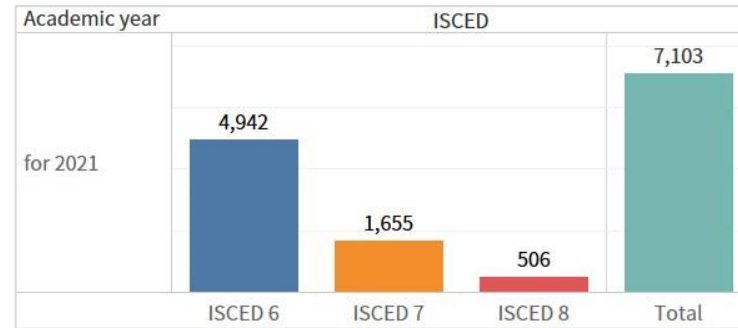


SDG1.2.1

題目: Number of students

Number of NCUE students: 4,942 in bachelor's programs; 1,655 in master's programs; 506 in doctoral programs; 7,103 total.



1.2.2

題目：Number of low-income students receiving financial aid

In 2021 (110th School Year), NCUE provided financial aid such as tuition and miscellaneous fee subsidies, scholarships, and work-study student subsidies to low-income students. A total of 766 low-income students (11% of all students) received financial aid. The total amount of subsidies and scholarships was 24,994,059 NTD. The amount of incentive payments for “life,” “psychological,” “academic,” and “career” counseling for low-income students totaled 12,052,000 NTD. The following table shows the details:

Tuition and miscellaneous fee subsidies (Please refer to Annexes 1.2.2A and 1.2.2B)

Item	Number of students	Amount (NTD)
Tuition and miscellaneous fee subsidies	75	2,179,732
Economically disadvantaged; low income	94	2,073,189
Economically disadvantaged; low to medium income	26	542,484
Indigenous people	99	4,068,940
People with disabilities	71	1,632,819
Children of people with disabilities	157	5,558,607
其他	11	425,528
Disadvantaged Level 1 (Less than 300,000 NTD)	136	2,219,250
Disadvantaged Level 2 (300,000 to 400,000 NTD)	38	475,000
Disadvantaged Level 3 (400,000 to 500,000 NTD)	28	275,000

Disadvantaged Level 4 (500,000 to 600,000 NTD)	15	112,500
Disadvantaged Level 5 (600,000 to 700,000 NTD)	16	80,000
Total	766	19,643,046

Work–study student subsidies (Please refer to Annex 1.2.2A, 1.2.2C)

Item	Number of students	Amount (NTD)
Indigenous people	22	448,834
Military survivors and civil servants	0	0
Students in hardship	2	27,151
People with disabilities	14	749,877
Children of people with disabilities	15	327,719
Low income	15	257,503
Low to medium income	21	326,816
Disadvantaged Level 1 (Less than 300,000 NTD)	15	341,150
Disadvantaged Level 2 (300,000 to 400,000 NTD)	8	185,788
Disadvantaged Level 3 (400,000 to 500,000 NTD)	4	85,967
Disadvantaged Level 4 (500,000 to 600,000 NTD)	2	124,208
Disadvantaged Level 5 (600,000 to 700,000 NTD)	0	0

Total

118

2,875,013

University scholarships

Scholarship name	Semester	Number of students	Amount (NTD)
Notice for the Application of the National Changhua University of Education Mr. Jin-Pyng Wang Scholarship for Flying Eagle Students (Please refer to Annex 1.2.2D)	109-2	25	500,000
	110-1	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 1.2.2E)	109-2	5	100,000
	110-1	4	100,000
Notice for the Fei-Ling Electrical Engineering Company Scholarship and Bursary for Flying Eagle Students Entrusted to National Changhua University of Education (Please refer to Annex 1.2.2F)	109-2	25	500,000
	110-1	25	500,000
Notice for the Application of the National Changhua University of Education Mr. Jin-Pyng Wang Emergency Aid and University Meal Coupons for Economically Disadvantaged Students (Please refer to Annex 1.2.2G)	109-2 110-1	64	376,000

		Total		168	2,476,000	
Incentive payments to students for counseling						
	2021	Daily life guidance	Psychological guidance	Learning guidance	Career guidance	Total
	Number of students served	445	385	1154	129	2,113
	Expenditures for student rewards (NTD)	477,000	N/A	7,282,000	N/A	12,052,000

1.3.1

題目：Bottom financial quintile admission target Year: 2021

Targets to admit students who fall into the country's bottom 20% of household income group (or a more tightly defined 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 low-income students or other students who meet stricter standards:

- 1. NCUE has implemented the Higher Education Sprout Project and the Flying Eagle Project (aid for economically disadvantaged students) to help disadvantaged students receive a university education.**

With the momentum of the Higher Education Sprout Project, NCUE high school students come from diverse backgrounds. NCUE encourages its departments to actively provide enrolment quotas for disadvantaged students, waives their registration fees, provides transportation and accommodation subsidies for 'individual applicants', and holds seminars at high schools and vocational high schools. In 2022, NCUE started offering the Caring for Regional High Schools and Vocational High Schools micro-course activity to attract more students from families in Taiwan's lowest 20% income group to study in NCUE. As of the end of July 2022, there were 402 students that income group studying at NCUE, accounting for 5.6% of all students.



Photo: Students use ultraviolet light and photosensitive powder to understand the experimental principle at Taipei Municipal Chenggong High School

2. NCUE has introduced tuition subsidies for disadvantaged students and a better enrolling and learning mechanism to increase social mobility. In 2021, NCUE admitted 66 disadvantaged students, accounting for 34.5% of all applicants.

