answers!

**Love, Freedom, Honesty, Trust, Confidence, Independence,
Knowledge, Friendship, Positive attitude, Motivation**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Write the words in the appropriate places in the list above.

School: **Wolfert Lyceum**

Your answer/list:

1. Honesty
2. Trust
3. Love
4. Friendship
5. Confidence
6. Positive attitude
7. Motivation
8. Freedom
9. Independence
10. Knowledge

School: **Bob school :-)**

Your answer/list:

1. Love
2. Honesty
3. Friendship
4. Trust
5. Freedom
6. Positive attitude
7. Motivation
8. Independence
9. Knowledge
10. Confidence

School: **Natasha**

Your answer/list:

1. Trust
2. Love
3. Honesty
4. Freedom
5. Independence
6. Friendship
7. Confidence
8. Positive attitude
9. Motivation
10. Knowledge

School: **Dvojezična srednja šola Lendava (Slovenija)**

Your answer/list:

Gabriela:

1. Independence
2. Love
3. Friendship
4. Positive attitude
5. Honesty
6. Trust
7. Freedom
8. Knowledge
9. Motivation
10. Confidence

Álmos:

1. Love
2. Freedom
3. Honesty
4. Confidence
5. Knowledge
6. Friendship
7. Independence
8. Positive attitude
- Trust
9. Motivation

Mária:

1. Love
2. Honesty
3. Friendship
4. Freedom
5. Positive attitude
6. Trust
7. Independence
8. Motivation
9. Knowledge
10. Confidence

School:

Your answer/list:

Komentarji, ki smo jih prejeli ob objavi naloge:



Gabriela Zver said

at 11:33 am on May 5, 2015

Thank you, Natasha! :)



Natasha Cherednichenko said

at 7:17 am on May 5, 2015

Thank you for this task.



Gabriela Zver said

at 2:46 pm on Apr 24, 2015

Oh, great!! Thank you for your lists, Wolfert Lyceum and Bob school! :D

We are really happy to see your contribution! :)



Gabriela Zver said

at 2:19 pm on Apr 22, 2015

Hello, Bob! Yes, please. :)

You all can take part in our task. We will be happy to see your list of words representing your values.

Regards from Slovenia, Dag!



Bob Hofman said

at 8:57 am on Apr 22, 2015

Dear Lara and Nika, Hvala Lepa, thank you for a great idea... we hope many circle participants will contribute :-)

As organisers, we are not a school, yet would like to contribute as well.. would that be OK for you??
Lp, Bob.

Zaključek/Completion:

Njihova navodila:

On November 20th 2014 the world celebrated the 25th anniversary of the adoption of the International United Nations Convention on the Rights of the Child.

We sincerely hope that more and more people and governments continue to stand up for these 54 rights! If children know their rights and learn to think and act critically, more progress will be possible.

During the 12 weeks of your circle participation you have seen a lot of information about the present Children's Rights and how the world is dealing with it.

We invite the students of your group to create a new Children's Right.

Group assignment.

We ask you to share on this schoolpage:

- Your lessons learned and eye-openers during the Learning Circle process.
- Your own, new, to be added, Children's Right and your motivation why you think this specific Right needs to be highlighted.
- How can you make this children's right to a success?

Present this new Children's Right in your own creative way, by making an essay, letter, poster, presentation, film, drawing ..

You can use all kinds of media to share your Children's Right with the other participants.

Good luck!

Naš izdelek je bil predstavitev z glogsterjem, kjer so dijaki navedli, katere otrokove pravice bi bilo potrebno še posebej izpostaviti.

Klikni na spodnjo sliko, da se [glogster](#) naloži in zaživi kot interaktivni plakat.

DVOJEZIČNA SREDNJA ŠOLA LENDAVA
Mentors: Ildikó Kováč, Mária Gaál, Sandra Vida, Gabriela Zver

We recommend you to watch this video:

Most important childrens rights

Liberty of opinion
Children have the right to have an opinion different from their parents. While taking into account their age, as well as their degree of maturity, children have the right to have their opinion considered. States, communities and parents have the duty to listen to the children and to consider their opinions when the decisions concern them.

Freedom of thought
The freedom of thought is the right for every person to determine freely, in its spirit, its conceptions and its intellectual and spontaneous representations. The children are free to have thoughts which evolve and change according to their age.

Liberty of expression
Every child has the right to express freely their opinion on all the questions which concern his/her life. So a child should not be the victim of the pressure of an adult, who would try to force him/her in order to influence them in their opinion or who would prevent them from expressing themselves freely. The freedom of expression for the children also involves their right to be informed. It is the right of the children to know what happens and to access information which interests them.

Rebeka Barnard, Barbara Vida, Lara Perša, Nika Tompa

Every child's right (Grega Guld, Dominik Zalig)

"Everyone deserves the best start in life, which is what UNICEF is working to provide the world's most vulnerable children. Education is essential to a child's development. I hope that as an Ambassador I can encourage people to join UNICEF's mission to make education a reality for children throughout the world."
- Clay Aiken

"No one has yet fully realized the wealth of sympathy, kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure." - Emma Goldman

Bošt Dominik and me came to the conclusion that the most important children's right is The right to life.

