

# 兒童權利公約

## Convention on the Rights of the Child

中華民國（台灣）政府對於審查委員會就中華民國（台灣）首次國家報告所提問題清單之書面回應

**Written replies by the government of the Republic of China (Taiwan) to the list of issues related to the consideration of the initial report of the Republic of China (Taiwan)**

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## 第一章 一般執行措施

### CHAPTER 1 GENERAL MEASURES OF IMPLEMENTATION

點次	問題內容(原文)	中文參考翻譯
1.1	Please provide clarification of the legal status of the CRC and the first two optional protocols. In particular, please explain whether it takes precedence over conflicting domestic law.	請說明《兒童權利公約》(《CRC》)和兩任擇議定書的法律效力。請特別說明，其是否優先於與之抵觸的國內法律。

#### 中文回應

1. 《兒童權利公約施行法》(下稱《CRC 施行法》)第2條明文規定：「公約所揭示保障及促進兒童及少年權利之規定，具有國內法律之效力。」據此，《兒童權利公約》(下稱《CRC》)於我國具有國內法律之效力；至兩任擇議定書未在《CRC 施行法》規定之列，不具國內法律之效力。惟依同法第3條規定：「適用公約規定之法規及行政措施，應參照公約意旨及聯合國兒童權利委員會對公約之解釋。」爰聯合國兒童權利委員會提出之一般性意見，如涉兩任擇議定書，政府部門仍應參照辦理。
2. 另《CRC 施行法》第9條規定略以，各級政府機關應依公約規定之內容，檢視主管之法規及行政措施，於本法施行後1年內提出優先檢視清單，有不符公約規定者，應於3年內完成法規之增修或廢止及行政措施之改進，並於5年內完成其餘法規之制(訂)訂、修正或廢止及行政措施之改進。據此，該規定實已蘊含國內法律與之抵觸時，《CRC》優先適用之意涵。

#### 英文回應

1. According to Article 2 of “Implementation Act of the Convention on the Rights of the Child” (referring as “Implementation Act of the CRC” in the following), “The provisions of the Convention regarding the protection and promotion of the rights of the child and youth shall have the effect of domestic law.” Thus, “Convention on the Rights of the Child” (referring as CRC in the following) shall have the effect of domestic law; the first two optional protocols are not included in CRC, so they shall not have the effect of domestic law. Also, according to Article 3 of the “Implementation Act of the CRC,” “The laws and administrative measures to which the provisions of the Convention apply shall be in reference to the purpose of the Convention and the interpretation of the Convention by the United Nations Committee on the Rights of the Child.” Therefore, if the United Nations Committee on the Rights of the Child proposes general comments that involve the first two optional protocols, then the branch of government shall refer to CRC.
2. According to Article 9 of the “Implementation Act of the CRC,” “Each level of government authority shall provide a priority review list regarding the legislation and administrative measures under its jurisdiction based on the provisions of the Convention within one year from the implementation of this Act. Any laws and regulations



inconsistent with the provisions of the Convention shall be corrected by addition, amendment or abolition, and administrative measures shall be improved within three years from the implementation of this Act. The legislation (amendment), revision or cancellation of the remaining laws and regulations, and improvement of administrative measures shall be completed within five years from the implementation of this Act.” Accordingly, if the regulation involves conflicts of domestic law and CRC, CRC takes precedence over domestic law.

點次	問題內容(原文)	中文參考翻譯
1.2	Please provide information on progress or challenges with regard to establishing an independent, child-friendly monitoring mechanism, such as an ombudsperson for children.	請就建立一個有獨立性、對兒童友善的監測機制，例如兒童監察員，之進度或面臨之挑戰做說明。

### 中文回應

3. 我國雖未如愛爾蘭、挪威及芬蘭等國家設立「兒童監察使公署」，但監察院為我國五權憲法體制下的國家監察機關(ombudsman)，是全球性「國際監察組織」的正式會員，也是聯合國認定之「國家人權機構」態樣之一。監察院依據《憲法》等規定，受理人民陳情，獨立行使職權，並得對於政府機關侵害或違反人權案件，或不當政策與措施，進行個案調查或通案性調查。若調查發現機關涉有違失，得進行糾正或函請政府機關改善，保障人民權利，促進及保護人權。監察院於調查後，持續追蹤監督，以確認政府機關改善情形，對於嚴重違反法律（包括人權法）之公務員，得予彈劾。監察院內設有人權保障委員會，其法定職責涵蓋各類弱勢族群之人權保護，且對於各級政府機關及其公務人員可能違反兒少人權之作為，得推派監察委員調查，或由監察委員自動調查，以監督我國執行各項人權公約情形。