Our institution is committed to providing opportunities for disadvantaged students (e.g., aboriginal, physically and mentally challenged, economically disadvantaged): (1) All departments are encouraged to provide sufficient additional places for aboriginal students through different channels to increase their chances of admission. (2) Our institution provides multiple admissions channels (e.g., individual applications, admission by recommendation, and screening) for disabled students to increase their chances of entering the University.

To increase disadvantaged students' chances of entering NCUE and effectively promote social mobility, NCUE's Flying Eagle Project lowers the General Scholastic Ability Test screening criteria, waives registration fees, and cancels interviews (only a paper application is required) for 'individual applicants'. NCUE values the students' learning motivations and their learning and growth endeavours and seeks to prevent their economically disadvantaged backgrounds from becoming obstacles to their applications. Since the beginning of the 2018 academic year, NCUE has taken supportive measures for the disadvantaged in the second stage of the admission tests for 'individual applicants', giving admissions priority to the children of low-income households, low- and medium-income households, and families in hardship and relaxing the admission criteria for the second stage. In other words, the departments give disadvantaged students who enter the second stage of NCUE's admission tests priority admission even if they do not meet the admission criteria. The test fees are waived for 'individual applicants' from low-income households, low- and medium-income households, and families in hardship who apply to study in general departments and have signed up for the second stage of the admission tests of designated items. NCUE also offers subsidies to cover their round-trip transportation and accommodation.

Additionally, to enhance the admission opportunities of economically disadvantaged students (low-income households, lower-middle-income households, and families with special circumstances) and effectively promote social mobility, starting from the 107th academic year, our institution increased measures to support the disadvantaged students in the second stage of the “Individual Application” screening process to give priority to economically disadvantaged students. Moreover, starting from the 108th academic year, a new Flying Eagle admission project sub-section has been added to the university’s “Individual Application” admissions pipeline to adaptively adjust the testing and selection criteria and streamline the screening process to increase admission opportunities for economically disadvantaged students.

In 2020, different departments at NCUE provided 131 admission enrolment quotas to economically disadvantaged individual applicants (children of low-income households, low- and medium-income households, and families in hardship). In 2021, 131 students applied, and 66 students were admitted to NCUE. See [Annex 1.3.1A](#) for the relevant admission measures and results.

1.3.2

題目：Bottom financial quintile student success Year: 2021

Graduation/completion targets for students who fall into the bottom 20% of the household income group (or a more tightly defined target) in the country

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 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 counselling measures based on such projects as the Higher Education Sprout Project and the Flying Eagles.

With the momentum of the Higher Education Sprout Project, NCUE helps students from the families in the lowest 20% income group to set up diverse learning goals, providing them with relevant learning assistance and guidance measures. The programmes include target-based learning, competency objectives, the Flying Eagle Reading Club, tutorial classes, and Flying Eagle Intensive Learning and special research guidance. New measures designed for students from the families in the lowest 20% income group will be introduced each year.

Annex:

For relevant guidance and more about the award projects, please visit the [Flying Eagle Project website:https://reurl.cc/Yj1kAD](https://reurl.cc/Yj1kAD).

Through the Higher Education SPROUT Project, we helped students from households in the lowest 20% set diverse learning goals. Further, we provided

related learning assistance and counseling measures, such as Flying Eagles' Intensive Learning to students' learning, Sound Academic Performance and Conducts, Teaching and Learning Counseling, Independent Research, and Generalist Tutoring. We will step up related learning measures to assist students from households in the lowest 20% year by year. Please refer to the website of the Flying Eagles project at <https://reurl.cc/Yj1kAD> for related counseling and award programs.

2. In 2021, 30 students received counselling, for a counselling rate of 55%. The total amount of rewards given out was over 1.44 million NTD.

A total of 55 students from families in the lowest 20% income group graduated NCUE in 2021. Among them, 30 received counselling from the Flying Eagle Project (e.g., Sound Academic Performance and Conducts, Independent Research, Teaching and Learning Counseling, and Generalist Tutoring) for a counseling rate of 55%. The total amount of rewards was over 1.44 million NTD; over 7.41 million NTD in tuition and fee assistance, covering 47% of the graduated students with disadvantaged backgrounds.

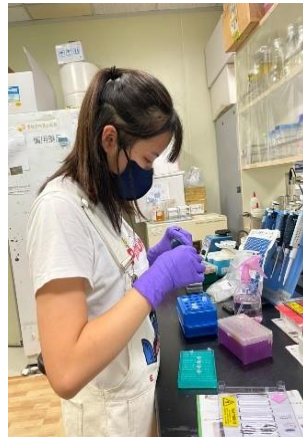


Photo: Teaching and learning guidance (experimental research and robotics lesson plan design)

1.3.3

題目：Low-income student support Year: 2021

Provide support (e.g., food, housing, transportation, legal services) for students from low-income families to enable them to complete university

To support students from low-income households in finishing their studies, NCUE provides more 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 financial aid for food, accommodations, finances, and education, for a total annual subsidy of up to 2.9 million NTD.

