



Times Higher Education
**Sustainability
Impact Ratings**

SDG

1

No Poverty



SDG 1.2.1 Low income students receiving financial aid

Number of students

The number of NCUE students in the daytime programs in 2024 (Figure 1): 5,079 undergraduate students, 1,767 master's students, and 462 doctoral students, with a total of 7,308 full-time equivalent (FTE) students.

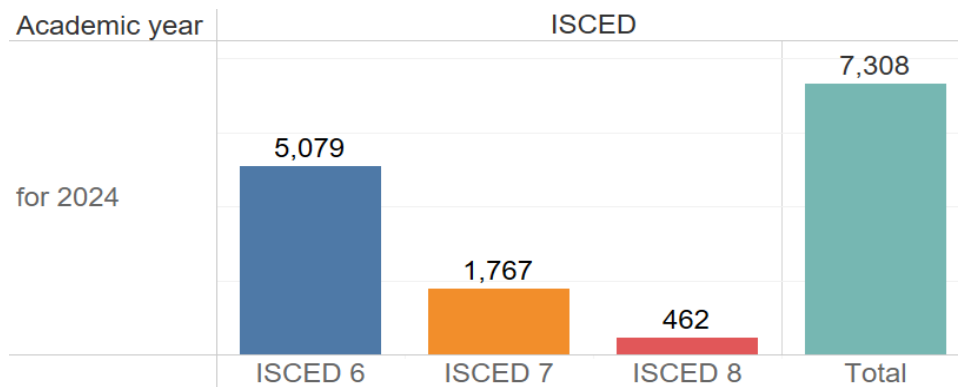


Figure 1. Number of FTE students in 2024

Number of low income students receiving financial aid

In 2024 (2024 academic year), NCUE provided economic assistance measures for low-income students, including tuition and miscellaneous fee subsidies, on-campus scholarships, and work-study student subsidies (Table 1- Table 3) with a total disbursement of NTD\$32,902,585 in grants and subsidies. The number of low-income students receiving economic assistance at NCUE totaled 1,143 students, accounting for approximately 16% of all students.

The details of economic assistance measures are as follows:

1. Tuition and Miscellaneous Fee Subsidies: (Please refer to Annex 1.2.1A and Annex 1.2.1B)

For students from low-income households, their entire tuition and miscellaneous fees are waived. For students from middle-to-low-income households, there is a 60% exemption in tuition and miscellaneous fees.

2. Work-Study Student Subsidies: (Please refer to Annex 1.2.1A and 1.2.1C)

Calculated based on the hourly wage standard of the Ministry of Labor's basic wage. Wages are paid to students on an hourly basis, with a maximum of 10 hours per week during the semester and a principle of not exceeding 40 hours of work-study per month.

3. On-campus Scholarships: In order to encourage NCUE's The Soaring Eagles Students (economically and culturally disadvantaged students) to strive diligently in their studies, various scholarships and fellowships are specially offered. Eligible students can receive the subsidies only after completing their academic guidance records. (Please refer to Annex 1.2.1D, 1.2.1E, 1.2.1F, 1.2.1G)

Table 1. Tuition and Miscellaneous Fee Subsidies

Item	Number of Students	Amount (NTD)
Economically disadvantaged; low-income	88	4,170,204
Economically disadvantaged; middle-to-low-income	97	2,868,966
Economically disadvantaged; students in financial hardships	21	618,372
Indigenous people	167	6,588,494
Students with disabilities	68	1,687,311
Children of people with disabilities	157	5,204,497
Other	15	552,330
Disadvantaged Level 1 (Less than NTD\$300,000)	105	2,000,750
Disadvantaged Level 2 (NTD\$300,000 to NTD\$400,000)	27	502,500
Disadvantaged Level 3 (NTD\$400,000 to NTD\$500,000)	31	570,000
Disadvantaged Level 4 (NTD\$500,000 to NTD\$600,000)	17	277,500
Disadvantaged Level 5 (NTD\$600,000 to NTD\$700,000)	18	330,000
Disadvantaged Level 6 (NTD\$700,000 to NTD\$900,000)	22	330,000
Total	833	25,700,924

Table 2. Work–Study Student Subsidies

Item	Number of Students	Amount (NTD)
Indigenous people	13	238,920
Military survivors and civil servants	0	0
Students in hardship	0	0
Students with disabilities	9	1,387,679
Children of people with disabilities	10	357,408
Low-income	7	135,999
Middle-to-low-income	12	534,401
Disadvantaged Level 1 (Less than NTD\$300,000)	13	454,703
Disadvantaged Level 2 (300,000 to NTD\$400,000)	4	136,291
Disadvantaged Level 3 (400,000 to NTD\$500,000)	2	62,534
Disadvantaged Level 4 (500,000 to NTD\$600,000)	4	178,826
Disadvantaged Level 5 (600,000 to NTD\$700,000)	0	-
Disadvantaged Level 6 (700,000 to NTD\$900,000)	1	900
Total	75	3,487,661

Table 3. University Scholarships

Scholarship Name	Semester	Number of Students	Amount (NTD)
Notice for the Application of Mr. Jin-pyng Wang Scholarship for The Soaring Eagles Students of the National Changhua University of Education (Please refer to Annex 1.2.1D)	Second semester of 2023	25	500,000
	First semester of 2024	20	400,000
Notice for the Scholarship and Subsidies for Diligent and Economically Disadvantaged Students Entrusted to the National Changhua University of Education (Please refer to Annex 1.2.1E)	Second semester of 2023	10	200,000
	First semester of 2024	10	200,000
Notice for the Fei-Ling Electrical Engineering Company Scholarship and Bursary for The Soaring Eagles Students Entrusted to National Changhua University of Education (Please refer to Annex 1.2.1F)	Second semester of 2023	25	500,000
	First semester of 2024	25	500,000
Notice for the Application of the National Changhua University of Education Mr. Jin-pyng Wang Emergency Aid and University Meal Vouchers for Eagle Rising Students (Please refer to Annex 1.2.1G)	Second semester of 2023	50	458,000
	First semester of 2024	58	596,000
The Soaring Eagles Grant Implementation Guidelines of the National Changhua University of Education (Please refer to Annex 1.2.1H)	Second semester of 2023	8	240,000
	First semester of 2024	4	120,000
Total	-	235	3,714,000

SDG 1.3.1 Bottom financial quintile admission target

To eliminate all forms of poverty, ensure the rights and interests of the poor and disadvantaged groups to be educated, and implement social protection measures, NCUE takes the following measures to assist domestic students from low-income households or other students who meet stricter standards:

1. NCUE has implemented the Higher Education Sprout Project and the Soaring Eagles Project (aid for economically disadvantaged students) to help disadvantaged students receive the university education.

Through the promotion of the Higher Education Sprout Project, NCUE has progressively increased diverse admission opportunities for high school students. This includes encouraging departments to actively allocate quotas to expand admission opportunities for disadvantaged students, waiving application fees, providing transportation and accommodation subsidies, and conducting outreach for high school and vocational school admissions. To further promote the goals of the Sprout Project, NCUE has continued to organize “Caring for Regional High Schools and Vocational Schools” micro-course activities (Figures 1-2).

As of the end of July 2024, there were 380 students from families in the lowest 20% income group (low-income: 74, middle-to-low-income: 86, and disadvantaged levels 1-6: 220) studying at NCUE, accounting for 5.19% of all students.



Figure 1. Science FUN Day – The “Blastoise Straw” Method: Learning Knowledge with Ease

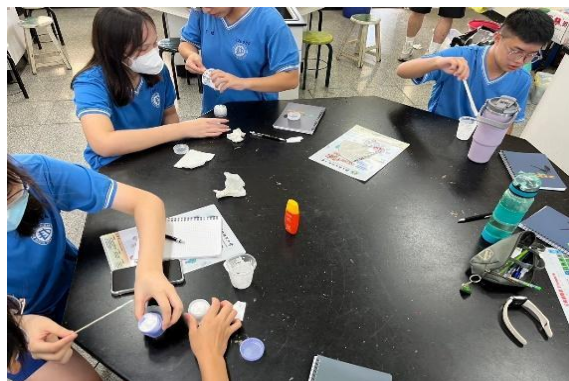


Figure 2. Changhua County Erhlin High School – The Sun Protection Challenge and Chromatography Experimentation

2. NCUE has introduced a variety of admission pathways for disadvantaged students and a better enrolling, learning, and counseling mechanism to increase social mobility.