### 英文回應

3. Although the ROC has no specialized children’s ombudsman office like those in Ireland, Norway and Finland, the Control Yuan is the national ombudsman’s institution under the ROC five-power constitutional system. The Control Yuan is not only a voting member of International Ombudsman Institute, but also a type of national human rights institutions recognized by the United Nations. According to the “Constitution of the Republic of China (Taiwan)” (the Constitution) and other relevant statutes, the Control Yuan receives and handles people’s complaints, and independently exercises its functions and powers. It can conduct investigation into any individual human rights violation by government agencies, and launch systemic investigation into improper policies and inappropriate measures. In the light of a confirmed violation, the Control Yuan can, based on the findings, make recommendations and propose corrective measures to the relevant public agencies for improvement; it can also impeach the public servants who have severely violated

provisions of law (including international human rights law). To confirm progress of improvements, the Control Yuan follows up with the government agency on any case until a satisfactory correction has been made so that human rights can be protected and promoted. The Human Rights Protection Committee is set up within the Control Yuan to mandatorily protect human rights of the vulnerable people. Should a possible violation of children's human rights by public agencies and their staff occur, Control Yuan Members may initiate own-motion investigation or be assigned by rotation to probe into the matter. In so doing, the Control Yuan monitors the domestic implementation of the international human rights conventions.

點次	問題內容(原文)	中文參考翻譯
1.3	Please give further detail as to how effective cooperation across ministerial departments is ensured.	請就如何確保各部門能有效合作提供進一步細節。

#### 中文回應

- 有關兒少權益政策或業務促進之協調、整合、研究、審議、諮詢及推動事項，衛生福利部組成專門推動小組（衛生福利部兒童及少年福利與權益推動小組）每六個月定期召集跨部會及全國地方政府、專家學者及民間團體開會研議，以兒少法規為基準，確保各部會及地方政府據以適用法規，促進兒少權益政策及措施之發展。倘經前揭協調機制，各部門對於特定兒少權益政策或措施之推動仍有重大分歧，經由我國行政院層級之跨部會溝通協調平臺（行政院兒童及少年福利與權益推動小組）每四個月定期召集跨部會、專家學者及民間團體，本於《CRC》內涵與精神，深入諮詢、溝通與協調，顯有助於影響兒少事務之立法、公共政策或預算分配等決策之方向。

#### 英文回應

- In terms of coordination, integration, research, reviews, consultation and promotion of the business and policies regarding welfare and rights of children and youth, the Ministry of Health and Welfare (MOHW) establishes a special promotional team (the Promotional Team for Children and Youth Welfare and Rights, MOHW) to hold a regular meeting with various government ministries and agencies, local governments, experts and civil groups every 6 months and ensure that each ministry, agency and local government applies regulations based on laws regarding children and youth welfare, so as to promote policies and countermeasures regarding welfare and rights of children and youth. If each department has a major disagreement regarding promotion of specific policies or countermeasures concerning welfare and rights of children and youth even through coordination mechanisms, then the Executive Yuan's communication and coordination platform (the Executive Yuan's Child and Youth Welfare and Rights Promotion Group) will hold a regular meeting with various government ministries and agencies, experts and civil groups every 4 months to consult, communicate and coordinate deeply regarding the

substance and spirit of CRC, so as to be conducive for influencing legislation, public policies or budget allocation of children and youth affairs.

點次	問題內容(原文)	中文參考翻譯
1.4	Please specify the procedures available for receiving complaints from children in relation to education, social care, juvenile justice and health and explain how these are independent, confidential, accessible and child-friendly.	請具體說明兒童就教育、社福、少年司法及健康等問題申訴及受理之程序，並說明這些程序如何保持獨立、隱密、便利以及對兒童友善。

## 中文回應

### 教育

5. 2014年8月起，本國推動十二年國民基本教育分兩階段，前九年為國民教育，依《國民教育法》及《強迫入學條例》規定辦理，對象為6至15歲學齡之國民，後三年為高級中等教育，推動制定《高級中等教育法》，對象為15歲以上之國民。爰兒童就教育等問題其申訴及受理程序皆明訂於前開相關法規，臚列如下：
  - (1) 依《國民教育法》第20-1條規定略以，「直轄市、縣（市）主管機關應訂定學生獎懲規定並建立學生申訴制度。學生對學校有關其個人之管教措施，認為違法或不當致損害其權益者，由其法定代理人以書面代為向學校提出申訴，不服學校申訴決定，得向學校所在地之直轄市、縣（市）主管機關提出再申訴。其相關規定，由學校所在地之直轄市、縣（市）主管機關定之。」爰依上開規定，直轄市、縣（市）主管機關皆訂定學生獎懲規定並建立學生申訴制度及設置專線申訴電話，受理學生受教權受損之申訴並予以處理。
  - (2) 次依《高級中等教育法》第54條略以：「高級中等學校應設學生申訴評議委員會，評議學生與學生自治組織不服學校影響其權益之懲處或其他措施及決議之申訴事件，以保障學生權益。…學校應以書面或其他適當方式告知受懲處人或申訴人各該評議決定及不服該決定之相關救濟程序。」爰依前開規定，學生可就影響其權益之懲處或其他措施及決議向學校提出申訴，學校亦應主動告知受懲處學生對各該評議決定及不符該決定之相關救濟程序。
  - (3) 前開申訴評議委員會之規定另於2016年10月5日修正部分條文發布之《高級中等學校學生申訴評議委員會組織及運作辦法》中，針對教育部主管之高級中等學校辦理申訴案件相關程序做出具體規範，盼能充分保障學生權益救濟之權利。
6. 另外倘為高級中等學校建教生或特殊教育學生因建教合作事項或特殊教育學生學習等發生爭議，得向學校申請協調，並向學校主管機關申訴；主管機關設建教生或特殊教育學生申訴審（評）議會，審（評）議建教生及特殊教育學生申訴案件；另設有教育部等首長信箱申訴機制，以完善各項問題之申訴並依《行政院及所屬各機關處理人民陳情案件要點》規定，對陳情人之身分資料加以保密。