The measures taken by NCUE's Office of Student Affairs and Teaching Excellence Centre actively support students from low-income households and economically disadvantaged students to help them finish their university studies successfully. For example, the Office of Student Affairs provides scholarships and bursaries (the Flying Eagles Project and the Diligent Student Project) and free food (school meal coupons available upon application) to students from poor families. In 2021, a total of 2,963,350 NTD in subsidies was granted to poor students. For each student, the average subsidy for tuition and miscellaneous fees (including accommodations) was 25,000 NTD, the average scholarship was 14,000 NTD, and the average work-study subsidy was 24,000 NTD. To put this in perspective, students without economic difficulties pay a registration fee of 36,000 NTD every year. The subsidy for each economically disadvantaged student amounts to 175% of the fees paid by other students and helps them immensely. Please refer to [Annex 1.3.3A–1.3.3B](#) for details.

2. NCUE implements various units' assistance measures to help economically disadvantaged students move towards a better future.

NCUE's various units provide other relevant assistance measures, including the following: project fund empowerment—Studying with Peace of Mind: Establishing Sustainable Special Funding for Education and Improving the Fundraising Management Mechanism; guidance and counselling—Provide Various Support on Daily Life; psychological counselling—Provide Relevant Counselling Resources and Establish a Case Management Tracking System; learning support—Provide Various Learning Guidance Resources; and career planning—To help students understand the professional competency of their majors, and their career interests. NCUE hopes that students from low-income families and economically disadvantaged students will realise their potential at NCUE to create a better future with them and fulfil its social responsibilities.

1.3.4

題目：Bottom financial quintile student support Year: 2021

Programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies.

2023 年英文內容(含增刪修標記)

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. The measures are as follows:

1. NCUE provides all-round support to the students through the Higher Education Sprout Project, whose 18 projects in four dimensions benefitted 2,113 students in 2021.

Under the Higher Education Sprout Project, disadvantaged students can receive all-round guidance in four dimensions: daily life, psychology, learning, and careers. In 2021, the Project's 15 guidance projects helped 2,409 students; learning guidance topped the list at 55%, followed by psychological guidance (18%), career guidance (21%), and daily life guidance (6%). 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.

2021	Daily life guidance	Psychological guidance	Learning guidance	Career guidance	Total
Number of students served	445	385	1154	129	2,113
Expenditures for student rewards (NTD)	477,000	N/A	7,282,000	N/A	12,052,000

2. NCUE integrates and coordinates resources to support students until graduation in the areas of daily life, learning, and careers.

The details of the different guidance projects are as follows:

- 2.1 Daily life guidance and psychological care—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 coupons and emergency aid, to ease their economic burdens. They provide counselling resources and follow-up tracking to students with physical or mental disabilities, severe emotional distress, or special needs.

- 2.2 Learning guidance to identify the best students and assisting the competent ones—The Project helps students formulate learning plans and programmes, learn to allocate their time, and control their learning progress to enhance autonomous learning, cross-disciplinary learning, and learning guidance. It provides diverse empowerment and learning advancement, competency objectives, and Flying Eagle Intensive Learning to the students' knowledge, skills, and the scope of competency-based learning.
- 2.3 Career counselling that facilitates employment—By participating in empowerment lectures or training courses, the students are exposed to different issues and viewpoints to expand their outlook and develop their abilities through self-exploration and growth. The activities that enhance students' career planning abilities include Creativity, Innovation, and Entrepreneurship (CIE) empowerment workshops, custom résumés, and mock interviews.
- 2.4 Targeted counseling that builds up students' resilience: We provide individualized and targeted counseling to accompany and guide students through the depression period in the following ways:
- A. Diagnosis: We offer general tests and theme-specific class-based counseling to first-year students to help them adapt to college life. For sophomore students and above, we examine their physical and mental adjustment status through physical and psychological tests to provide necessary counseling resources.
 - B. Prediction: Based on the concept of three-level counseling, we learn about students' needs through psychological test results or physical and psychological examinations and preliminary interviews, and then screen out students with high demands for caring counseling (including suicide risk, psychological adjustment issues, mental illness), and eventually provide a comprehensive counseling mechanism for these students. Additionally, students with other counseling needs, such as academic empowerment or life assistance, are also offered aid in referral counseling.
 - C. Counseling: Through general testing or interviews, students at high risk are screened for individualized counseling to establish a case management mechanism. Each student with high demands for caring counseling will be followed up and consulted by a designated psychologist regularly to keep track of the student's physical and mental status. We also participate in departmental meetings to assist teachers in the department in providing timely care for students and provide comprehensive support to achieve the goal of “continuous care and concern” by connecting or aligning vertical and horizontal care.
 - D. Prevention: Through the “Resilience Training Program,” a dedicated psychologist guides the development of inner resources required for resilience to assist students with high needs for caring in developing resilience in the face of adversity and constructing students' inner resources. Moreover, external environmental support is provided to guide students toward developing their own capability to counteract risk factors and increase protective factors in times of adversity or stress, aiming to enhance their resilience. Moreover, through a project subsidized by the Ministry of Education, peer counselors are assigned to each class as “suicide prevention gatekeepers.” Through training courses, each gatekeeper plays a “caring and supportive”

role, providing timely encouragement and resources to help their peers. Additionally, the “Shaping a Friendly and Safe Campus” is created by creating caring-themed posters and initiating a care mechanism between departmental teachers, Student Affairs Section , and family members to create a safety net to accompany and guide students through the depression period.

