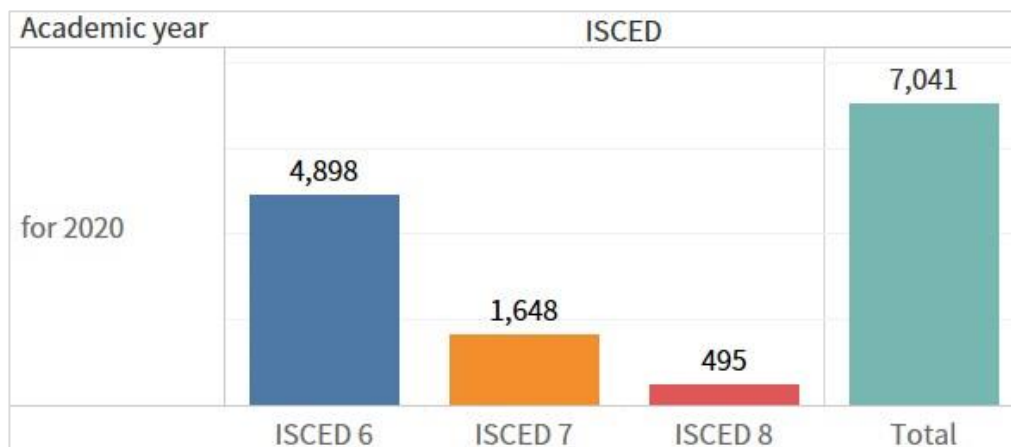


SDG 1

題目編號: 1.2.1

英文題目: Number of students

No. 10910 Higher Education Database, Semester 1, Academic year 2020–2021:
Number of NCUE students: 4,898 in bachelor’s programs; 1,648 in master’s programs;
495 in doctoral programs; 7,041 total.



題目編號: 1.2.2

英文題目: Number of low-income students receiving financial aid

In 2020, NCUE provided financial aid such as tuition and miscellaneous fee subsidies, scholarships, and work–study student subsidies to low-income students. A total of 859 low-income students (12% of all students) received financial aid. The total amount of subsidies and scholarships was 26,184,595 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	433	11,352,299
Economically disadvantaged; low income	7 6	2,638,990
Economically disadvantaged; low to medium income	95	2,088,527
Economically disadvantaged; students in hardship	27	571,860
Disadvantaged Level 1 (Less than 300,000 NTD)	133	2,169,750
Disadvantaged Level 2 (300,000 to 400,000 NTD)	27	337,500
Disadvantaged Level 3 (400,000 to 500,000 NTD)	27	265,000
Disadvantaged Level 4 (500,000 to 600,000 NTD)	18	127,500
Disadvantaged Level 5 (600,000 to 700,000 NTD)	23	115,000
Total	859	19,666,426

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

Item	Number of students	Amount (NTD)
Indigenous people	13	335,064
Military survivors and civil servants	1	45,537
Students in hardship	2	107,805
People with disabilities	16	1,175,392
Children of people with disabilities	18	643,602
Low income	19	414,590
Low to medium income	13	430,201
Disadvantaged Level 1 (Less than 300,000 NTD)	16	568,318
Disadvantaged Level 2 (300,000 to 400,000 NTD)	4	132,251
Disadvantaged Level 3 (400,000 to 500,000 NTD)	3	55,565
Disadvantaged Level 4	3	53,669

Item	Number of students	Amount (NTD)
(500,000 to 600,000 NTD)		
Disadvantaged Level 5 (600,000 to 700,000 NTD)	5	130,175
Total	113	4,092,169

University scholarships (By semester)

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)	2019-2	25	400,000
	2020-1	20	500,000
Notice for the Scholarship and Subsidies for Diligent and Economically Disadvantaged Students entrusted to National Changhua University of Education (Please refer to Annex 1.2.2E)	2019-2	5	50,000
	2020-1	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)	2019-2	25	500,000
	2020-1	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)	2019-2 2020-1	64	376,000
Total		168	2,426,000

題目編號: 1.3.1

英文題目: Bottom financial quintile admission target

Year: 2020

Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country

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 2021, 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 2021, there were 1,226 students that income group studying at NCUE, accounting for 17.4% of all students.