### 社福

7. 兒少安置機構訂有院童、民眾申訴處理流程或要點，並將流程或要點公告於機構網站及各小家布告欄。院童除隨時可向工作人員提出申訴外，機構並提供院童及家屬透過

電話、信件、家庭會議、電子郵件等多元管道進行申訴，並由專門科室進行處理。

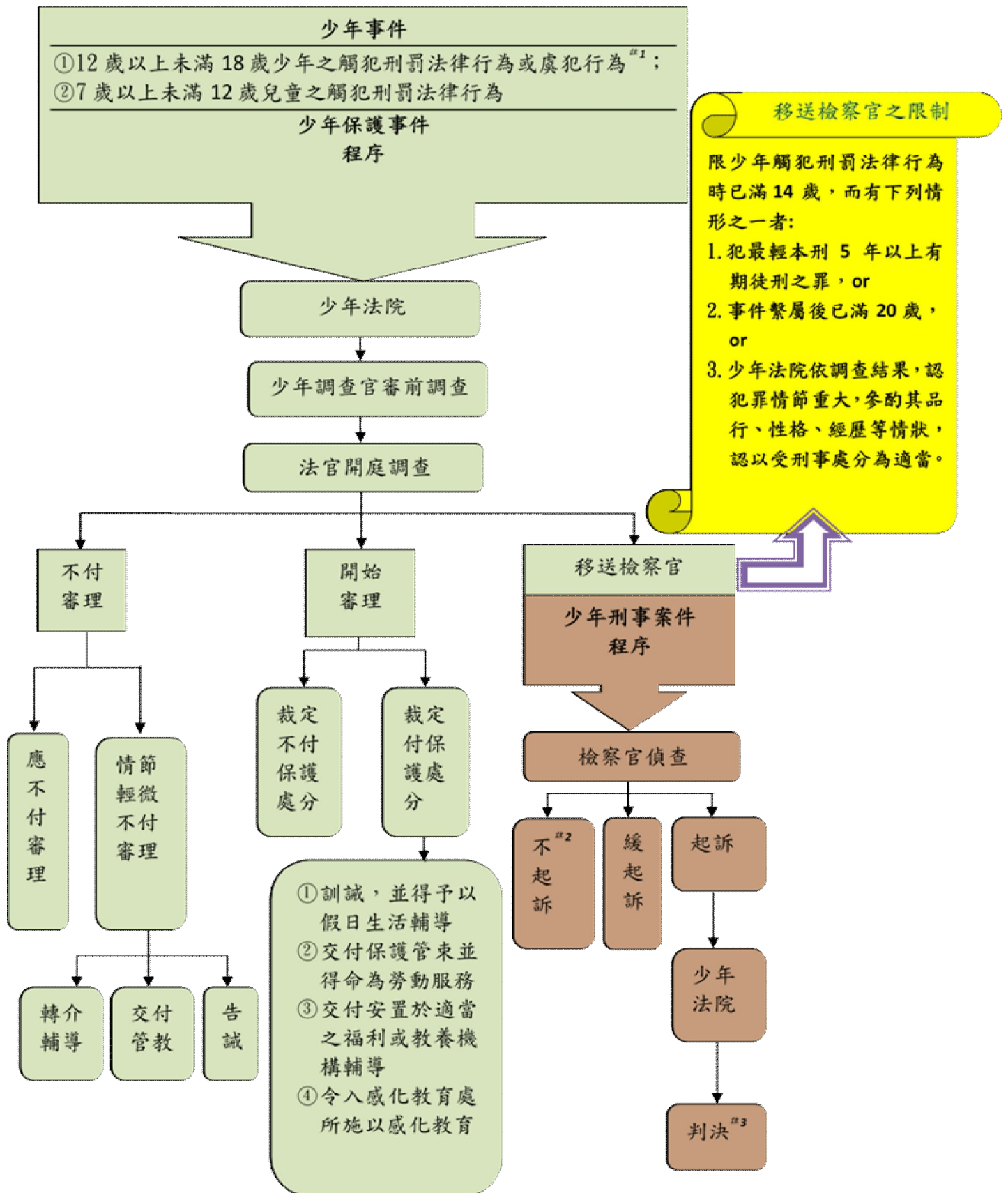
### 少年司法

8. 《少年事件處理法》以「保障少年健全之自我成長，調整其成長環境，並矯治其性格」為目的，法官處理時，除認定有無觸法或虞犯事實外，更須依少年之「需保護性」(包括身心狀況、教育程度、經歷、家庭情形、成長環境及其他必要事項)考量是否需要由司法介入處理，認有介入必要，再依少年最佳利益決定最適合的處遇。
9. 該法將案件區分為「少年保護事件」及「少年刑事案件(僅於觸法少年行為時已滿14歲，具刑事責任能力且符合一定要件，才依刑事程序處理)」(附圖1)，並創設少年調查官、少年保護官、審前調查、轉介社會福利機構輔導、處理程序及個案資料不公開、保護處分、輔佐人、前案紀錄塗銷、親職教育輔導、對裁判不服之救濟程序等制度。
10. 《少年矯正學校設置及教育實施通則》第7條、第8條規定，少年除得對各項矯正教育措施陳述意見外，受不當侵害或不服矯正學校之懲罰或對其生活、管教之不當處置時，少年亦得向矯正學校申訴委員會申訴，申訴委員會之成員法律明定應有社會公正人士參與。另少年矯正學校定期召開班會，並設有意見箱，少年得以公開或保密方式反映問題。

### 健康

11. 衛生機關設有民眾陳情信箱等廣納民意之管道，並依《行政程序法》有關人民陳情案件處理之相關保密規定辦理，以維護獨立、隱密之需求。醫療評鑑基準亦訂有「醫院對於病人或家屬的意見、抱怨、申訴設有專責單位或人員處理，並明訂處理流程」之規定。
12. 另衛生福利部委辦兒童醫學及健康研究中心，主動蒐集各界有關兒童健康與醫療議題之建言，並擇要進行研究。
13. 如為符合《優生保健法》第9條規定之要件，經診斷或證明有可能影響胎兒或孕婦身心健康情形者，或因強制性交而受孕者，孕婦得依其自願施行人工流產。若屬未成年人、受監護或輔助宣告之人，亦應得法定代理人或輔助人之同意，協助作決定。惟當未成年人與法定代理人意見不同時，尚待研議修法，增加爭端解決機制(如醫學倫理委員會，或可行之司法制度)。
14. 台灣的傳染病病人、HIV感染者均受到《傳染病防治法》、《人類免疫缺乏病毒傳染防治及感染者權益保障條例》保障，避免他們受到任何形式的歧視及不公平待遇。主管機關在中央為衛生福利部；在直轄市為直轄市政府；在縣(市)為縣(市)政府。主管機關主動依職權進行各種法規檢視，亦會依照民眾投訴進行個案調查，以導正各種不當作為。如傳染病病人、感染者遭遇不公平待遇或歧視，可以經由電子郵件、免付費專線、信件等管道，向主管機關提出申訴。如經主管機關查明屬實，依法得限期令其改善或處以罰鍰。申訴管道及流程宣導公布於各主管機關相關網站，方便民眾查詢。

圖 1 少年事件處理流程



註 1：少年虞犯行為係指少年行為雖尚未構成觸犯刑罰法律，但依其性格及環境，而有觸犯刑罰法律之虞者。

註 2、3：有符合少年事件處理法第 67 條第 1 項、第 74 條第 1 項情形者，尚得回流依少年保護事件程序處理。

## 英文回應

### *Education*

5. Since August 2014, 12-year compulsory education has been implemented in Taiwan, including 9-year primary and junior high school education, which citizens between 6 and 15 years of age shall receive in accordance with the “Primary and Junior High School Act” and the “Compulsory Education Act,” and 3-year senior high school education, which citizens older than 15 years of age shall receive in accordance with the “Senior High School Education Act.” Procedures for handling grievances against children’s education are clearly prescribed in the aforesaid laws and regulations as follows:

A. According to Article 20-1 of the “Primary and Junior High School Act” (partial), “the competent municipal or county (city) authority shall prescribe regulations governing student awards and penalties and establish a student grievance system. The legal representatives of students who perceive school disciplinary measures to be illegal, inappropriate, or a violation of students’ rights and benefits may lodge an appeal with the school in writing; if unsatisfied with the school’s decision regarding the appeal, may lodge a further appeal with the competent authority of the municipality or county (city) in which the school is located. The associated governing regulations shall be prescribed by the competent authority of the municipality or county (city) in which the school is located.” Accordingly, the competent municipal or county (city) authority shall prescribe regulations governing student awards and penalties and establish a student grievance system and a grievance hotline to handle damage to students’ rights to receive education.