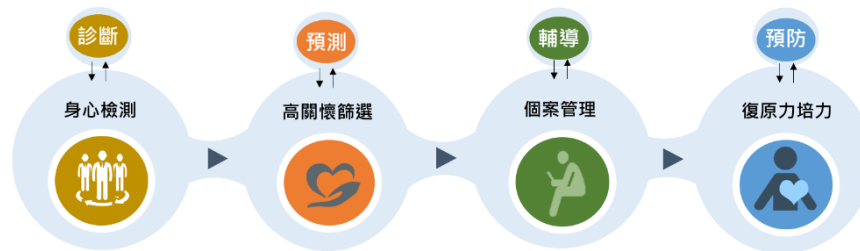


Photo: Targeted Counseling Concepts

1.3.5

題目：Low or lower-middle-income countries student support Year: 2021

Schemes to support poor students from low or lower-middle-income countries (e.g., offering free education, grants).

One of the world’s toughest challenges today is eradicating , and that challenge is an indispensable part of sustainable development. NCUE not actively subsidises domestic low-income students to ensure social mobility and increase their chances of a bright future, it also attaches great importance to the poverty-eradication measures for students from low- or middle-income countries. The following NCUE projects help students from low- or 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 low- or middle-income countries (e.g. Indonesia, India, Vietnam, Mongolia, and the Philippines, etc.). The financial aid includes the following: Bursaries for Foreign Students under the Poverty Line; Scholarships for Outstanding Foreign Graduate Students; Rewards for Foreign Students; Scholarships to Nurture Outstanding PhD Students; and the COVID-19 Pandemic Prevention Subsidy.

2. NCUE grants subsidies as it implements the plans continuously. In 2021, 34 people received financial aid totalling 2,023,681 NTD.

In 2021, 34 people received financial aid totalling 2,023,681 NTD. NCUE also pressed ahead with subsidies for students from developing countries. For relevant statistics, please refer to [Annex 1.3.5A](#).

Schedule of subsidies for needy students from low-income or low-middle-income countries

Support Projects	Number of grantees	Grant amount (NTD)	Country	Subsidy method/eligibility
Grants for Overseas Chinese Students	4	66,000	Indonesia Philippines	Operation Guidelines for Grants for Overseas Chinese Students at National Changhua University of Education (Please refer to Annex 1.3.5B)

	Research Institute's Scholarship for Outstanding Overseas Chinese Students	1	60,000	Philippines	Operation Outlines for Research Institute's Scholarship for Outstanding Overseas Chinese Students at the National Changhua University of Education (Please refer to Attachment 1.3.5C)	
	Foreign Students Scholarship	25	1,227,681	India Vietnam Mongolia	Operation Outlines for Foreign Students Scholarship at the National Changhua University of Education (Please refer to Annex 1.3.5D)	
	Nurturing Excellence Doctoral Students Scholarship (R&D Division)	2	640,000	India	Trial Outlines for Nurturing Excellence Doctoral Students Scholarship at National Changhua University of Education	

					(Please refer to Annex 1.3.5E)	
	COVID-19 Subsidy	2	30,000	India	Ministry of Health and Welfare Relief 4.0 (Subsidy for quarantine, quarantinees and their caregivers against COVID-19) (Please refer to Annex 1.3.5F)	

1.4.1

題目：Local start-up assistance Year: 2021

Provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources (e.g. mentorship programmes, training workshops, access to university facilities).

To demonstrate the power of change and to allow the growth of sustainable enterprises, NCUE uses relevant academic and government resources to offer training workshops and venues to nurture and develop enterprises. The supportive measures of NCUE are as follows:

1. NCUE combines the strengths of different units to provide enterprises with business diagnoses and problem-solving suggestions.

NCUE's units, including the Department of Business Administration and the Environmental Education Centre, integrate the resources of academia and industry to form a cross-disciplinary team of teachers who take students to visit enterprises in Central Taiwan. NCUE selects experts from academia to join the teaching teams and hold relevant courses, workshops, and seminars to jointly provide the enterprises with business diagnoses and problem-solving suggestions.

2. NCUE established the Innovation Incubation Centre of the Research and Development Department to promote new ventures and help local enterprises develop AI and green energy.

Innovation Incubation Centre of the Research and Development Department of NCUE actively promotes emerging industries and assists traditional industries in living up to the public nature of higher education and university social responsibility (USR). Moreover, by aligning with national policies of building a diversified platform with the development of such fields as precision machinery, smart electric vehicles, and green energy industries at the core, our institution has established a full-fledged incubation network and has developed profitable local industries. Moreover, our institution helps businesses with sustainable development indices to start and grow through relevant education or resources on the part of our institution. Furthermore, we are committed to deepening industrial cooperation and expanding the benefits of counseling in the Taichung-Changhua-Nantou area by providing long-term assistance in improving the industrial technology aspects of those businesses and assisting companies in obtaining various government subsidies for research and development. The service and improvement goals are as follows:

- 2.1 The Centre actively cultivates new start-ups and helps transform and upgrade traditional industries, allowing advanced enterprises to lead their counterparts in enhancing the international marketing capabilities. The Centre also helps attract venture capital investments and develops industrial clustering effects in precision machinery, smart electric vehicles, and green energy.
- 2.2 The Centre establishes an innovative talent cultivation mechanism. Through the executive MBA (EMBA) programmes, innovation MBA (iMBA) programmes, Information Management MBA programmes, technical and vocational education in administrative management, in-service education programmes and doctoral classes, the Centre facilitates interactions between industries and NCUE. This helps the enterprises to nurture talent, gather

the forces of operators from the same industry and different industries to expand the Centre’s incubation network, and achieve the effect of entrepreneurs clustering to generate competitive energy and advantages and create business opportunities for production, marketing, and research.