Caption: Demonstration of exploratory experiments at Erhlin High School.

2. **NCUE has introduced tuition subsidies for disadvantaged students and a better enrolling and learning mechanism to increase social mobility. In 2020,**

NCUE admitted 61 disadvantaged students, accounting for 42.4% of all applicants.

In addition, to encourage economically disadvantaged students (children from low-income households, low- and medium-income households, and families in hardship) to study hard and increase their chances of entering national universities, NCUE introduced a series of refined enrolling, learning, and guidance mechanisms enabling students to realise their potential at NCUE. NCUE can successfully admit more economically disadvantaged students year by year.

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. In 2020, different departments at NCUE provided 98 admission enrolment quotas to economically disadvantaged individual applicants (children of low-income households, low- and medium-income households, and families in hardship). In 2020, 144 students applied, and 61 students were admitted to NCUE. See [Annex 1.3.1A](#) for the relevant admission measures and results.

題目編號: 1.3.2

英文題目: Bottom financial quintile student success

Year: 2020

Graduation/completion targets for students who fall into the bottom 20% of 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>.

2. In 2020, 164 students received counselling, for a counselling rate of 96%. The total amount of rewards given out was over 6.43 million NTD.

A total of 171 students from families in the lowest 20% income group graduated NCUE in 2020. Among them, 164 received counselling from the Flying Eagle Project, for a counselling rate of 96%. The total amount of rewards given was over 6.43 million NTD, covering 63% of the graduated students with disadvantaged backgrounds.



Briefing for the counselling aimed at the mutual advancement of teaching and learning.

題目編號: 1.3.3

英文題目: Low-income student support

Year: 2020

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 2.8 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 2020, a total of 2,800,290 NTD in subsidies was granted to poor students. For each student, the average subsidy for tuition and miscellaneous fees (including accommodations) was 22,000 NTD, the average scholarship was 14,000 NTD, and the average work-study subsidy was 36,000 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 200% of the fees paid by other students and helps them immensely. Please refer to [Annex 1.3.3A–1.3.3F](#) 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.

題目編號: 1.3.4

英文題目: Bottom financial quintile student support

Year: 2020

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

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 15 projects in four dimensions benefitted 2,409 students in 2020.**

Under the Higher Education Sprout Project, disadvantaged students can receive all-round guidance in four dimensions: daily life, psychology, learning, and careers. In 2020, the Project's 15 guidance projects helped 2,409 students; learning guidance topped the list at 46%, followed by psychological guidance (20%), career guidance (20%), and daily life guidance (14%). 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.

2020	Daily life guidance	Psychological guidance	Learning guidance	Career guidance	Total
Number of students served	346	484	1,104	475	2,409
Expenditures for student rewards (NTD)	2,868,000	N/A	3,634,050	2,743,950	9,246,000

- 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.



NCUE held numerous career-planning events.

題目編號: 1.3.5

英文題目: Low- or lower-middle income countries student support

Year: 2020

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 poverty, 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 2020, 26 people received financial aid totalling 1,239,000 NTD.

In 2020, 26 people received financial aid totalling 1,239,000 NTD. NCUE also pressed ahead with subsidies for students from underdeveloped or developing countries. For relevant statistics, please refer to [Annex 1.35A–1.3.5G](#).

題目編號: 1.4.1

英文題目: Local start-up assistance

Year: 2019 or 2020

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, and 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 to promote new ventures and help local enterprises develop AI and green energy.