NCUE is committed to providing opportunities for disadvantaged students (indigenous peoples, students with physical or mental disabilities, and economically disadvantaged students) to enroll. NCUE encourages its departments to allocate additional admission quotas through various channels and has devised a comprehensive set of educational, learning, and counseling mechanisms to enable students to unleash their full potential while studying at NCUE. The goal is to progressively increase the number of economically disadvantaged students enrolled each year. The details of the relevant admission measures are as follows:

- (1) Priority Admission (Please refer to Annex 1.3.1A): Starting from the 2018/2019 academic year, NCUE introduced a “Priority Admission” mechanism in the university application process, which lowered admission criteria and increased the chances of admission for economically disadvantaged students. Applicable Departments for the 2024/2025 academic year: Department of Mathematics, Department of Physics (Physics Group), Department of Physics (Optoelectronics Group), Department of Biology, Department of English, Department of Electronic Engineering, and Department of Fine Arts.
- (2) The Soaring Eagles Admission Groups (Please refer to Annex 1.3.1A): In the 2019/2020 academic year, NCUE established the “The Soaring Eagles Admission Groups”. Some departments allocate a certain number of admission quotas to each group, allowing for adjustments in the General Scholastic Ability Test (GAST) standards and exempting some applicants who passed written document reviews from interviews. The goal is to enhance the opportunities for economically disadvantaged students to enroll in NCUE.
- (3) Additional admission quotas for indigenous peoples (Please refer to Annex 1.3.1A): Enrollment quotas are determined based on the principle of adding two percent to the admission quotas approved by the Ministry of Education for each college, institute, department, and degree program. The admission methods include written exams, interviews, written document reviews, skill tests, or implementations.
- (4) Separate Admission for Students with Physical or Mental Disabilities (Please refer to Annex 1.3.1B): Each department can separately allocate admission quotas up to ten percent of the department’s annual approved admission quotas for students with disabilities. Admission methods may include written document reviews, interviews, skill tests, etc, at the discretion of each department. However, departments are encouraged to minimize the use of written exams.

In 2024, NCUE’s departments provided 219 admission quotas for disadvantaged students (low-income households, middle-to-low-income households, students in hardship, indigenous people, and students with physical and mental disabilities). 94 students were admitted. The related admission results are presented in Table 1.

Table 1. Overview of Admission Results from 2022 to 2024

Admission Name	Number of Admissions in 2022	Number of Admissions in 2023	Number of Admissions in 2024
University Application Admission – Priority Admission (Economically disadvantaged students)	0	2	1
University Application Admission – The Soaring Eagles Admissions Group (Economically disadvantaged students)	14	19	17
University Star Program Admissions – Additional Quotas for Indigenous Students	1	3	3
University Application Admission – Additional Quotas for Indigenous Students	29	23	19
University Distribution Admission – Additional Quotas for Indigenous Students	2	3	3
Bachelor’s Degree Program Separate Admission for Students with Physical and Mental Disabilities	8	7	8
Screening-based Admission (Score-Based Admission) for Students with Physical and Mental Disabilities	14	11	8
National Changhua University of Education College of Education Aboriginal Health Promotion and Care Management for the Elderly (Bachelor's Program)	-	30	35

SDG 1.3.2 Bottom financial quintile student success

In keeping with its development strategy for students from the families in Taiwan's lowest 20% income group in Taiwan, NCUE takes actions to eradicate poverty and ensure the upward social mobility of disadvantaged groups. For students from low-income households in Taiwan, NCUE has formulated projects, actions, and guidance mechanisms to assist students in achieving their graduation goals. The measures are as follows:

1. NCUE provides learning assistance and guidance measures. In 2024, 36 students from the lowest 20% income group received guidance, for a guidance rate of 45%. The total amount of rewards of NTD\$1,539,650.

Through the Higher Education Sprout Project, NCUE is dedicated to assisting students from families in the lowest 20% income group in establishing diverse learning objectives. NCUE also provides corresponding learning assistance and guidance measures, including Mentored Self-Initiated Learning Program, Versatile Skills and Career Preparation, Global Competencies and Internationalization Training, and Research Project Learning Guidance. In 2024, a total of 80 students from families in the lowest 20% income group successfully graduated, constituting 76.92% of all disadvantaged graduating students. Among them, 36 received guidance through the Soaring Eagles Project, with a guidance rate of 45%, and were awarded a total of NTD\$1,539,650 in incentive grants. The related learning guidance and incentive programs are shown below, with activity photos presented in Figures 1-2.

2. For more details and achievements, please refer to the Soaring Eagles Project website at <https://sites.google.com/gm.ncue.edu.tw/ncueeagle/%E8%BC%94%E5%B0%8E%E7%8D%8E%E5%8B%B5%E9%A0%85%E7%9B%AE?authuser=0>

- (1) Mentored Self-Initiated Learning Program: A monthly reward of NTD\$6,000 for "Inquiry and Practice," "Interdisciplinary Learning," "Enhancement in Professional Fields," "Off-Campus Internship Enhancement," "Social Engagement Practice," and "Promotion of National Citizen Education on Indigenous Peoples."
- (2) Versatile Skills and Career Preparation: Students participate in on-campus micro-internships at units in NCUE to accumulate pre-professional work experience and foreign language training. This cultivates diverse competencies to enhance future workplace competitiveness. A monthly reward of NTD\$6,000 is provided.
- (3) International Competencies Guidance: Students serve as buddies for international students, engaging in immersive language learning and peer-to-peer collaborative study while assisting with daily life matters and school adaptation. A monthly reward ranging from NTD\$10,000 to NTD\$12,000 is provided.
- (4) Research Project Learning: Students participate in designated Soaring Eagles enhancement activities and complete monthly learning journals. The program is generally capped at 25 students per semester. Awards are given to 25 students in the first semester and 20 students in the second semester as a principle, with rewards disbursed for 4 months per semester at an

amount of NTD\$6,000 per month.

- (5) The Soaring Eagles Value Addition Package: Categories include: Professional Certification Attainment, Practical Project Productions, Competition and Exhibition Design, and Diverse Developmental Learning. Students receive rewards ranging from NTD\$5,000 to NTD\$10,000, based on the number of student applications, the achievements, learning performance, and project funding for each academic year.
- (6) Freshman Student Financial Assistance: A scholarship of NTD\$10,000 is awarded to freshmen who participate in enhancement activities, and attend meetings with their mentors to set learning goals. After completing and submitting the learning record form, the scholarship is granted after successfully passing the review process.



Figure 1. Social Engagement Practice – Community Development Leadership Training



Figure 2. Job Fair – Precision Career Development Center Providing Guidance Services

SDG 1.3.3 Low-income student support

To support students from low-income households in finishing their studies, NCUE provides additional support to students to increase their income and respect their equal rights to education. The measures include the following:

1. NCUE integrates resources to provide support in areas such as finances, accommodations, food, education, and daily life.

In compliance with the Ministry of Education's Assistance Program for Disadvantaged University and College Students (please refer to Annex 1.3.3A), NCUE implements various financial aid initiatives, including tuition grants, living grants, emergency relief grants, and accommodation benefits for disadvantaged students. Additionally, the Office of Student Affairs, the University Social Responsibility and Innovative Teaching Development Center under the Office of Academic Affairs, and other units, actively provide support measures for low-income and economically disadvantaged students to assist them in successfully completing their university studies. The comprehensive plan is as follows:

(1) Economic and Accommodation Support:

- (a) Tuition Grants: Financial aid is provided at six different levels, ranging from NTD\$5,000 to NTD\$20,000, to alleviate the financial burden of students.
- (b) Living Grants: Students receiving monthly living grants of NTD\$3,000 are required to engage in service-learning.
- (c) Emergency Relief Grants: Grants are provided based on the difficult situations faced by students.
- (d) Accommodation Benefits: On-Campus Accommodation: **Free** on-campus accommodation is provided to students from low-income households, and priority is given to students from middle-to-low-income households for on-campus accommodation (including summer and winter breaks). Additionally, the Ministry of Education has implemented the "Subsidy program for On-Campus Accommodation for University Students" since February 2024. In principle, subsidies of up to NTD\$5,000 per semester are provided to each on-campus resident student (up to NTD\$7,000 per semester for economically disadvantaged students). On-campus resident students do not need to apply for subsidies separately. The university pre-deducts the corresponding subsidy amount based on student status (general/economically disadvantaged) from the accommodation fee when dormitory residents apply for housing. Students only need to pay the remaining accommodation fee after the subsidy is applied. However, if the accommodation fee is lower than the maximum subsidy amount, the subsidy will cover up the cost at full, exempting the students from paying the accommodation fee.