B. According to Article 54 of the “Senior High School Education Act” (partial), “A senior high school shall establish a Student Appeal Review Committee to review grievance cases, i.e. students’ or student self-governing organizations’ dissatisfaction toward a penalty which affects their rights and interests, or other measures and resolutions conducted by the school. ... The school shall inform in writing or through some other appropriate means the person being punished or the appellant of the decision made after a review of their appeal, and of the remedy procedures available if the appellant is not satisfied with the decision reached.” Accordingly, students may appeal to the school their dissatisfaction toward a penalty which affects their rights and interests, or other measures and resolutions conducted by the school, and the school shall inform the student being punished of the decision made after a review of their appeal, and of the remedy procedures available if the student is not satisfied with the decision reached.

C. The “Regulations Governing Organization and Operation of a Senior High School’s Student Appeal Review Committee” amended on October 5, 2016 specify the procedures for handling grievance cases in senior high schools governed by Ministry of Education (MOE) in the hope of fully protecting students’ rights of grievance.

6. In addition, senior high school students under cooperative education or special education may apply for coordination with the school or appeal disputes against cooperative education or special education to the competent authority; the competent authority shall establish a student appeal review committee for students under cooperative education or special education to review their grievance cases; a minister's mailbox is also established to handle grievance cases and keep the petitioners' identity confidential in accordance with the "Notices for Executive Yuan and Affiliated Departments Managing Citizens' Petitions."

#### *Social welfare*

7. Children and youth placement institutions have set the procedures or main points for filing complaints and announced them in an institution website and each bulletin board. Besides the fact that orphans can file complaints to staff anytime, the institution also provides orphans and families with multiple channels, including phone calls, mails, family meetings, and emails to file complaints and to process the complaints through a specific section.

#### *Juvenile justice*

8. The purpose of the "Juvenile Delinquency Act" is "to ensure the sound growth of juveniles, adjust their environment, and rectify their character." When handling such cases, apart from determining whether there is a conflict with the law or a status offense, judges also have to consider the "necessity of protection" (including physical and mental condition, level of education, experience, family, environment and other necessary items) to decide whether judicial intervention is necessary. If so, judges will then decide the most suitable treatment in accordance with the best interests of the juveniles.
9. The act categorizes cases into "juvenile delinquent protection cases" and "juvenile criminal cases (only when a juvenile performs an illegal action when he/she is over 14 years old, has the ability to undertake criminal responsibility and fit certain elements will he/she be dealt with criminal procedure)," (Figure 1) and initiates systems such as juvenile investigators, protection officers, investigation prior to court hearings, transfer to social welfare institutes, private procedures and nondisclosure of information regarding specific cases, protective measures, defenders, removal of prior criminal records, parenting courses and procedures to appeal a court decision.
10. According to Articles 7 and 8 of the "Act of the Establishment of Juvenile Reformatory Schools and Enforcement of Education," the students of the reformatory schools are allowed to submit their opinions regarding individual measures of the correctional education. In the event that a student is subject to mistreatment or infringement of rights, or finds the punishment, teachings and disciplinary actions given by the school unreasonable or inappropriate, the said student may file a complaint to the Board of Appeal. The law requires the Board of Appeal be consisted partly of impartial personages