The Innovation Incubation Centre, part of NCUE's Research and Development Department, focuses on promoting new ventures and assisting traditional industries. The Centre adheres to the national strategies through the following: actively developing such technological fields as precision machinery, smart electric vehicles, and green energy industries; providing core technologies for developing diversified platforms; gathering outstanding entrepreneurs for joint training to devise enterprise improvements; and supporting new ventures to build refined incubation networks. Such efforts enhance enterprise values, expand industry–university cooperation, encourage self-driven enterprises, and expand local industries' advantages. Through vertical and horizontal integration and cross-industry and intra-industry alliances, the Centre's

efforts form industrial clusters and contribute to the nation's prosperity. Together with the local government's regional development plans, the Centre provides services and sets improvement goals in the following fields:

- 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, 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
Innovation Incubation Centre	Care for local industrial parks/Innovation Plans (Please refer to Annex 1.4.1A)	<p>Care plans:</p> <ol style="list-style-type: none"> 1. Participating enterprises: 28; experts and scholars: 23; students: 67 2. New products/technology development: 11 cases 3. Technical and talent training courses: 4 sessions 4. Applications for government subsidies: 8 applications (6 approved) for a total of 5.73 million NTD 5. Patent applications and utilisation: 9 cases 6. National contests on special topics: 5 cases 7. Industry–university cooperation projects, sale exhibitions, and exhibitions of achievement: 4 cases <p>Innovation plans:</p> <ol style="list-style-type: none"> 1. Participating enterprises: 80; experts and scholars: 20 2. Technical coaching: 11 cases 3. Technical and talent training courses: 6 sessions 4. Applications for government subsidies: 4 applications for a total subsidy of 7.812 million NTD 5. Student productions on special topics and national contests on special topics: 3 cases 6. Student internships: 31 people 7. Industry–university cooperation projects, sale exhibitions, and exhibitions of achievement: 2 cases
Department of Business Administration	University Social Responsibility (USR) Projects: ‘Shetou Sock Projects: Innovation, Entrepreneurship, Revitalization’ (Please refer to Annex 1.4.1B)	<ol style="list-style-type: none"> 1. Incubation workshops of various types: 7 2. Built an exclusive e-commerce team to provide consultation and guidance in such aspects as product photography, copywriting, and social media management 3. Hours of consultation services provided to enterprises: 240 4. Held an activity for primary and secondary schools, a camp for vocational high schools, and a sock donation event for charity 5. Helped three enterprises apply for transformation plans 6. Held activities for sock donations, DIY crafts, physical checks, and free haircuts
Environmental Education Centre	University Social Responsibility (USR) Projects: ‘Deep Cultivation in Fangyuan’ and ‘Joining	<ol style="list-style-type: none"> 1. Held 52 training sessions (24, 33, or 120 hours long) for environmental educators 2. Held four training sessions on food and agriculture education for local teachers and environmental educators

Link to supporting information	Plan/policy	Highlights
	Hands in Dacheng: Changhua Twin Cities' Industrial and Environmental Sustainability' (Please refer to Annex 1.4.1C)	<ol style="list-style-type: none"> 3. Held 10 environmental education courses and workshops on solar photovoltaics and green energy 4. Held 10 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 12 preparatory meetings of experts



A course on green energy education: 'From Crazy Power to Wind Power'.

題目編號: 1.4.2

英文題目: Local start-up financial assistance

Year: 2019 or 2020

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 as the core, NCUE continuously allocates consultation resources for the deep cultivation of local enterprises.

NCUE's units, including the Innovation Incubation Centre (part 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, the Innovation Incubation Centre links the industry units with the governments and academia in the Taichung–Changhua Region to implement such projects as Caring for Local Industrial Parks/Innovation Plans/SBIR and holds the Revitalization of Changhua's Local Community × Industrial Development Forum and the Exhibition of Consultation Achievements and Sales to promote the R&D results of participating local enterprises.