(2) Food, Education, and Daily Life Support:

- (a) Mr. Jin-pyng Wang Emergency Aid and University Meal Coupons for Economically Disadvantaged Students (please refer to Annex 1.3.3B): Intended for students in unfavorable living conditions due to the unfortunate demise of a student, significant family crises, severe

injuries, or critical illness requiring medical treatment. The maximum aid amount is set at NTD\$50,000. The maximum aid amount may be adjusted for special cases. Students are eligible to apply for university meal coupons, with a maximum distribution of 40 coupons per application and up to 160 coupons per student per semester.

- (b) The Soaring Eagles Mr. Jin-pyng Wang Scholarship (please refer to Annex 1.3.3C): In the first semester, 20 students will be awarded, and in the second semester, 25 students will be awarded. Approved Soaring Eagles students must complete the learning guidance records before receiving a scholarship of NTD\$20,000.
- (c) Fei-Ling Electrical Engineering Company Scholarship and Bursary for The Soaring Eagles Students (please refer to Annex 1.3.3D): In principle, up to 25 students will be awarded per semester, with each receiving NTD\$20,000. In the first semester of each academic year, 10 quotas are reserved for freshmen.
- (d) Diligence Scholarship (please refer to Annex 1.3.3E): Ten scholarships are awarded per semester, with at least one recipient from the Department of Industrial Education and Technology. Approved Soaring Eagles Students are required to complete learning guidance records before receiving a scholarship of NTD\$20,000.
- (e) The Soaring Eagles Grants (please refer to Annex 1.3.3F): The grants are awarded to undergraduate freshmen and continue until their fourth year of study. Each student receives an annual grant of NTD\$60,000, disbursed in two installments of NTD\$30,000 per semester. If a donor fails to make the contribution within three months or cannot be contacted, the grant disbursement will be suspended.

Table 1. Overview of On-Campus Scholarships and Grants

Scholarship	Semester	Number of Students	Amount (NTD)
Notice for the Application of Mr. Jin-pyng Wang Scholarship for The Soaring Eagles Students in NCUE (Please refer to Annex 1.2.1D)	Second semester of 2023	25	500,000
	First semester of 2024	20	400,000
Notice for the Scholarship and Subsidies for Diligent and Economically Disadvantaged Students Entrusted to the National Changhua University of Education (Please refer to Annex 1.2.1E)	Second semester of 2023	10	200,000
	First semester of 2024	10	200,000
Notice for the Fei-Ling Electrical Engineering Company Scholarship and Bursary for The Soaring Eagles Students Entrusted to National Changhua University of Education (Please refer to Annex 1.2.1F)	Second semester of 2023	25	500,000
	First semester of 2024	25	500,000

Scholarship	Semester	Number of Students	Amount (NTD)
Notice for the Application of Mr. Jin-pyng Wang Emergency Aid and University Meal Vouchers for Eagle Rising Students of the National Changhua University of Education (Please refer to Annex 1.2.1G)	Second semester of 2023	50	458,000
	First semester of 2024	58	596,000
National Changhua University of Education The Soaring Eagles Grants Implementation Guidelines of the National Changhua University of Education (Please refer to Annex 1.2.1H)	Second semester of 2023	8	240,000
	First semester of 2024	4	120,000
Total	-	235	3,714,000

2. NCUE implements assistance measures from various units on the campus to help economically disadvantaged students move towards a better future.

NCUE's various offices provide other relevant assistance measures, including the following: project fund empowerment for Educational Security: Establishing Sustainable Special Funding for Education and Improving the Fundraising Management Mechanism; guidance and counselling—Provide Various Supports on Daily Life; psychological counselling—Provide Relevant Counselling Resources and Establish a Case Management Tracking System; academic support—Provide Various Learning Guidance Resources; and Career Orientation—assisting students in formulating personal future plans and developing customized counseling and support programs to help them gain an early understanding of various possible career development. NCUE hopes that students from low-income families and economically disadvantaged students will realize their potential at NCUE to create a better future with them and fulfil its social responsibilities.

SDG 1.3.4 Bottom financial quintile student support

To help students from the families in the lowest 20% income group finish their studies and secure opportunities to pursue a brighter future, NCUE has formulated projects, actions, and guidance mechanisms to assist them in achieving their graduation goals.

Through the Higher Education Sprout Project, NCUE offers a comprehensive student guidance system, integrating and coordinating relevant resources to support students in successfully completing their studies. This support covers aspects such as daily life, academics, career planning, and precision guidance. The details of the various support measures are as follows:

1. Life Guidance and Counseling—NCUE’s Higher Education Sprout Project uses target-based learning to help students improve their conduct and planning skills in the course of serving others to develop their work abilities for employment. The Project offers students various forms of living assistance, including campus meal vouchers and emergency aid, to ease their economic burdens. NCUE provides counseling resources and follow-up tracking for students with physical or mental disabilities, severe emotional distress, or special needs.
2. Learning Guidance for Academic Excellence and Competency Enhancement: The Project focuses on helping students formulate learning plans and pathways, manage their time effectively, and keep track of their learning progress to enhance self-directed learning, cross-disciplinary learning, and academic assistance. It includes initiatives such as Mentored Self-Initiated Learning Program, Versatile Skills and Career Preparation, Global Competencies and Internationalization Training, and Research Projects Learning Guidance, aimed at extending the depth and breadth of students’ learning experiences.
3. Career Guidance that Facilitates Employment: Assist students in formulating personal future plans and developing customized guidance and support programs to promote career exploration and competency preparation. This includes career orientation and one-on-one career guidance, enhancing students’ abilities in career planning and orientation.
4. Precise Guidance and Counselling that Build Students’ Resilience (Figure 1): In addition to continuing to provide students with résumé reviews, mock interviews and guidance, as well as career-related workshops, we adjusted the capacity of “career orientation” counseling in the second phase. This will expand from serving only disabled students with career orientation needs to encompass economically or culturally disadvantaged students on campus who also require career guidance and assessment. This will help a greater number of students in planning their future careers.



Figure 1. Targeted Counseling Concepts

In 2024, the Project’s 12 guidance sub-projects helped 2,505 students, resulting in a disbursement of NTD\$12,690,400 in rewards. “Learning guidance” topped the list at 53.61%, followed by “psychological guidance” (31.85%), “life guidance” (13.13%), and “career guidance” (1.39%). NCUE also continued to improve the management mechanism of bursary projects, ensuring the students’ economic safety during their studies and helping them study at ease until graduation. The relevant issuance details are as shown in the following Table 1, Figure 2, and Figure 3.

Table 1. Expenditures on Guidance and Rewards for Economically and Culturally Disadvantaged Students, 2023–2024

Category of Guidance	Life Guidance		Learning Guidance		Psychological Guidance		Career Guidance	
	2023	2024	2023	2024	2023	2024	2023	2024
Number of Students Served	342	329	1,333	1,343	581	798	34	35
Expenditure s for Student Rewards (NTD)	3,920,000	3,944,000	8,134,000	8,636,000	N/A	N/A	135,000	110,000

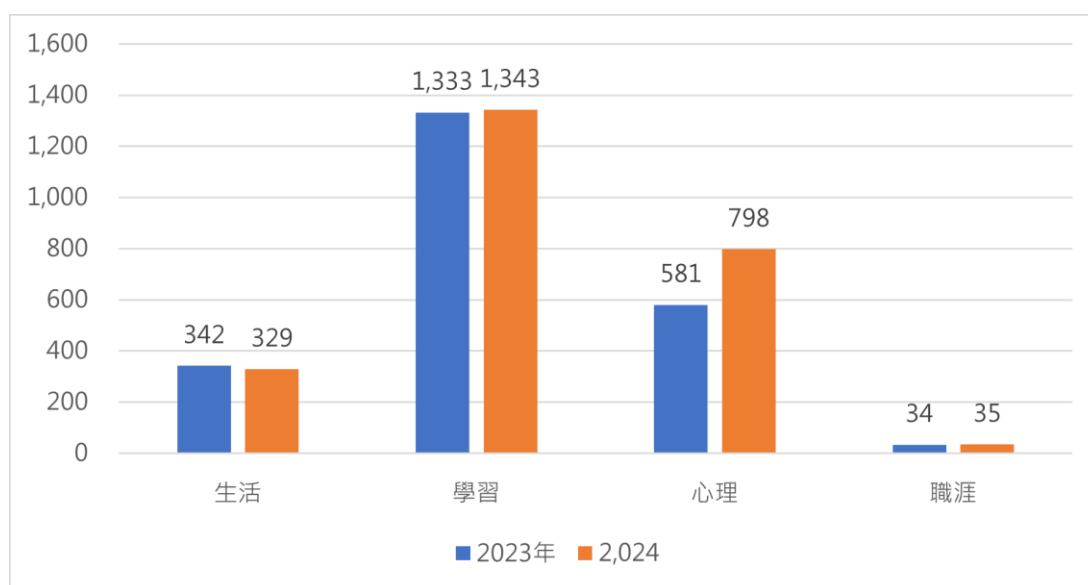


Figure 2. Comparison of Guidance for Economically Disadvantaged Students in 2023 and 2024