The right to life itself is very a comprehensive concept, which can be defined in many different ways. We define it as one of the main rights which includes the right to a proper education, freedom and the right to do things which are in children's interest. For example if someone likes extreme sports such as freestyle skiing, skydiving or anything similar he should be given the opportunity to try those with the funding of their own country which should have special funds for such matters. Many children with all kinds of talents and predispositions are born each day but are just not fortunate enough to try doing things that interest them, thus they can never succeed. This is why there are only very few people who succeed, because they have the conditions to be successful. With the country's funding, the children, who would not be able to try their favourite interests without it would have a higher chance of meeting the conditions and succeeding. Probably there is a potential wrestling world champion wasting his time doing nothing, just because his parents cannot make it possible for him to join a wrestling club.

Who knows how many talents are being wasted each day and how many of them die from hunger. It is a never-ending cycle and in our time it seems like an impossible task to save all the children but that does not mean we should not try. Maybe some day people will realise that the future lies in our children. It is our job and duty to let them grow and learn from our mistakes. For a better world, we need better people.

Zita Szabó

Zita Szabó, Anja Cigan

...and at the end here's some fun 🤪



Komentarji, ki smo jih prejeli ob objavi naloge:



Gabriela Zver said

at 7:33 am on Jun 8, 2015

Thank you Natasha!

It was nice to work with you.

Greetings to you and to Bob!



Natasha Cherednichenko said

at 8:26 am on Jun 1, 2015

Dear friends,

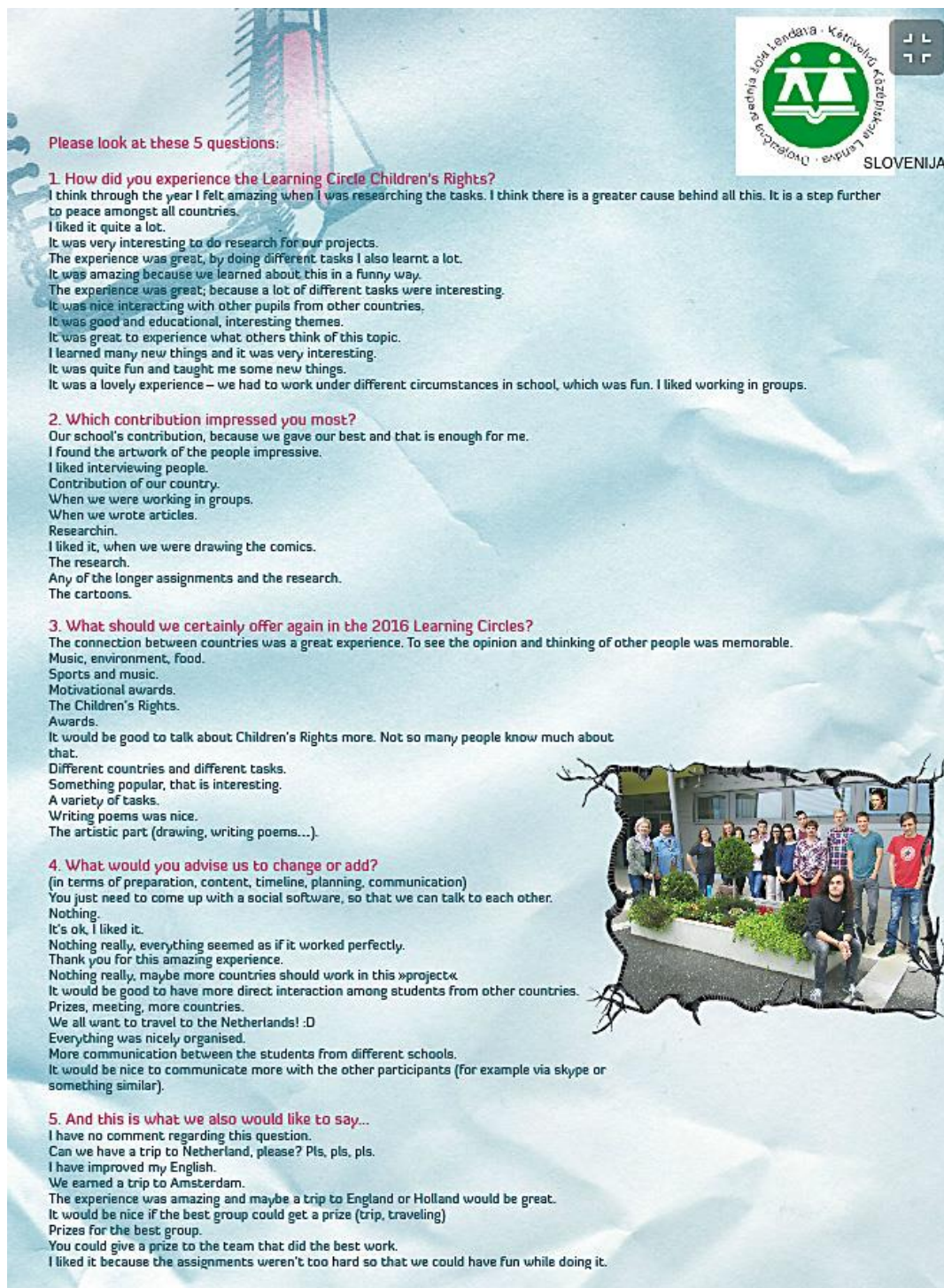
thank you for the Completion results. They are great!