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

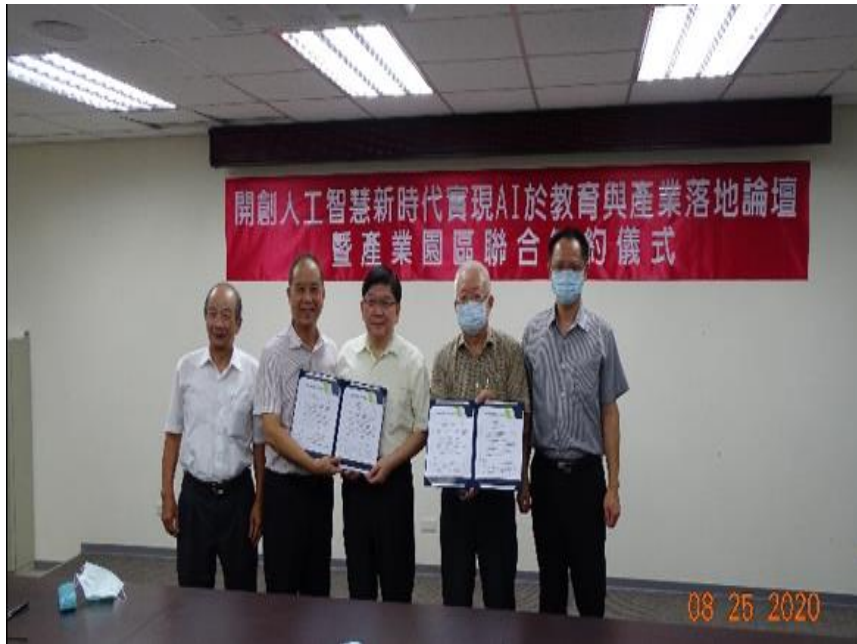
To promote NCUE's University Social Responsibility (USR) Projects, its Department of Business Administration has established an exclusive team to provide e-commerce services for partner enterprises. The team provides guidance and consultations to help the enterprises with product photography, copywriting, and social media management to develop sports tourism and promote the unique knitted socks industry, revitalize Shetou, and help Shetou retain hometown talent.

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, 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	Caring for Local Industrial Parks Project/Innovation Plans/SBIR	<ol style="list-style-type: none"> 1. Helped with 8 SBIR applications (6 were approved), obtaining a total subsidy of 5.735 million NTD 2. Filed four applications for Innovation Plans, for a total subsidy of 7.812 million NTD
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 Fangyuan' and 'Joining Hands in Dacheng: Changhua Twin Cities' Industrial and Environmental Sustainability'	<ol style="list-style-type: none"> 1. 350 million NTD approved by the USR Projects 2. Assisted in two applications for the food and agriculture education project, for a total subsidy of 200,000 NTD
Faculty members	Industry–University Cooperation Project	1. Received a subsidy of 13,577,358 NTD



Representatives of the Chausing and Puochen Industrial Parks signed letters of intent.

題目編號: 1.4.3

英文題目: Programmes for services access

Year: 2019 or 2020

Organise training or programmes to improve access to basic 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	Popular science activities in 2020: Falling in Love with Poasoa— Popularizing the Popular Science Programme for Junior High Schools in Remote Rural Areas of Changhua County (Please refer to Annex 1.4.3A)	Trained 124 science volunteers to hold one consensus camp, four training workshops, and six community activities
Education	Department of Physics	Popular science activities in 2020: Promotion of Science Learning for Vulnerable Students and Science Fairs (Please refer to Annex 1.4.3B)	Encouraged students to ‘learn science hands-on’ by holding the Science Home Run Creativity Contest 2021, which had 49 participating teams— 39 comprising secondary school students and 10 comprising primary school students
Education	Department of Chemistry, Department of Physics	Transformation of Precision Inducible Targeting Drug Technologies into Development and Promotion of Teaching Modules 2020 (Please refer to Annex 1.4.3C)	Built five sets of physical teaching aids, published four popular science articles, and held three popular science activities for 1,860 participants
Education	Department of Physics	Popular science activities in 2020: Hands-On Science Camp for Students with Visual and/or Hearing Impairments and the Cultivation of Related Teaching Human Resources (Please refer to Annex 1.4.3D)	Held the Yuan T. Lee Summer Camp for Students with Visual Impairments 2020; the Yuan T. Lee Summer Camp for Students with Hearing Impairments; the Yuan T. Lee Winter Camp for Students with Visual Impairments 2021; and the Yuan T. Lee Winter Camp for Students with Hearing Impairments; 93 teams and 341 participants
Education	Special Education Centre*	The Project of Recruiting and Guiding Students with Physical and Mental Disabilities by Universities and Colleges 2020 (Please refer to Annex 1.4.3E)	Provided relevant support services to NCUE students with physical and mental disabilities; 782 people received help with learning, 216 people help with daily life, six people received help with the transition to employment, and 158 received guidance and counselling services