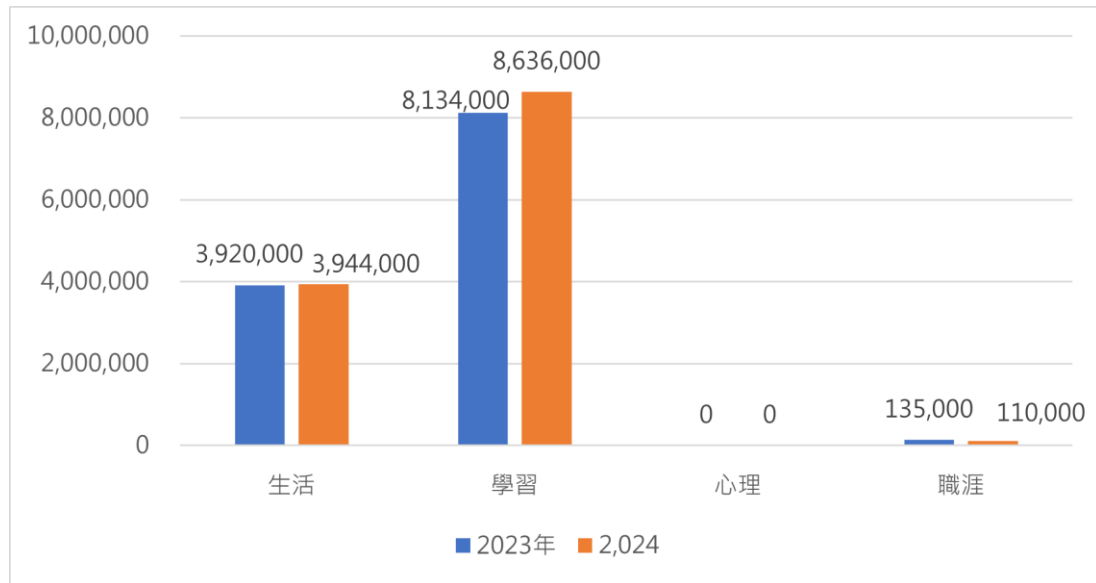


Figure 3. Comparison of Guidance Scholarships for Economically Disadvantaged Students in 2023 and 2024

SDG 1.3.5 Low or lower-middle income countries student support

One of the world's toughest challenges today is eradicating poverty, and that challenge is an indispensable part of sustainable development. NCUE not only actively subsidizes students from low-income households to ensure upward social mobility and increase their chances of developing a bright future, but also attaches great importance to the poverty-eradication measures for students from low-income or middle-low-income countries. The following NCUE's projects help students from low- or lower-middle-income countries pursue their studies in Taiwan:

1. NCUE formulates relevant plans, scholarships, and bursaries.

NCUE has formulated and continues to implement scholarships and bursaries for economically disadvantaged students from lower-middle-income countries, (e.g., Indonesia, India, Vietnam, Pakistan, Thailand, Nepal, Eswatini, etc.). The financial aid includes the following:

- (1) Grants for Overseas Taiwanese Students in Financial Need: Providing support for overseas Taiwanese students from underprivileged backgrounds who are dedicated to their studies. (Please refer to Annex 1.3.5A)
- (2) Graduate School Scholarship for Outstanding Overseas Taiwanese Students: Encouraging outstanding overseas Taiwanese students to return to NCUE for graduate studies. (Please refer to Annex 1.3.5B)
- (3) Foreign Students Scholarship: Attracting outstanding foreign students to enroll in degree programs at NCUE and encouraging foreign students on campus. (Please refer to Annex 1.3.5C)
- (4) Guidelines for Research Scholarship for Excellent Doctoral Students: Encouraging outstanding and research-capable doctoral students. (Please refer to Annex 1.3.5D)
- (5) The Ministry of Education's TEEP (Taiwan Experience Education Program): Attracting more outstanding young individuals from advanced countries or emerging markets to come to Taiwan. (Please refer to Annex 1.3.5E)

2. NCUE grants subsidies as it implements the plans continuously.

In 2024, NCUE provided financial assistance to 236 students from low-income or lower-middle-income countries, with subsidies totaling NTD\$13,417,967. Related statistical data can be found in Table 1, 2, and Annex 1.3.5F. Furthermore, to enhance the internationalization of Taiwan's higher education and provide concrete support for international students from low-income or lower-middle-income countries in their studies and career development in Taiwan, NCUE has been implementing the Ministry of Education's "Pilot Program of Professional Employment Guidance for International Students in Taiwan" since 2024. This program employs diverse measures to assist international students studying in Taiwan in transitioning to the workplace in Taiwan, primarily targeting students from developing countries (such as Indonesia and Malaysia), and providing **free** and effective support services for economically disadvantaged international students.

The program integrates key resources including language learning, internship matching, career guidance, and employment services, with dedicated bilingual staff providing one-on-one assistance. For international students from economically disadvantaged families, the program specially provides

career lectures, enterprise visits, mock interviews, and résumé reviews, and regularly shares recruitment information from key industries to help them grasp employment opportunities in Taiwan. To date, the program has organized seven career lectures, four résumé review sessions, four mock interviews, three enterprise visits, and one international student job fair, providing career guidance to over 100 participants.

Additionally, NCUE is planning to collaborate with companies such as Siliconware Precision Industries Co., Ltd. to design internship courses and is negotiating cross-disciplinary corporate training programs to help international students gain early exposure to real workplace environments, accumulate practical experience, and enhance their employment competitiveness. According to current tracking data, 14% of international graduates from NCUE have successfully remained in Taiwan for further studies or employment, with the majority coming from Southeast Asia and South Asia and other lower-middle-income countries, reflecting promising outcomes.

In the future, NCUE will continue to strengthen its support measures, providing systematic and individualized assistance for students from low-income or lower-middle-income countries. These efforts aim to achieve educational equity, cultivate diverse international talent for Taiwan, and promote sustainable connections in regional and global education and development.

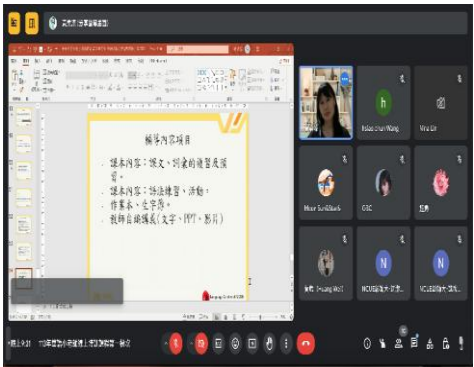
Table 1. Schedule of Subsidies for Students in Need from Low-Income or Lower-Middle-Income Countries

Support Projects	Number of Grantees	Grant Amount (NTD)	Country
Grants for Overseas Taiwanese Students in Financial Need	65	1,164,000	Indonesia, Hong Kong, Malaysia
Graduate School Scholarship for Outstanding Overseas Taiwanese Students	10	540,000	Malaysia, Macau
Foreign Students Scholarship	99	5,056,667	India, Vietnam, Indonesia, Malaysia, Pakistan, Eswatini
Nurturing Excellence Doctoral Students Scholarship	2	960,000	India
MOE's Taiwan Experience Education Program (abbreviated for TEEP@Asia Plus)	60	5,697,300	India, Indonesia, Vietnam, Thailand, Pakistan
Total	236	13,417,967	-

SDG 1.4.1 Local start-up assistance

In order to promote the establishment of financially and socially sustainable enterprises within the community, NCUE has integrated government resources and provided educational support through relevant courses, workshops, and seminars to foster the development of startups. NCUE offers space and facilities, assembles interdisciplinary faculty teams, and leads students in proactively visiting local businesses to help diagnose issues and propose solutions. Furthermore, industry professionals with practical experience are appointed as co-instructors to help combine academic learning with industrial trends, ensuring that students are well-prepared to meet the demands of the job market. These initiatives collectively enhance the financial and social sustainability of local enterprises. Related policies and highlights are as follows:

Plan/policy	Highlights	Photos
Language Promotion Courses (Figure 1-3)	NCUE's Language Center, under the Office of International and Cross-strait Affairs, offers regular community promotion and educational events, offering various language learning courses in weekday evenings or weekends, including English, Japanese, Korean, French, German, Spanish, Thai, Vietnamese, and Indonesian. Community residents can develop second language skills based on their learning interests. In 2024, a total of 34 classes were offered with 1,008 hours. A total of 439 participants successfully completed their courses and acquired second language abilities. Additionally, to meet needs of both on-campus and off-campus individuals for workplace skill enhancement, diverse foreign language and customized project courses are offered. Since 2020, NCUE has collaborated with the Affiliated Senior Industrial Vocational High School of NCUE (AISVHS) to conduct TOEIC Listening and Reading Classes. Two classes are offered per semester to provide diverse learning opportunities and strengthen students' English abilities. In 2024, NCUE offered 5 classes with a total of 158 students completing their classes, helping students improve their English listening and reading skills.	 Figure 1. TOEIC Listening and Reading Class

Plan/policy	Highlights	Photos
	NCUE is an overseas Chinese language learning institution accredited by the Ministry of Education and has long been committed to promoting Chinese language education while actively expanding platforms for international exchange. NCUE regularly offers Chinese language courses annually, providing foreign residents in the local community and learners from around the world with a professional, friendly, and diverse Chinese learning environment. Courses are offered flexibly in both in-person and online modes based on learners' needs and learners' locations, highly praised by students. In 2024, Chinese Language Seasonal Programs in NCUE included Spring, Summer, Autumn, and Winter sessions, as well as various courses including online group and individual Chinese classes, catering to learners with different proficiency levels and learning objectives. In 2024, a total of 186 participants successfully completed their programs. For detailed course information and the latest course offerings, please visit language center's official website: https://lcch.ncue.edu.tw/curriculum_season?lang=zh-TW	 Figure 2. Chinese Language Course – Dumpling Making
	The center organizes “Chinese Language Tutors Training Courses,” providing free training for students interested in Chinese language teaching. The programs also welcoming auditors and observers, enabling non-NCUE members to access Chinese language teaching resources. In 2024, two sessions of the Chinese Language Tutors Training Courses were held, totaling 30 hours with 50 participants. Additionally, online or in-person Chinese language teaching lectures are held periodically. In 2024, one Chinese language teaching lecture titled “Teaching and Living in Germany and Europe” was organized, inviting	 Figure 3. Chinese Language Tutors Training Courses

Plan/policy	Highlights	Photos
	overseas Chinese language teachers to share their teaching experiences in Europe, with 17 participants attending.	
Community University for the Seniors (Figure 4)	The College of Extension Education has been operating the Changhua County Senior University since 1995 to provide continuing education opportunities for senior community members. This program encourages county residents aged 55 and above to return to campus for learning. In 2024, two terms were offered, each lasting 16 weeks, with a total of 28 classes. The courses covered diverse subjects including Japanese, English, calligraphy, Chinese painting, art, and mobile phone applications. A total of 882 participants completed the program.	 Figure 4. Community University for the Seniors – Joint Exhibition of Art Class Teachers and Students’ Artworks
Women’s Academy –Female Leadership Training Program (Figure 5)	On September 25 to November 9, 2024, the School of Continuing Education held the “Women’s Academy – Female Leadership Training Program.” This program focused on sustainable business management and included courses on macroeconomics, financial planning, ChatGPT, and ESGs. It attracted 40 female leaders from various industries, including metal, machinery, food, cosmetics manufacturing, apparel wholesale, and healthcare. The program aimed to enhance professional knowledge and strategic thinking skills, expand networks, and promote exchange, nurturing more female leaders in Changhua County to create a brighter future.	 Figure 5. Women’s Academy – Female Leadership Training Program, Teacher – Group Photo of Students and Teachers
Training Program for Principals and Directors of Elementary and Junior High School on School Management Competencies	As the only secondary school teacher training institution in central Taiwan, NCUE has been organizing an annual “Training Program for Principals and Directors of Elementary and Junior High Schools School Management Competencies” since 2020. Each course lasts four months. In 2024, 15 high-level administrative leaders from elementary and junior high schools were trained.	

Plan/policy	Highlights	Photos
(Figure 6)		Figure 6. Training Program for Principals and Directors of Elementary and Junior High Schools – Group Discussion
Community Extension Education Courses (Figure 7)	The College of Extension Education periodically offers various extension education courses, covering business operations, information technology, business management, marketing, and handicraft creation. These courses allow community members to continue self-growth based on their learning interests. In 2024, a total of 60 classes were offered, with a total of 1,369 course hours, attracting 1,213 participants.	 Figure 7. Extension Education Course –Basic Planting Course for Staghorn Ferns
Carbon Inventory Value-Added Application Project (Figure 8)	NCUE actively promotes energy conservation, carbon reduction, and smart low-carbon manufacturing, dedicating efforts to assisting local traditional industries in transformation and upgrading. In alignment with national policies, NCUE creates a diverse technology platform centered on smart manufacturing and green energy. From 2023 to 2024, 18 faculty members from NCUE participated in providing guidance for 42 Carbon Inventory Value-Added Application Projects under the Industrial Development Administration, the Ministry of Economic Affairs, achieving remarkable results. Additionally, NCUE has been actively cultivating talent for carbon management and sustainability by organizing multiple ESG and ISO certification courses, including courses on ISO 14064-1, ISO 50001, and ISO 14067, with over 400 participants trained. NCUE also participates in the Ministry of Economic Affairs' Cross-Regional Low-Carbon Transformation Program for Industrial Parks, assisting enterprises in Fusing (with Bitou and	 Figure 8. ISO 14067-1 Internal Auditor Course – In-Class in Progress

Plan/policy	Highlights	Photos
	Tianjiong) Industrial Parks, and Dali Industrial Parks in obtaining auditor certifications for 84 individuals, demonstrating NCUE's solid contributions to promoting low-carbon sustainability.	
Shinshang Swimming Academy (Figure 9)	To promote healthy recreational activities, enhance students' physical fitness and mental health, popularize swimming among the general public, improve children's physical fitness for swimming, and cultivate lifelong exercise habits and interests, Shinshang Swimming Academy in NCUE employs professional swimming coaches and offers group classes for children, toddlers, and adults, as well as personalized private coaching sessions that allow parents and community members to learn swimming according to their own plans. Currently, in alignment with the Ministry of Sports' elementary school swimming project, the academy has served over 30 elementary schools. The academy simultaneously accommodates courses arranged by NCUE's Athletic Department, swimming clubs from the Affiliated Industrial Vocational High School of NCUE, and swimming training for the Special Police Fourth Headquarters.	 Figure 9. Elementary School Swimming Class during the Summer Vacation
U-First Professional Sports Guidance Service Team (Figure 10)	Since 2020, NCUE's U-FIRST Professional Sports Guidance Service Team has provided exercise and fitness guidance services for NCUE faculty, staff, students, and middle-aged and elderly residents in nearby communities. Its initiatives include organizing senior fitness classes, strength training classes, fun fitness classes, and mindfulness yoga classes, promoting Nordic walking, conducting fitness assessments, and collaborating with Show Chwan Health Care System to provide health education consultations. These aims to establish regular exercise habits among participants, create healthy lifestyles through sports, and promote self-	 Figure 10. Activity held by U-First Professional Sports Guidance Service Team