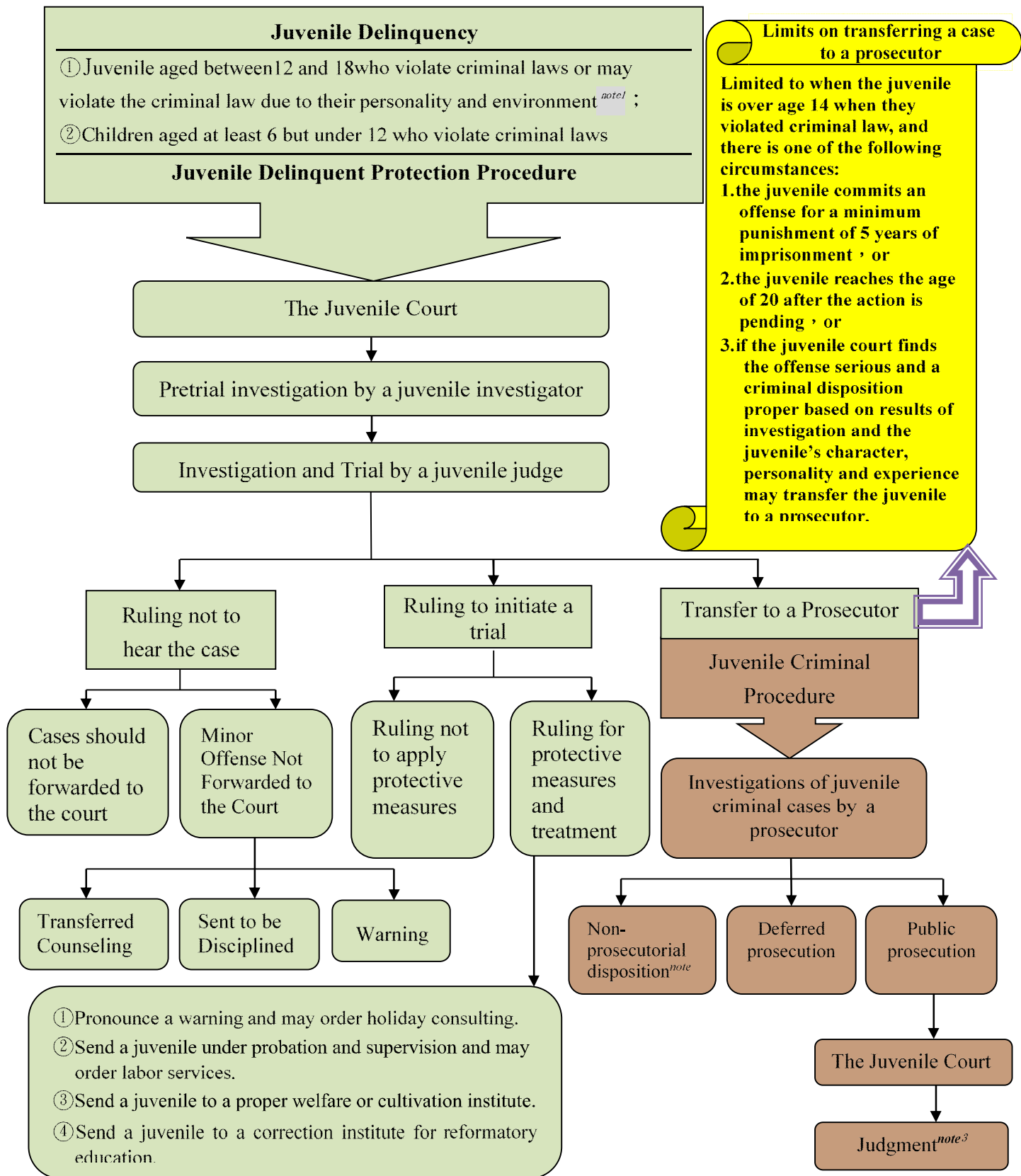
from the general public. The reformatory schools hold regular class meetings and have suggestions boxes through which the students may voice their concerns in public or anonymously.

### *Health*

11. For the protection of people's privacy and independence, health authorities have established channels, such as opinion box, to solicit public opinions, and people's petitions are processed in accordance with the relevant confidentiality provisions in the "Administrative Procedure Act." It is also stipulated in the hospital accreditation standards that hospitals shall designate a unit or person to be responsible for handling the opinions, complaints, or grievances of patients or their family members, and shall establish handling procedures therefor.
12. In addition, the MOHW was commissioned to operate the Child Health Research Center to undertake the collection of suggestions in relation to child health and health care issues and to conduct research on selected topics.
13. Under Article 9 of the "Genetic Health Act," in the event of potential risk to the fetus or the pregnant woman's physical or mental health, or pregnancy as a result of being raped, lured into sex intercourse, the pregnant woman can request an induced abortion subject to her own accord. Induced abortion to a minor or a woman under guardianship or assistance shall be subject to her statutory agent's or assistant's consent so as to help her make a decision. However, if their opinions are inconsistent, the draft amendment of a dispute settlement mechanism is under discussion (by a medical ethical committee, or viable judicial system).
14. In Taiwan, the rights of infectious disease patients and HIV-infected patients are protected by the "Communicable Disease Control Act" and the "HIV Infection Control and Patient Rights Protection Act," which prevent any discrimination against and unfair treatment of those patients. The competent authorities described in the aforementioned Acts refer to the MOHW at the central level, the municipality governments at the municipality level, and the county/city governments at the county/city level. The competent authorities are responsible for reviewing the various laws and regulations and conducting complaint-based case investigations. Infected individuals experiencing discrimination or unfair treatment may submit appeals to the local competent authorities through email, toll-free hotline and mail. If the complaint is verified by the competent authority, the violator will be asked to make improvement or imposed a fine before a deadline. The appeals procedures are available on the official website of the competent authorities for public access.



Figure 1 **Juvenile Delinquency Processing**



Note1 : A status offense refers to though the juvenile's behavior didn't violate criminal law, but in the future they may violate the criminal law due to their personality and environment.

Note2 、 3 : Under the circumstances of Section 1 of Article 67 or Section 1 of Article 74 of the Juvenile Delinquency Act, a case may be returned to juvenile delinquency process.