2.3 The Centre brings about horizontal integration of enterprises in the same industries and vertical integration of upstream and downstream suppliers (e.g. resident enterprises and graduated enterprises) to reduce production costs, enhance international competitiveness, helps enterprises create brands for improvements in marketing and technology, and helps enterprises obtain government resources.

2.4 The Centre adheres to national strategies by actively developing such industries as precision machinery, smart electric vehicles, and green energy to foster industrial innovation and promote economic development.

For more about the measures and plans implemented by NCUE’s Innovation Incubation Centre of the Research and Development Department , the Department of Business Administration, and the Environmental Education Centre for the sustainable development of local enterprises, please refer to [Annexes 1.4.1A–1.4.1C](#).

Link to supporting information	Plan/policy	Highlights
<p>Innovation Incubation Centre of the Research and Development Department</p>	<p>Caring for local industrial parks/Innovation Plans Academia’s Technology Caring Project/Industrial Park-based Industrial Counseling Innovation Project in Support of SME (Please refer to Annex 1.4.1A)</p>	<p>Care plans: 1. Participating enterprises: 15; experts and scholars: 15; students: 26 2. New products/technology development: 3 cases 3. Technical and talent training courses: 2 sessions 4. Applications for government subsidies: 4 applications (2 approved) for a total of 1.04 million NTD 5. Patent applications and utilisation: 3 cases 6. National contests on special topics: 5 cases Innovation plans: 1. Participating enterprises: 80; experts and scholars: 20 2. Technical coaching: 11 cases 3. Technical and talent training</p>

		<p>courses: 6 sessions</p> <p>4. Applications for government subsidies: 2 applications for a total subsidy of 4.653 million NTD</p> <p>5. Student productions on special topics and national contests on special topics: 6 cases</p> <p>6. Student internships: 28 people</p> <p>SBIR Program: 5 applications, 3 approved, 2,479,615 NTD in grants</p>	
<p>Department of Business Administration</p>	<p>University Social Responsibility (USR) Projects: ‘Shetou Sock Projects: Innovation, Entrepreneurship, Revitalization’ (Please refer to Annex 1.4.1B)</p>	<p>1. Incubation workshops of various types: 19</p> <p>2. Built the first USR student volunteers’ club, and led students in establishing the Tavocol e-commerce platform.</p> <p>3. Tavocol e-commerce platform assisted seven sock manufacturers in their digital transformation and fulfilling their corporate social responsibility by allocating 2% of the proceeds as a corporate social responsibility feedback fund. Tavocol e-commerce platform assisted seven sock manufacturers in their digital transformation and fulfilling their corporate social responsibility by allocating 2% of</p>	

		<p>the proceeds as a corporate social responsibility feedback fund.</p> <p>4. Organized one camping activity for elementary and junior high schools and five courses for vocational high school clubs. 5. Organized charity sales, Fun pass activities and physical examination activities</p>	
<p>Environmental Education Centre</p>	<p>University Social Responsibility (USR) Projects: ‘Deep Cultivation in Fangyuan’ and ‘Joining Hands in Dacheng: Changhua Twin Cities’ Industrial and Environmental Sustainability’ (Please refer to Annex 1.4.1C)</p>	<ol style="list-style-type: none"> 1. Held 52 training sessions (24, 33, or 120 hours long) for environmental educators 2. Conducted four sessions of environmental education staff training with local teachers 3. Held 7 environmental education courses and workshops on solar photovoltaics and green energy 4. Held 15 workshops related to the aquaculture industry and local cooperation 5. Actively nurtured local environmental educators and helped them implement food and agriculture education 6. Established a care team to support industrial sustainable development and held 24 preparatory meetings of experts 7. Held 12 Agri-food education workshops with local community development associations 	



Photo: Environmental Education Seminar — A Small Home Appliance Seeded
Engineer

1.4.2

題目：Local start-up financial assistance Year: 2021

Provide financial assistance to the local community supporting the start-up of financially and socially sustainable businesses

To support and encourage local enterprises' sustainable development, NCUE explores their uniqueness and provides various types of support to encourage the traditional local industries such as sanitary ware and mechanical processing to move towards sustainable development. Leveraging industry–official–university cooperation and helping local industries apply for such programmes as Small Business Innovation Research (SBIR) helps enterprises move towards sustainable development. The specific measures are as follows:

1. With the Innovation Incubation Centre of the Research and Development Department as the core, NCUE continuously allocates consultation resources for the deep cultivation of local enterprises.

NCUE's units, including the Innovation Incubation Centre of the Research and Development Department, the Department of Business Administration, and the Environmental Education Centre, continuously provide consultations to support the industrial technology upgrades of local enterprises and guide the enterprises in drafting plans and applying for government R&D subsidies. These efforts cultivate robust industrial cooperation in the Taichung–Changhua–Nantou Region and widen the scope of the consultation benefits.

For example, Innovation Incubation Centre of the Research and Development Department collaborated with the industry, government, and academia in the Taichung-Changhua area to implement the Caring for Local Industrial Park Project/Innovation Project/SBIR, among others. Further, it encouraged students to participate in the national industry-academia innovation competition held for university/college students through industry-academia collaboration and student internships. The purpose is steering students toward committed education in their area of specialization, and practically applying their knowledge so as to strengthen the alignment between the industry through strategic industry-academia-research collaboration, and promote the convergence of academia and industrial practice to cultivate relevant technical practical talents for the industry.