Category	Responsible units	Plan/policy	Highlights
Education	Special Education Centre	The implementation plan of Changhua–Nantou–Yunlin Region’s Special Education Identification and Guidance (Enhancing Professional Competency) 2020 (Please refer to Annex 1.4.3F)	Held 26 professional competency activities, including 13 special education competency study groups, four thematic case study seminars, two special case-handling seminars, one visit to distinguished enterprises, and six workshops
Education	Special Education Centre	Special Education Centre’s Counselling Project for Students with Disabilities 2020 (Please refer to Annex 1.4.3G)	<ol style="list-style-type: none"> 1. Served a total of 26 people 2. Paid ten visits to schools to provide counselling services 3. Published four issues of <i>Special Educators Journal</i> and provided them to 277 units across the country, distributing 1,400 free copies of special education publications
Education	Department of Physics	The second phase (2020 to 2022) of NCUE Social Responsibility (USR) Projects: ‘Baisha x Common Good Education: Twelve-Year Compulsory Education Project in Rural Areas’ (Please refer to Annex 1.4.3H)	<ol style="list-style-type: none"> 1. Organised one-week ‘Baisha x Common Good Education’ camps in seven rural secondary and primary schools in four counties and cities, serving 338 students 2. Using career exploration assessment tools to serve 85 disadvantaged students from five rural schools, helping them complete individual career-expectation blueprints
Education	Language Centre	Language courses (Please refer to Annex 1.4.3I)	Held 44 foreign language classes for 698 trainees.
Education	College of Extension Education	Public lectures and community education activities (Please refer to Annex 1.4.3J)	Provided courses on languages (19 classes, 582 person-times), senior education (19 classes, 609 person-times), enhancement of teachers’ capabilities (26 courses, 792 person-times), industrial training (87 classes, 2,178 person-times), and various continuing education courses (65 classes, 1,618 person-times)
Electricity	Department of Electrical Engineering	Science Popularization of Intelligent Green Energy Technology 2020 (Please refer to Annex 1.4.3K)	Held 14 capability-enhancement activities, one camp, and 13 campus lecture tours; conducted green energy–related visits and lectures on special topics and seminars; trained seeded teachers to teach 19 courses in different schools, training a total of 1,111 teachers and students

Category	Responsible units	Plan/policy	Highlights
Electricity	Environmental Education Centre	Green Energy in Our Home (Please refer to Annex 1.4.3L)	Taught green energy sustainability courses, home energy saving DIY courses, community action courses, and the Green Energy to Our Home courses, teaching 151 students
Electricity	Department of Electrical Engineering	University Social Responsibility Hub (USR Hub): 'Energy and Technology Education Development with Changhua's Uniqueness' (Please refer to Annex 1.4.3M)	Held 18 lecture tours on renewable energy and four science camps on renewable energy, with 627 participants from within or outside NCUE
Health	Graduate Institute of Sports and Health	University Social Responsibility Hub (USR Hub): Training Muscle Power for happy life in Northern Changhua: Enjoying Sports Project (Please refer to Annex 1.4.3N)	<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. Adhered to the relevant government policies and implemented plans to promote elderly sports in the community
Service	Extracurricular Activities Team, Office of Student Affairs	Service Groups: The Service Group for the Mountains and the Service Group for the Agricultural Villages (Please refer to Annex 1.4.3O)	Held three service activities with 95 participants



Tours promoting local services, sports training, and sustainable development in the communities.