Plan/policy	Highlights	Photos																																		
	health management. In 2024, a total of 62 sports guidance and consultation sessions (practiced-based field management) were provided, benefiting 2,790 people.																																			
Academia’s Technology Caring Project for SMEs/Industrial Park-based Industrial Counseling Innovation Project in Support of SMEs/Small Business Innovation Research (Figure 11-12)	Academia’s Technology Caring Project for SMEs: <table><tr><th>園區</th><th>廠商</th><th>服務</th><th>人才</th><th>學生產學</th><th>人才</th><th>技術輔導</th><th>申請政府計畫</th><th>參與師長</th></tr><tr><td>大里</td><td>45間</td><td>46次</td><td>5場次 15小時</td><td>29位學生 6間企業</td><td>1場</td><td>11間企業</td><td>5案</td><td rowspan="3">19位</td></tr><tr><td>福興、豐田、中</td><td>22間</td><td>29次</td><td>5場次 15小時</td><td>26位學生 6間企業</td><td>1場</td><td>13間企業</td><td>5案 (通過1案)</td></tr><tr><td>小計</td><td>67間</td><td>75次</td><td>10場次 30小時</td><td>55位學生 12間企業</td><td>2場</td><td>24間企業 (通過1案)</td><td>10案</td></tr></table> SBIR Project: Through promoting short-term technical guidance and practical training courses for enterprises, NCUE is committed to enhancing companies’ skills in meeting current trend demands, further achieving the goal of improving production efficiency, and strengthening industrial competitiveness. NCUE assisted four companies—Big Dipper Co., Ltd., Innova Rubber Co., Ltd., Shjo Shue Industrial Co., Ltd., and Ta Fong Steel Co., Ltd.—in applying for and successfully obtaining approval for SBIR (Small Business Innovation Research) grants in Changhua County, with total government subsidies amounting to NTD\$3,187,000. National Industry-Academia Innovation Practices Competition: To foster the innovative thinking and practical skills of university and college students, as well as to promote interdisciplinary teams with diverse technological expertise in making innovative and highly practical projects, NCUE partnered with the Changhua Association of Industry-Academia Advancement to co-host the National Industry-Academia Innovation Practices Competition. In 2024, the competition attracted a total of 253 teams comprising faculty and students from universities and colleges across the country, with 173 projects	園區	廠商	服務	人才	學生產學	人才	技術輔導	申請政府計畫	參與師長	大里	45間	46次	5場次 15小時	29位學生 6間企業	1場	11間企業	5案	19位	福興、豐田、中	22間	29次	5場次 15小時	26位學生 6間企業	1場	13間企業	5案 (通過1案)	小計	67間	75次	10場次 30小時	55位學生 12間企業	2場	24間企業 (通過1案)	10案	二、產學基本成果說明(5) 案例1：興揚精密工業股份有限公司 - 申請中小型製造業低碳及智慧化升級轉型個案補助計畫-精密模具生產智慧化升級轉型計畫 ■ 改善前後生產製程及資訊系統流程如下： 改善前 改善後 ■ 改善後網路資訊安全部屬流程如下： 右側課程圖解 左側電氣應用等研討課專家會議 CNC車床加工區 Figure 11. Corporate Technical Consultation
園區	廠商	服務	人才	學生產學	人才	技術輔導	申請政府計畫	參與師長																												
大里	45間	46次	5場次 15小時	29位學生 6間企業	1場	11間企業	5案	19位																												
福興、豐田、中	22間	29次	5場次 15小時	26位學生 6間企業	1場	13間企業	5案 (通過1案)																													
小計	67間	75次	10場次 30小時	55位學生 12間企業	2場	24間企業 (通過1案)	10案																													
		Figure 12. Competition Works in 2024 National Industry-Academia Innovation Practices Competition																																		

Plan/policy	Highlights	Photos
	advancing to the final round. Photos: https://drive.google.com/drive/folders/1gDHdkeMUxwP_aMhUfOOQYNILCeu6O-sJ	
University Social Responsibility (USR) Projects: Deep Cultivation in Fangyuan’ and ‘Joining Hands in Dacheng: Changhua Twin Cities’ Industrial and Environmental Sustainability (Figure 13)	1. Held 34 training sessions (ranging from 24 or 100 hours long) for environmental educators. 2. Conducted 2 sessions of environmental education staff training with local teachers. 3. Held 13 workshops related to the aquaculture industry and local cooperation. 4. Actively nurtured local environmental educators and helped them implement food and agriculture education and relevant marine conservation initiatives. 5. Established a care team for sustainable industrial development and held 9 expert preparatory meetings and workshops. 6. Held 10 food and agriculture education workshops with local community development associations. Fan page: Beautiful and Treasured Clams in Fangyuan and Dacheng: Sustainable Industry and Environment Project of Changhua’s Two Cities Amid Climate Change. https://www.facebook.com/NCUEUSR News Coverage: “Huge clams! Spend a day as a fisherman with the Marine Food Research Base.” https://e-info.org.tw/node/239943	 Figure 13. Field Trip of Marine Education Resource

SDG 1.4.2 Local start-up financial assistance

NCUE is proactively intensifying its partnerships with local industries, with a specific emphasis on bolstering interdisciplinary collaboration among neighboring educational institutions, especially strategic alliances with regional universities and industry stakeholders. These collaborative efforts provide NCUE with valuable insights into industry needs, facilitate the adaptation of the school's research focus, and offer practical hands-on experiences. Consequently, NCUE is well-equipped to strategize and implement cross-institutional, interdisciplinary, and startup-oriented collaborative projects. This approach substantially amplifies the capacity and impact of NCUE's industry-academia partnership initiatives. The relevant implementation strategies are as follows:

1. Through active industry-academia collaboration, the Office of Research and Development has strengthened close connections with neighboring industries, generating outcomes directly benefiting local businesses and residents. In 2024, faculty members executed a total of 407 industry-academia collaboration projects totaling NTD\$589,185,211, making a 25% increase compared to 2023. This not only demonstrates NCUE'S robust capacity in corporate collaboration and technological innovation but also injects innovative vitality into local industries, indirectly stabilizing and creating employment opportunities for local residents. Through collaboration with seven universities in central Taiwan (National Chung Hsing University, Hungkuang University, Tunghai University, National Chiayi University, National Yunlin University of Science and Technology, Taipei Medical University, National Taipei University of Technology, and National Chin-Yi University of Technology) in the "Central Taiwan Cross-University Integration for Research and Industrialization Platform Project." From 2020 to 2024, the project has successfully guided 88 local companies, engaging 70 experts and 158 students to participate jointly, in collaborative efforts that led to the development of 28 new technology products. The Office also actively helps faculty and enterprises jointly apply for government-funded (local or central) projects. In 2024, these projects received NTD\$2,800,000 in subsidies. Additionally, NCUE organized two talent-matching sessions and 13 talent training courses, substantially enhancing the professional skills of the local workforce and helping local enterprises upgrade and transform. These initiatives ensures that local residents benefit from industrial development. Furthermore, the Office of Research and Development continues to guide NCUE faculty members in establishing startup companies based on their research patents. Take Lin Chung-Chi, a Professor from the Department of Biology, as an example. He successively executed the project of "Taiwan Germination Program: Commercialization Model of Integrated Pest Management Technology for Ant Control" approved by the National Science and Technology Council in 2022 and "Startup Value Creation Program," approved by the Ministry of Economic Affairs in 2023. These efforts led to his successful founding of the spin-off startup company "A. nT Environmental Technology Co., Ltd.," which has developed environmentally friendly ant pest ants control technology.

Table 1. Achievements of National Science and Technology Council Projects, Non-National Science

and Technology Council Projects, and Industry-Academia Projects executed by NCUE’s faculty members in 2024

Number of Projects/ Amount Project Category	Number of projects		Amount	
	2023	2024	2023	2024
Projects under National Science and Technology Council (General Projects)	144	136	137,504,710	145,769,277
Non-National Science and Technology Council Projects	154	147	269,576,079	373,606,471
Industry-Academia Projects	117	124	64,247,346	69,809,463
Total	415	407	471,328,135	589,185,211

2. To assist local communities in establishing financially sound and socially sustainable businesses, Innovation Incubation Center in NCUE actively promotes entrepreneurial and economic assistance initiatives in 2024. By integrating government resources, professional faculty expertise, and local industry needs, the center provides comprehensive support for both startups and traditional industries. Focusing on precision machinery, smart electric vehicles, and green energy as its core technological fields, the center aligns with national policies to create a diversified industrial platform and to develop industrial clusters. Through well-established incubation networks and lateral/vertical integration mechanisms, it helps enterprises reduce costs of startup and operation, enhancing their international competitiveness and brand value. Additionally, by assisting enterprises in applying for government subsidy projects and matching them with venture capital resources, the center effectively strengthens enterprises’ capital and market expansion potential.

In 2024, multiple professional training courses were offered, including ISO 14064 Carbon Inventory, ISO 50001 Energy Management, ESG Planning, CBAM Carbon Content Calculation, AI Applications, and Green Packaging Design, with accumulated over 300 participants. (Figures 1-2). These courses helped 12 enterprises stay current with the latest regulatory trends and green transformation technologies. Simultaneously, the center provided specialized project-based guidance on short-term technology, low-carbon management, and energy-saving technology to 36 local enterprises (Figure 3), successfully assisting 12 of them in obtaining government funding. By further integrating resource and brand marketing strategies of resident companies (Figure 4), the center continues to establish a regional innovation and entrepreneurship platform, substantially strengthening economic foundation of the community and promoting sustainable industrial development.