2. NCUE develops sustainable enterprises through its University Social Responsibility (USR) Projects.

Thanks to the promotion of the USR program, the Department of Business Administration created the first USR student volunteer club. This was to steer students toward establishing an intelligent e-commerce platform with the industry brand Tavocol. It allows students to apply their professional studies and attain a combination of theory and practice and provides opportunities for innovation and entrepreneurship. In adopting an innovative partnership between manufacturers and businesses, the Tavocol e-commerce platform facilitates the digital transformation of the socking industry and the fulfillment of the manufacturers' corporate social responsibility (CSR) by allocating 2% of the proceeds as the CSR feedback fund for the establishment of a joint market. Seven companies have joined the platform and followed a very high standard in screening socks. More than 180 products are available on the shelves, and the number is still growing.

The Environmental Education Service Centre takes the Haha Fisheries as a model and expands cooperation areas with the Changhua County Aquaculture Association and the Youth Aquaculture Association. The associations' core members serve as tutors who guide the students towards a deep understanding of the local industry. The Centre also assists the locals with breeding fish in an environmentally friendly way, promotes the Food Traceability System, helps find comprehensive solutions to such problems as the sudden deaths of Asian hard clams, and actively cooperates with the communities to implement and apply relevant projects to improve the outcomes of fishing villages, transform the communities, train new talent, and achieve sustainable environmental management.

NCUE's Innovation Incubation Centre of the Research and Development Department, Department of Business Administration, Environmental Education Centre, and faculty members help local enterprises obtain relevant R&D subsidies, as shown in [Annex 1.4.2A](#).

Link to supporting information	Plan/policy	Approved amount for the projects
Innovation Incubation Centre of the Research and Development Department	Academia's facilitation of local industrial value addition/park innovation program/SBIR program	1. Four applications for local industrial value addition projects promoted by the academia, two approved, and 1,048,000 NTD in grants 2. Two applications for the Park Innovation Program and 4,653,715 NTD in total funding 3. Five SBIR applications, three approved, 2,479,615 NTD in grants
Department of Business Administration	University Social Responsibility (USR) Project 'Shetou Sock Projects: Innovation, Entrepreneurship, Revitalization'	250 million NTD approved by the USR Projects
Environmental Education Centre	University Social Responsibility (USR) Projects 'Deep Cultivation in	1. 350 million NTD approved by the USR Projects

		Fangyuan' and 'Joining Hands in Dacheng: Changhua Twin Cities' Industrial and Environmental Sustainability'	2. Assisted in two applications for the food and agriculture education project	
	Faculty members	Industry–University Cooperation Project (Please refer to Annex 1.4.2A)	6,379,934 for MOST programs and 340,900,141 NTD for non-MOST programs for a total of 347,280,075 NTD	

1.4.3

題目：Programmes for services access Year: 2021

Organize training or programs to improve access to essential services for all

People are at the core of sustainable development. NCUE is duty-bound to create a fair, just, and inclusive future. It is vital to promote sustainability and improve everyone's access to basic services. To eradicate poverty, NCUE organises training and projects to improve students' and related interest groups' access to basic services. The measures are as follows:

1. NCUE actively improves everyone's access to basic services with various projects.

To care for the community with high-quality education and reduce inequality, NCUE seeks to improve everyone's access to basic services by implementing various projects (e.g. Ministry of Science and Technology projects, Ministry of Education projects, University Social Responsibility (USR) Projects, University Social Responsibility (USR) Hub Projects), offering language courses, sending groups to serve remote areas, and holding open seminars and community education activities.

2. NCUE implements plans, integrates resources, achieves goals, and obtains fruitful results.

The relevant plans, policies, and results on education, service, electricity, health are as follows:

Category	Responsible units	Plan/policy	Highlights
Education	Centre for Teacher Education	2021 [Science Popularization activity: The Power of Gentleness—Natural Science Inquiry and Hands-on Workshop for High School Girls and “Meeting Female Scientists” Program (Theme Two)] (Please see Appendix 1.4.3A))	1. Conducted science inquiry and hands-on workshops for students and held nine sessions in five female high schools with 222 students. 2. Conducted “Meeting Female Scientists” Seminar, invited outstanding female scientists or university professors across Taiwan and alumni with outstanding performance in STEM fields to give lectures and attended by 203

				<p>students from five schools.</p> <p>3. Guided the female students from five participating high schools to document and reflect on their participation of the activities in a comprehensive and systematic manner. A learning history file was created by 20 students participating in the project.</p> <p>4. A total of 84 teachers participated in the Natural Science Inquiry and Practice Workshop for senior high school teachers.</p>	
	Education	Department of	2021	[Science	1. Trained 170

		Physics	<p>popularization activity : University and senior high school collaboration on the promotion of science popularization programs in rural areas of Changhua County through a service-learning model (Theme 3)] (Please refer to Appendix 1.4.3B)</p>	<p>science volunteers and held two consensus camps, four training workshops, and eight community events.</p> <p>2. Invited ten rural high schools to participate in the “Science Fun Day” and the “Baisha Education Carnival.” A total of 339 senior high school students participated in these events.</p> <p>3. Recorded twenty-five instructional videos, design 28 posters on barrier introduction and recorded eight videos on science camp activities. 錄</p>	
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				<p>製 25 個教學視頻， 設計 28 個障礙介 紹海報，錄製 8 個 科學營活動視頻</p> <p>4. Guided science volunteers to create learning files, including 28 posters, 24 activity plans, 25 science stories, 8 activity videos, and 122 reflection records, and published the outcomes and presented awards.</p> <p>5. A total of 83 teachers, 668 rural high school students, 15 community members, 252 science volunteers, 3,138 science volunteer hours, 4.67 points for</p>	
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				<p>science learning motivation, and 4.68 points for activity satisfaction.</p>
Education	<p>Department of Chemistry, Department of Physics</p>	<p>2021 [Science popularization activity: promotion of caring for disadvantaged school-children science inquiry activities and Science Day for All (Theme 4)] (Please see Annex 1.4.3C)</p>	<p>A total of 49 teams participated in the 2021 HomeRun Science Creative Competition, including 39 teams in the high school group and 10 teams in the elementary school group. The topics included “Roll with Fun” and “Rotary Plane.” The Roll with Fun was designed via rotational inertia, while the Rotary Plane utilized Bernoulli’s Principle, Gyroscopic Effect, Flat Plate Lift, and other phenomena.</p>	