Parents-Google photo is super!

Evalvacija/Evaluation:

Postavili so nam 5 vprašanj, na katera smo odgovorili naslednje:

Click on the pic to see our [glogster](http://wikigz.edu.glogster.com/evaluation-may-2015/).   <http://wikigz.edu.glogster.com/evaluation-may-2015/>



Please look at these 5 questions:


1. How did you experience the Learning Circle Children's Rights?
I think through the year I felt amazing when I was researching the tasks. I think there is a greater cause behind all this. It is a step further to peace amongst all countries.
I liked it quite a lot.
It was very interesting to do research for our projects.
The experience was great, by doing different tasks I also learnt a lot.
It was amazing because we learned about this in a funny way.
The experience was great; because a lot of different tasks were interesting.
It was nice interacting with other pupils from other countries.
It was good and educational, interesting themes.
It was great to experience what others think of this topic.
I learned many new things and it was very interesting.
It was quite fun and taught me some new things.
It was a lovely experience – we had to work under different circumstances in school, which was fun. I liked working in groups.

2. Which contribution impressed you most?
Our school's contribution, because we gave our best and that is enough for me.
I found the artwork of the people impressive.
I liked interviewing people.
Contribution of our country.
When we were working in groups.
When we wrote articles.
Researching.
I liked it, when we were drawing the comics.
The research.
Any of the longer assignments and the research.
The cartoons.

3. What should we certainly offer again in the 2016 Learning Circles?
The connection between countries was a great experience. To see the opinion and thinking of other people was memorable.
Music, environment, food.
Sports and music.
Motivational awards.
The Children's Rights.
Awards.
It would be good to talk about Children's Rights more. Not so many people know much about that.
Different countries and different tasks.
Something popular, that is interesting.
A variety of tasks.
Writing poems was nice.
The artistic part (drawing, writing poems...).

4. What would you advise us to change or add?
(in terms of preparation, content, timeline, planning, communication)
You just need to come up with a social software, so that we can talk to each other.
Nothing.
It's ok, I liked it.
Nothing really, everything seemed as if it worked perfectly.
Thank you for this amazing experience.
Nothing really, maybe more countries should work in this »project«.
It would be good to have more direct interaction among students from other countries.
Prizes, meeting, more countries.
We all want to travel to the Netherlands! :D
Everything was nicely organised.
More communication between the students from different schools.
It would be nice to communicate more with the other participants (for example via skype or something similar).

5. And this is what we also would like to say...
I have no comment regarding this question.
Can we have a trip to Netherland, please? Pls, pls, pls.
I have improved my English.
We earned a trip to Amsterdam.
The experience was amazing and maybe a trip to England or Holland would be great.
It would be nice if the best group could get a prize (trip, traveling)
Prizes for the best group.
You could give a prize to the team that did the best work.
I liked it because the assignments weren't too hard so that we could have fun while doing it.









Gabriela Zver said

at 7:40 am on Jun 8, 2015

Greetings from DSŠ Lendava, Slovenia! It was fun to be part of Children's Rights Learning Circle! Bye!

Naša ažurnost oddaje nalog in objav v delovnem okolju Wiki v tabeli:

Overview 'Learning Circle Children's Rights' 2015

Land	School	Phase 1 Introduction	Phase 2 Challenge 1	Phase 3 Challenge 2	Phase 4 Challenge 3	Phase 5 Completion	Phase 6 Evaluation
 Nederland	1. Montessori College Arnhem	05-03	25-03	20-04	21-05		
 Nederland	2. Wolfert Lyceum Bergschenhoek	16-02	22-03	16-04	23-04		
 Canada	3. Nantyr Shores Secondary School	02-03	13-03	10-04	07-05		
 Lebanon	4. Adma International School Gr.11	02-03	29-04	29-04	10-05	01-06	
 Slovenia	5. Dvojezična srednja šola Lendava	19-02	13-03	08-04	03-05	28-05	26-05
 Romania	6. Colegiul Economic Buzau						
		On time Little bit late More than a week late					

* A date in the overview means a school completed the phase/ placed text. The color of the date indicates if it was placed in time, little bit late, 1 one week late or placed in the wiki more than a week late.

* A X in the overview means a school dit not place date in the wiki. The color of the X indicates if a school is little bit late, more than a week late with placing their information on the Wiki.

Stanje na dan: 11. 6. 2015

Rok za zadnjo objavo je bil 3. junij 2016.