開設課程名稱	培訓人數	備註
ISO 14064-1 溫室氣體盤查內部查證員訓練課程及證書班	53	經濟部產業園區跨區低碳轉型整合推動計畫-低碳專案計畫；福興、華城、及田中園區、大里園區，協助園區廠商取得ISO14064-1或ISO50001稽核員證照共84人
ISO 50001：能源管理系統內部稽核訓練課程及證書班	77	
ESG永續規劃-組織溫室氣體盤查觀念與演練	15	
ISO 14064-1內部稽核員培訓1日操作體驗班及3日種子培訓課程	81	
		與財團法人台灣產業服務基金會合辦



Figure 1. Achievements of Series Courses for the Carbon Footprint Verification Offered in 2024

開設課程名稱	培訓人數
探索生成式AI在製造業管理中的應用	18
視覺AI應用實務	20
CBAM相關規範說明	22
CBAM碳含量計算實務	22
綠色低碳包裝設計與實務應用	16



Figure 2. Acehievments of Talent Development Courses Offered in 2024

輔導項目	廠商(間)
短期技術輔導	14
低碳管理輔導	6
節能技術輔導	4
協助廠商申請政府補助資源	12



Figure 3. Achievements of Enterprises Consultations in 2024

編號	廠商名稱	進駐期間	備註
1	秉華科技有限公司	113/03/02 ~ 115/03/01	虛擬進駐
2	豆典文創教育有限公司	113/11/01 ~ 117/10/31	虛擬進駐
3	普立陽資訊股份有限公司	113/04/01 ~ 116/03/31	實體進駐-4A
4	新日光能源有限公司	113/09/01 ~ 115/08/31	實體進駐-3F
5	台灣沼氣電力股份有限公司	113/06/01 ~ 116/05/31	實體進駐-4B
6	北斗七星實業有限公司	113/08/01 ~ 114/05/31	113 年 SBIR 虛擬進駐
7	伊諾華國際股份有限公司	113/08/01 ~ 114/05/31	113 年 SBIR 虛擬進駐
8	秀水工業有限公司	113/08/01 ~ 114/05/31	113 年 SBIR 虛擬進駐
9	達豐鐵材股份有限公司	113/08/01 ~ 114/05/31	113 年 SBIR 虛擬進駐

Figure 4. List of Resident Companies in 2024

SDG 1.4.3 Programmes for services access

People are at the core of sustainable development. NCUE is duty-bound to create a fair, just, and inclusive future. Promoting continuous improvement to ensure that everyone has access to basic services is therefore of utmost importance. To eradicate poverty, NCUE organizes various training programs and projects to enhance access to basic services for students and related stakeholders.

To care for the community with high-quality education and reduce social inequality, NCUE strives to expand equitable access to basic services by implementing various projects (e.g., Projects funded by National Science and Technology Council and Ministry of Education projects, University Social Responsibility (USR) projects, and University Social Responsibility (USR) Hub Projects), offering language courses, sending groups to serve remote areas, and holding open seminars and community education activities. The relevant plans, policies, and results on education, service, electricity, health are as follows:

To practice local care through high-quality education and reduce inequality, NCUE seeks to improve everyone's access to basic services by implementing various projects (including National Science and Technology Council projects, Ministry of Education projects, University Social Responsibility (USR) Projects, and University Social Responsibility (USR) Hub Projects), offering language promotion courses, organizing service-oriented student associations to provide outreach in remote rural areas, and holding public seminars and community education activities. The following sections present the achievement of relevant plans/policies on education, service, energy, and health promotion:

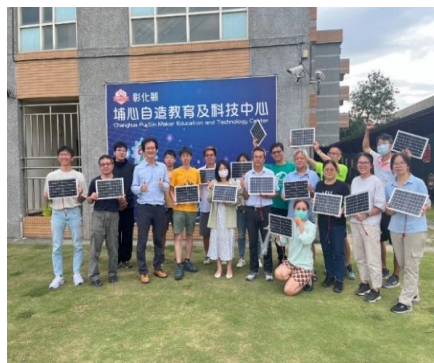
Category	Responsible units	Plan/policy	Highlights	Photos
Education	Special Education Center	The Project of Recruiting and Guiding Students with Physical and Mental Disabilities by Universities and Colleges in 2024 (Please refer to Annex 1.4.3A) (Figure 1-2)	Provided relevant support services to NCUE students with physical and mental disabilities; 2,029 people received help with learning, 256 people received assistance with daily life, 130 people received help with the job transitions, and 280 received guidance and counseling services	 Figure 1. Stress Management and Relaxation Training – Cement Art Workshop 

Category	Responsible units	Plan/policy	Highlights	Photos
				Figure 2. Mind-Body-Spirit Relaxation Training – Essential Oils and Healing Techniques
Education	Special Education Center	2024 Implementation Plan for the Promotion of Special Education in the Changhua–Nantou–Yunlin Identification and Guidance District and the Subsidy Program for Special Education Centers in Universities and Colleges (Enhancing Professional Competency) (Please refer to Annex 1.4.3B) (Figure 3-4)	Held 27 professional competency activities for special education personnel in higher education, including 6 mandatory introductory courses, 6 mandatory advanced courses, 14 elective advanced courses, and 1 specialized courses.	
				Figure 3. Professional Development Workshop on Special Education – Special Challenges for New Generation: Teachers Regaining Emotional Control in Daily Life
				 Figure 4. Principles and Practice of Guidance – Demonstration on Motivational Interviewing
Education	Special Education Center	2024 Implementation Plan for the Promotion of Special Education in the Changhua–Nantou–Yunlin Identification and Guidance District	1. Served a total of 86 people 2. Paid 2 visits to schools to provide counselling services 3. Published two issues of the Special Educator's Journal to benefit special education departments, special education resource	

Category	Responsible units	Plan/policy	Highlights	Photos
		(Please refer to Annex 1.4.3C) (Figure5-6)	centers, special education administrative entities, faculties and students at all levels, and community members across Taiwan. 4. Conducted 2 briefing sessions on the identification of students with disabilities in universities and colleges, with 1 session on special education work review in the counseling districts, and 1 liaison meeting for disabled university/college students on their transition to life in a higher education institution.	Figure 5. Special Education Publications 
				Figure 6. 2024 Special Education Consultation Schedule and Roster 
Education	Center for Teacher Education	University Distinctive Project Application for Phase III (2023-2024) - University Social Responsibility Implementation Project: NCUE x Common Good: Deep Cultivation and Advancement of Local Communities (Please refer to Annex 1.4.3D)	1. Organized a one-week NCUE x Common Good camps in 6 rural secondary and primary schools in 3 counties and cities, serving 231 students 2. Using career exploration assessment tools to serve 51 disadvantaged students from 4 rural schools, helping them complete individual career-exploration activities	 Figure 7. Summer Camp in Tacheng Junior High School – English Class 

Category	Responsible units	Plan/policy	Highlights	Photos
		(Figure 7-8)		Figure 8. Changhua County Wanshing Junior High School – Career Exploration Course for Students
Education	College of Extension Education	Public lectures and community education activities (Please refer to Annex 1.4.3E) (Figure 9-10)	Provided courses on senior education (28 classes, 882 participants), enhancement of teachers' capabilities (70 courses, 1,384 participants), training programs for 15 principals and directors of elementary and junior high schools on school management competencies, training for 40 second-generation successors and female leaders in SMEs, workplace skills enhancement training for professionals (127 classes, 2,451 participants), and various continuing education courses (60 classes, 1,213 participants).	 Figure 9. Calligraphy Class in the Community University for the Seniors  Figure 10. CBM Certification Class Infant and Toddler Tactile Massage and Perceptual-Motor Play
Service	Extracurricular Activities Team, Office of Student Affairs	Service Clubs - Mountain Service Club, Rural Service Club, Fishing Village Service Club, Board Game Club (Please refer to Annex 1.4.3F) (Figure 11-12)	Service-oriented student clubs organize learning activities during the semester, such as event planning, drama techniques, group activities, and outdoor games. During winter and summer vacation, they visit remote rural schools to provide recreational camps	 Figure 11. Mountain Service Club – Teaching Camp Songs and