	Education	Special Education Centre*	The Project of Recruiting and Guiding Students with Physical and Mental Disabilities by Universities and Colleges 2021 (Please refer to Annex 1.4.3D)	Provided relevant support services to NCUE students with physical and mental disabilities; 1663 people received help with learning, 331 people help with daily life, 67 people received help with the transition to employment, and 124 received guidance and counselling services	
	Education	Special Education Centre	The implementation plan of Changhua–Nantou–Yunlin Region’s Special Education Identification and Guidance (Enhancing Professional Competency) 2021 (Please refer to Annex 1.4.3E)	Held 19 professional competency activities, including 13 special education competency study groups, four thematic case study seminars, one international academic seminar, and one workshops	
	Education	Special Education Centre	Special Education Centre’s Counselling Project for Students with Disabilities 2021 (Please refer to Annex 1.4.3F)	<ol style="list-style-type: none"> 1. Served a total of 43 people 2. Paid seven visits to schools to provide counselling services 3. Published two issues of the Special Educator’s 	

				<p>Journal to benefit special education departments, special education resource centers, special education administrative entities, faculties and students at all levels, and community members across Taiwan.</p> <p>4. Conducted one counseling session on transition (to university/college life) for disabled college students and one liaison meeting for disabled university/college students on their transition to life in a higher education institution.</p>	
Education	Department of Physics	The second phase (2020 to 2022) of NCUE	1. Organised one-week 'Baisha x		

			<p>Social Responsibility (USR) Projects: ‘Baisha x Common Good Education: Twelve-Year Compulsory Education Project in Rural Areas’ (Please refer to Annex 1.4.3G)</p>	<p>Common Good Education’ camps in eleven rural secondary and primary schools in four counties and cities, serving 311 students</p> <p>2. Using career exploration assessment tools to serve 31 disadvantaged students from one rural schools, helping them complete individual career-expectation blueprints</p>	
	Education	Language Centre	<p>Language courses (Please refer to Annex 1.4.3H)</p>	<p>Held 52 foreign language classes for 640 trainees.</p>	
	Education	College of Extension Education	<p>Public lectures and community education activities (Please refer to Annex 1.4.3I)</p>	<p>Provided courses on senior education (12 classes, 383 person-times), enhancement of teachers’ capabilities (67 courses, 1,420 person-times), industrial training (85 classes, 2,548 person-times), and various continuing education courses (56 classes, 1,401</p>	

				person-times)	
Electricity	Department of Electrical Engineering	Green Vision, remarkable plans (Please refer to Annex 1.4.3J)	Promoted community green energy education by conducting activities on home energy saving skills, biomass DIY courses, and community action courses to integrate environmental education into the learning and application of life technology applications to promote renewable energy applications and energy transformation. Approximately 59 participants.		
Electricity	Department of Electrical Engineering	University Social Responsibility Hub (USR Hub): 'Energy and Technology	Organized four sessions on AI-based smart vehicles with		

			Education Development with Changhua's Uniqueness' (Please refer to Annex 1.4.3K)	image recognition, and attracted 95 participants from off-campus.	
	Health	Graduate Institute of Sports and Health	University Social Responsibility Hub (USR Hub) USR: Training Muscle Power for happy life in Northern Changhua: Enjoying Sports Project (Please refer to Annex 1.4.3L)	<ol style="list-style-type: none"> 1. Offered muscle training, fun physical fitness, and mindfulness yoga courses, plus mental health cognitive services in stations 2. Worked with Show Chwan Memorial Hospital to provide health promotion activities and services for the elderly and the general public 3. Established U-first Sports Professional Guidance Team, with 11 seed teachers and 37 volunteers. In the 110th Academic Year, 7,100 people 	

				<p>were served and organized various professional sports coaching and consulting activities.</p> <p>4.“U-First GYM” 5-25 minute online coaching on home exercise on YouTube during the Covid-19 period</p> <p>5. Since mid-October of the 110 Academic Year, assisted the Simplyier Caring Association in Xiaoling Ding of Changhua County by providing sports coaching services.</p>	
	Service	Extracurricular Activities Team, Office of Student Affairs	<p>Service Clubs - Mountain Service Club,Fishing Village Service Club, Rural Service Club</p> <p>(Please refer to Annex 1.4.3M)</p>	Held three service activities with 86 participants	



Photo: Science volunteers guiding junior high school students in doing buoyancy experiment



Photo: “Nordic Walking” community senior exercise teaching

1.4.4

題目：Policy addressing poverty Year: 2021

Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions.