點次	問題內容(原文)	中文參考翻譯
1.5	Please provide information on the percentage of the budget allocation for children in terms of the total national budget and the gross national product. Please also provide information on the geographic allocation of those resources.	請提供兒童預算佔國家總預算和國民生產總值之比率。並請提供這些資源在地理區域分配上的資訊。

### 中文回應

15. 為了解兒少預算之編列情形，於 2017 年首先針對中央機關，辦理我國首次《CRC》兒少預、決算調查，爰尚無兒少預算於地理區域分配之相關資訊。另國民生產總值（Gross National Product, GNP）已於 2014 年更名為國民所得毛額（Gross National Income, GNI）。
16. 我國近五年（2012-2016 年）兒少預算占國家總預算及國民所得毛額比率如表 1：

表 1

## 2012-2016 年兒少預算占國家總預算及國民所得毛額 (GNI) 比率

單位：千元

	2012		2013		2014		2015		2016	
	數額	占比	數額	占比	數額	占比	數額	占比	數額	占比
國家總預算	1,938,637,325	2.51%	1,909,567,387	3.26%	1,916,227,714	3.47%	1,934,636,035	3.77%	1,975,866,301	3.87%
國民所得毛額	151,411,080,000	0.03%	156,545,880,000	0.04%	165,824,050,000	0.04%	173,179,170,000	0.04%	176,859,710,000	0.04%
兒少預算	48,692,635		62,177,843		66,480,384		72,915,095		76,502,967	

資料來源：行政院主計總處及各機關提供，衛生福利部彙整

### 英文回應

15. In order to understand the budget allocation for children and youth, the CRC-budget and final accounts for children and youth investigation was held for the first time, which was directed against the central agency first in 2017, thus no related information regarding the geographic allocation for children and youth budget has been provided yet. In addition, Gross National Product (GNP) was renamed to Gross National Income (GNI) in 2014.
16. The ratio of budget for children and youth to Gross National Income for the past 5 years (2012-2016) was shown in Table 1:

Table 1

**The Ratio of Budget for Children and Youth to Gross National Income (GNI) in 2012-2016**

Unit: NT\$1,000

	2012		2013		2014		2015		2016	
	<i>Amount</i>	<i>Ratio</i>	<i>Amount</i>	<i>Ratio</i>	<i>Amount</i>	<i>Ratio</i>	<i>Amount</i>	<i>Ratio</i>	<i>Amount</i>	<i>Ratio</i>
National budget	1,938,637,325	2.51%	1,909,567,387	3.26%	1,916,227,714	3.47%	1,934,636,035	3.77%	1,975,866,301	3.87%
Gross National Income	151,411,080,000	0.03%	156,545,880,000	0.04%	165,824,050,000	0.04%	173,179,170,000	0.04%	176,859,710,000	0.04%
Budget for children and youth	48,692,635		62,177,843		66,480,384		72,915,095		76,502,967	

*Source:* Provided by the Directorate General of Budget, Accounting and Statistics, Executive Yuan and central government agencies, and compiled by the Ministry of Health and Welfare

點次	問題內容(原文)	中文參考翻譯
1.6	Please provide information on the measures taken to ensure that children are informed of their rights under the CRC.	請提供如何確保兒童了解其《CRC》權益之相關措施。

## 中文回應

### 學校教育

17. 《CRC》涵蓋兒童人權範疇，保障兒童在公民、經濟、政治、文化和社會中的權利。兒童人權係建立於人權教育的基礎，人權教育則是「人權社會化」必要的手段，人權教育是公民社會最基礎性的紮根工作。透過教育的目的即在於充分發展人的個性並加強對人權和基本自由的尊重。為確保兒童了解《CRC》相關措施，透過人權教育含括《CRC》議題融入領域教學以落實在教育場域中，並聚焦於「課程與教學」的層面。在高中職階段實施方式如下：
- (1) 以議題融入各相關學科方式實施，加強學生相關人權內涵並依據教育部發布之《十二年國教課綱總綱》「柒、實施要點」規定略以，課程設計應適切融入性別平等、人權等議題，必要時由學校於校訂課程中進行規劃，爰各高級中等學校於相關學科之課程適切融入人權議題
  - (2) 於普通高級中學「公民與社會」學科中實施各項人權之內容及主題。
  - (3) 設置公民與社會學科中心，擔綱課程與教學推動之任務，積極研發人權議題融入課程之教案示例。
18. 在國中小階段實施方式：人權教育同為《國民中小學九年一貫課程綱要》重大議題，以「人權的價值與實踐」、「人權的內容」作為學習內涵，並以此建構各階段能力指標，透過融入各學習領域方式進行課程教學。