Category	Responsible units	Plan/policy	Highlights	Photos
			for local elementary school students. For example, the Mountain Service Club organized children's recreational camps and community service activities during both winter and summer breaks in 2024. The camps centered on “self-awareness” and “media literacy,” helping children understand their relationship with the online world and the importance of media literacy. Additionally, to enhance children's learning motivation, the club designed multiple station-based educational activities and NPC (Non-Player Character) checkpoint activities, through which children learned about multicultural knowledge in engaging ways. In 2024, a total of 7 service activities were organized, with 189 volunteer participants and a total of 400 people served.	Dances  Figure 12. Mountain Service Club's Traditional Night – Mobile Phone Strap Making

Category	Responsible units	Plan/policy	Highlights	Photos
Electricity	Department of Electrical Engineering	University Distinctive Project Application for Phase III (2023-2024) - University Social Responsibility Implementation Project : Sustainable Changhua: Green Energy Perspective in Education, Technology, and Economy (Please refer to Annex 1.4.3G) (Figure 13-14)	1. USR Micro-Course on Green Energy: A total of 2,187 students enrolled in the USR Micro-Course on Green Energy. 2. Green Energy Education: 4 teacher training workshops were conducted with a total of 83 participants. One set of special education teaching materials and tools and 2 sets of general student green energy teaching materials were developed, and 9 seed teachers were trained. 3. Green Energy Technology: Completed 5 project productions. 4. Green Economy: Conducted 3 energy and carbon footprint training courses, training 45 of faculty and students in NCUE to obtain the ISO 14064 greenhouse gas inventory certification. Additionally, two ISO 50001 energy management certification training courses were held. NCUE successfully assisted 42 companies in Changhua County in completing their carbon	 Figure 13. Green Energy Education – Seed Teacher Training  Figure 14. Course Explanation for Carbon Footprint Verification

Category	Responsible units	Plan/policy	Highlights	Photos
			inventories.	
Ecology	Department of Fine Arts	University Distinctive Project Application for Phase III (2023-2024) - University Social Responsibility Implementation Project: Building an Ecological Home and Sustainable Communities: The Changhua Ecological Arts Initiative. (Please refer to Annex 1.4.3H) (Figure 15-16)	1. Cross-disciplinary courses such as “Art and Auxiliary Therapy,” “Horticultural Therapy,” and “Curatorial Theory and Practice” were offered, cultivating 37 students’ professional competencies and practice in the community. 2. In collaboration with Changhua Senior Learning Center, the Department of Fine Arts 8 held workshops, attracting 208 elderly participants. The “Green Elf” workshop series was further expanded to 5 sessions and provided students with off-campus internship opportunities and hourly subsidies. 3. In partnership with Changhua Arts High School, The Affiliated Senior Industrial Vocational High School, and Changhua Christian Hospital, NCUE jointly organized 4 horticultural therapy activities, serving 87 participants. 4. Participating in the "Star of Tiding 2.0" competition, the	 Figure 15. Senior Learning Center – Horticultural Therapy Workshop  Figure 16. “Eco Art & Eco Ark” Ecological Art Exhibition – Artworks Record

Category	Responsible units	Plan/policy	Highlights	Photos
			Department of Fine Arts received NTD\$200,000 in subsidies. The “Eco Art & Eco Ark” exhibition was held at O-Bank Gallery, running for over one month and attracting more than 300 visitors. The Chairman of O-Bank collected one student artwork titled “Green Oasis (Ark),” and offered NTD\$200,000 as collection rewards. 5. Ten seed teaching assistants were cultivated on campus, and its audiovisual production team created 22 thematic documentaries, accumulating professional expertise and employment competitiveness, forming a virtuous cycle connection between curriculum, community, and career development.	

SDG 1.4.4 Policy addressing poverty

NCUE actively collaborates with local communities, elementary and junior high schools, vocational high schools, non-profit organizations, local businesses, and affiliates local governments to establish resource-linking platforms. Together, we formulate and implement plans and policies aimed at eradicating all forms of poverty. NCUE conducts related projects, supporting not only local communities but also schools at all levels, non-profit organizations, and local enterprises. The relevant achievements are as follows:

1. In response to the global Sustainable Development Goals (SDGs), NCUE pays special attention to providing quality education and reducing inequality, demonstrating our commitment to social responsibility as an institution of higher education. To achieve these goals, Science Education Center in NCUE held the “Science Fun Day” activity in 2024, providing learning opportunities for people from different backgrounds through the popularization of science education, helping to break the cycle of poverty.

The Center of Science Education in NCUE organized the “Science Fun Day” activity, planning a series of diverse science popularization activities. The College of Science opened its major laboratories for public and student visits and graduate students provided professional yet accessible introductions to the latest scientific research results from each laboratory. This activity not only allowed the public to understand the charm of scientific research but provided students with references for their academic career planning. The activity designed dozens of interesting scientific experiences, such as “Frozen,” “Detective Catches the Culprit,” “Nanofiber Weaver,” and “The ‘Blastoise Straw’ Method,” allowing participants to easily learn knowledge through exploration and hands-on activities while enjoying the fun of science. Additionally, departments in the College of Engineering showcased their advanced technology, including “AI and Creative Robots” and “Wireless Unlimited” smart IoT technology, allowing all participants — including the public, faculty, students, parents, and guests—to experience the latest trends in technology.

To truly realize educational equality, the Center specially invited rural schools collaborating with NCUE in the Public Science Education Project to participate and subsidized tour bus expenses for rural schools, ensuring that financial conditions would not become barriers to learning. Schools such as Cheng Kong Junior High School, Fei Sha Junior High School, Minsheng Elementary School, Tianzhong Senior High School, Hsianhsi Junior High School, Chung Hsing Senior High School, and Sihua Senior High School all actively responded, creating a platform for rural schools to showcase their distinctive features, teacher competency in literacy-based instruction, and student learning achievements.

Through these science education promotion policies, the Center hopes to bring the general public closer to science, recognizing that scientific knowledge exists not only in textbooks but can also be learned in daily life — learning science through life and learning life through science. At the same time, we aim to create a more comprehensive and high-quality educational environment for children in rural areas of Changhua County, providing them with learning opportunities equal to urban

students, ultimately achieving the educational goal of “achieving success for every child” and making education an effective pathway for improving social and economic conditions. (Figures 1-4).

	
Figure 1. Public Participation in Exploration and Hands-On Activities at Science Booths	Figure 2. Laboratory Visit at the Department of Chemistry, College of Science
	
Figure 3. Faculty and Students from National Chung Hsing Senior High School Participating Together in “2024 Science Fun Day” – Engaging in Hands-On Activities and Exploring Science!	Figure 4. Science Booth in National Changhua Girls’ Senior High School

News Coverage: NCUE Campus Headlines – NCUE “2024 Science Fun Day” ~ Hands-On Activities, Play with Science!

<https://www.ncue.edu.tw/p/406-1000-28558,r93.php?Lang=zh-tw>

- To fulfill the university social responsibility, our “NCUE × Common Good” team has formed the “Baisha Quality Education Alliance” with 11 rural schools in Changhua, Nantou, and Yunlin counties, as well as the National Taichung University of Education. In the third phase (2023-2024), the alliance expanded to include Lizhi Middle School, consolidating the powers of the educational strategic alliance, implementing resource integration, and enhancing the quality of rural education. The objective was to nurture more excellent teachers, provide additional support, and address

educational challenges in rural areas. In collaboration with partner schools' faculty, NCUE designed teaching plans that incorporate local characteristics and culture, developing localized literacy-oriented and interdisciplinary curricula. This approach aimed to enhance rural students' learning ability, digital literacy, career readiness, and support systems, thereby increasing their motivation and learning effectiveness. The project embodied the holistic education spirit of the 12-year Basic Education, cultivating core competencies in rural students and achieving the ideals of “self-initiation,” “interaction,” and “common good.”

During the summer of the 2024 academic year, we conducted week-long “NCUE × Common Good” camps at six rural elementary and junior high schools across 3 counties, serving approximately 257 students. Additionally, through career exploration assessment tools, we assisted approximately 51 disadvantaged rural students from 4 schools in completing individual career aspiration blueprints (Figures 5-8).

	
Figure 5. Career Exploration Course at Tacheng Junior High School	Figure 6. Guidance Course at Hsin-Yi Public Junior High and Elementary School of Changhua County
	
Figure 7. Bilingual Baking Class at Junior High Division of Tianjhong Senior High School	Figure 8. Sports Day of Summer Camp at Changhua County Erhlin High School

NCUE Common Good Website:

<https://sites.google.com/view/ncue-teach/%E8%A8%88%E7%95%AB%E6%88%90%E6%9E%9C/113%E5%B9%B4%E5%BA%A6?authuser=0>