Education is one of the best means to alleviate poverty. NCUE actively participates in local, regional, national, and even global policymaking mechanisms to end poverty everywhere in all its forms. We hope to eradicate poverty through education, including such diverse projects and policies as the measures described below:

- 1. NCUE integrates its relevant resources and formulates policies at all levels.**

Through the Special Education Centre, the Department of Fine Arts, the Graduate Institute of History, and the Graduate Institute of Taiwanese Literature, NCUE actively links the resources from local communities, primary and secondary schools, vocational high schools, public interest groups, local enterprises, local governments, and Taiwan's central government agencies. NCUE has established a cooperation platform to cooperatively develop projects and policies to eliminate all forms of poverty. It implements the projects of local communities, primary and secondary schools, vocational high schools, public interest groups, and local enterprises.

2. NCUE formulates and implements plans for poverty eradication with public interest groups, local enterprises, local governments, and Taiwan's central government.

The Special Education Centre helps students with disabilities adapt to university life and various emotional, academic, societal, and career challenges. The Centre also helps the special education teachers and staff in Central Taiwan improve their professionalism and services by providing study groups, workshops, and consultation services and publishing special education periodicals.

3. Organized "Art in Guashan - 2021 Changhua International Art Festival" to sustain the story of the locality through art creation and bond the memory and attachment of Nanguo

Changhua County is approaching its 300th anniversary. To infuse the ancient county with innovative elements, the county government planned with great care to make this venue a base for art and creativity that restores historical and humanistic practices and highlights the charming and lively humanistic allure of Nanguo. This art festival has continued to collaborate with the faculty and students of the Department of Fine Arts of National Changhua University of Education on the Nanguo Dormitory Complex Alleyway Aesthetic Project, adding depth and refinery to the works. There are eight works of installation art on display, including "Memories," "Concerto of Old House Dwellers," "Symbiosis," "Ink Painting," "Memory of Nanguozhuang in 1920 via Bricks," "Cat's Project," "If I Were a Japanese Architecture," and "Tiny allure/ The Allure of the Small."

The dormitory of Nanguo was originally the official residence of the Nanguo Magistrate Sheriff and the officials. It is the most well-preserved Japanese dormitory complex in Changhua County that occupies the largest area. It brims with rarity and is indeed a collective memory of Changhua natives. With its Japanese architectural style, the allure of the family house pattern, and the story of temporal and spatial vicissitudes, it is not short of historical value, cultural depth, and aesthetic appeal. It is hoped that its story can be sustained by art creation. Simultaneously, lending beauty to the space and the memory and attachment of Nanguo are bonded, which is inexplicably meaningful. Indeed, it represents a light-hearted trip where art and humanities converge, and attendees/visitors can feel the local humanities and the creativity of young people.

Responsible units	Plan/policy	Highlights
Special Education Centre*	The Project of Recruiting and Guiding Students with Physical and Mental Disabilities by Universities and Colleges 2021 (Please refer to Annex 1.4.4A)	Provided relevant support services to NCUE students with physical and mental disabilities; 1663 people received help with learning, 331 people help with daily life, 67 people received help with the transition to employment, and 124 received guidance and counselling services
Special Education Centre	The implementation plan of Changhua–Nantou–Yunlin Region’s Special Education Identification and Guidance (Enhancing Professional Competency) 2021 (Please refer to Annex 1.4.4B)	Held 19 professional competency activities, including 13 special education competency study groups, four thematic case study seminars, one international academic seminar, and one workshop
Special Education Centre	Special Education Centre’s Counselling Project for Students with Disabilities 2021 (Please refer to Annex 1.4.4C)	<ol style="list-style-type: none"> 1. Served a total of 43 people 2. Paid seven 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 centers, special education administrative entities, faculties and students at all levels, and community members across Taiwan. 4. Conducted one counseling session on transition (to university/college

		<p>life) for disabled college students and one liaison meeting for disabled university/college students on their transition to life in a higher education institution.</p>	
<p>Department of Fine Arts</p>	<p>University Social Responsibility Hub (USR Hub): Connecting, Sprawling, New Local History: Project to Create Art Scenes in Changhua Urban Areas (Please refer to Annex 1.4.4D)</p>	<ol style="list-style-type: none"> 1. The project attracted the participation of community cultural resources, including young people returning to their hometown from Changhua City, local art and cultural space/venues (e.g., Nanguo Park Art Space, White Square, No. 3 Experimental Bookstore, Wang Zhen Wei Art Studio, etc.), community development associations, and culture professionals. 2. Collaborated with public sector resources to implement the project: Based on the project in cooperation with the Cultural Affairs Bureau, the Department of Fine Arts developed the aesthetics of the alleyways in old communities and engaged with the community through the Village-based Community Development Association, gradually forging 	

partnerships with multiple entities.

3. Connecting with the teaching field to deepen education: The Department of Fine Arts has integrated the departmental curriculum through this project, including art creation and spatial research, sculpture, art intervention in space, mixed media research, and design topics. Through the design of dialogic and participatory creative projects, the Department connected with community cultural associations, home-coming youth, and neighboring elementary and middle schools to participate in the co-creation. By establishing a platform for dialogue and cooperation among various communities, the program effectively bridged the gap between industry, government, and academia, and established opportunities for cooperation.



Photo: The on-site art exhibition in Nanguo was well received. The county mayor, council members, and locals all enthusiastically participated in the opening ceremony.

News Link: [110-08-19 2021 Changhua International Art Festival Prelude Thematic Exhibition starts first! https://reurl.cc/m33K2V](https://reurl.cc/m33K2V)