題目編號: 1.4.4

英文題目: Policy addressing poverty

Year: 2019 or 2020

Participate local, regional, national, and global policymaking 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.

The Department of Fine Arts, the Graduate Institute of History, and the Graduate Institute of Taiwanese Literature draw on public sector resources to implement projects on local culture and the preservation and revitalization of landscapes. They conduct historical walking tours that promote urban uniqueness, the beauty of Changhua's culture, and the alley aesthetics of the old communities. The National Development Council's local revitalization platform has created opportunities for change. This has enabled the Department of Fine Arts, the Graduate Institute of History, and the Graduate Institute of Taiwanese Literature to gather the consensus of local communities and draw talent from different regions to energize the Changhua 300 · Ancient City Rebirth

Project, retain Changhua City talent, and combine its exception human and cultural resources to build a better Changhua City.

Responsible units	Plan/policy	Highlights
Special Education Centre	The Project of Recruiting and Guiding Students with Physical and Mental Disabilities by Universities and Colleges 2020 (Please refer to Annex 1.4.4A)	Provided relevant support services to NCUE students with physical and mental disabilities: <ul style="list-style-type: none"> • learning help: 782 people • daily life help: 216 people • help in transition to employment: 6 people • guidance and counselling: 158 people
Special Education Centre	The implementation plan of Changhua–Nantou–Yunlin Region’s Special Education Identification and Guidance 2020 (enhancing professional competency) (Please refer to Annex 1.4.4B)	26 professional competency activities: <ul style="list-style-type: none"> • 13 special education competency study groups • 4 thematic case studies seminars, • 2 special case handling seminars • 1 visit to distinguished enterprises • 6 workshops
Special Education Centre	Special Education Centre’s Counselling Project for Students with Disabilities 2020 (Please refer to Annex 1.4.4C)	<ol style="list-style-type: none"> 1. The special education consulting services served 26 people. 2. Counsellors made ten visits to schools to provide counselling. 3. The Centre published four issues of <i>Special Educators Journal</i> and distributed them to 277 units across the country; they distributed 1,400 free copies of special education publications.
Department of Fine Arts	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)	<ol style="list-style-type: none"> 1. Implements the Xiaoxi Alley Art Intervention Project and the Art Tourism in Nankaku Village: Alley Aesthetics Project 2. Gathers communities’ cultural resources for group activities and purposes 3. Draws on public sector resources to develop old communities’ alley aesthetics 4. Connects community cultural associations, returning youths, and neighbouring primary and secondary schools to expand opportunities for cooperation
The Department of Fine Arts, the Graduate Institute of History, and the Graduate Institute of Taiwanese Literature	Rebirth Project for Changhua Ancient City of 300 Years (Please refer to Annex 1.4.4E)	<ol style="list-style-type: none"> 1. Uses the local revitalization platform promoted by the National Development Council to help the Changhua County Government promote the Changhua 300 · Ancient City Rebirth Project 2. Introduced four core concepts: revitalising religious beliefs, creating the elegant ancient city, promoting the Spirit of

Responsible units	Plan/policy	Highlights
		<p>Huangsi, and treasuring the time of the railway</p> <p>3. Proposed ten projects and installation art creations such as the ‘Citizen Plaza’ in front of the station, marketing railway culture, the time bank volunteer application, and a feedback APP system.</p> <p>4. Dedicated to uniting the power of the central government, local governments, and the people to discover the uniqueness of Changhua and bring glory to the region.</p>



The opening press conference of Xiaoxi Alley Aesthetics.