### 一般宣導

19. 2014年11月20日施行《CRC施行法》後，依據行政院核定《落實CRC五年推動計畫》架構，衛生福利部以「資訊系統及宣導」子計畫推動《CRC》內涵於我國普遍傳播。宣導初期（2014-2015年），著重為行政機關、司法機關及民間兒童團體人員辦理教育訓練，以促成兒少事務相關從業人員熟知《CRC》內涵與精神為首要之務。
20. 至於各種積極引導兒童了解其《CRC》權益之相關措施，屬於宣導中期（2016-2017年）著重推動之策略。具體成果為：為不同年齡層之宣導目標群體，編印多元版本之宣導教材（例如：繪本、動畫、有聲書、逐條釋義、數位教材、宣導簡報等）；建置《CRC》資訊網，藉由網站版面之巧思，使該網站成為兒少及一般民眾易於接收資訊及知識之媒介；此外，主動寄發宣導動畫至全國中、小學、公共圖書館及兒少福利機構等，總計4,148個單位，請教師納入教學宣導或辦理相關宣導活動；運用多元媒體媒介，使公眾均可於火車站、國道服務區、醫院、航空局、港務局等地，接收宣導影像或文字。
21. 衛生福利部除主辦上開業務，另補助地方政府或民間團體辦理《CRC》多元宣導及兒

少培力活動，例如：編印手冊，以座談會、培力研習、親子活動、廣播、校園、影展、戲劇演出、營隊等多元方式進行宣導，總計 2014 年至 2016 年間補助 5,363 萬 4,760 元，至少辦理 244 場次、43 萬 2,642 人次受益（男性 197,902 人；女性 234,740 人）。

### 英文回應

#### *School education*

17. CRC covers children's human rights and protect children's civil, economic, political, cultural and social rights. Children's human rights are based on human rights education, while human rights education is a necessary means to socialize human rights and the most basic work of civil society. Education aims to fully develop a person's personality and strengthen respect for human rights and fundamental freedoms. To ensure children's understanding of CRC-related measures, CRC issues are integrated into human rights education with the focus on curriculum and instruction. The following measures are taken in senior and vocational senior high schools:
  - A. CRC issues are integrated into related subjects to strengthen students' understanding of human rights in accordance with "Article 7 Implementation Rules" of the "Grade 1-12 Curriculum Guidelines," which prescribes that curriculums shall integrate gender equality, human rights and other issues properly and be planned by schools as necessary. Accordingly, issues with regard to human rights shall be integrated properly into related subjects in senior high schools.
  - B. Contents and topics with regard to human rights are covered in the subject Civics and Social Studies in senior high schools.
  - C. A Civics and Social Studies Subject Center is established to promote curriculum and instruction and develop examples of integrating human rights into the curriculums.
18. Measures taken in primary and junior high schools: As an important issue in the Grade 1-9 Curriculum Guidelines, human right education covers the value and practice of human rights and the contents of human rights, establishes capacity indicators for each stage, and is conducted in different fields of learning.

#### *General promotion*

19. After enforcing the "Implementation Act of the CRC" from November 20, 2014, the MOHW promoted the substance of CRC and spread it to every corner of Taiwan according to the subproject, "Information System and Promotion," which was based on the framework of "5-year plan of enforcing CRC," approved by the Executive Yuan. In the beginning of promotion (in 2014-2015), the main goal was to urge related personnel for children and youth affairs to be familiar with the substance and spirit of CRC; therefore, educational trainings for personnel from administrative agencies, judicial organs and civil groups was primary.
20. As for the related countermeasures regarding actively promoting welfare and rights of

CRC to children were considered as the major measures in the middle stage of promotion (in 2016-2017). Results: various versions of promotional materials (such as picture books, animation, audio books, interpretation article by article, digital materials, promotion briefings and so on) were produced for target audience of different age groups; the CRC website was launched and due to the sensible layout of the website, information and knowledge are easily accessed by children, youth and the general public. Besides, the promotional animation is sent to all junior high schools, elementary schools, public libraries and welfare institutes for children and youth, which are 4,148 in total and asked teachers to add the promotional animation into teaching or hold related promotional activities; use various media to make promotional images or text accessible to the general public at places such as train stations, the service area in highways, hospitals, Civil Aeronautics Administration and Maritime and Port Bureau.

21. Except for the mentioned businesses, the MOHW also subsidizes local governments or civil groups for promoting CRC and holding empowerment activities for children and youth, such as producing handbooks and various promotional activities, including seminars, empowerment workshops, parent-child activities, broadcasting, school events, film festivals, drama plays, and camping. There is a total of NT\$53,634,760 subsidy from 2014 to 2016; at least 244 activities were hold and 432,642 people (male: 197,902 people; female: 234,740 people) were benefited from the subsidy.



## 第二章 兒少之定義

### CHAPTER 2 DEFINITION OF THE CHILD

點次	問題內容(原文)	中文參考翻譯
2.1	Please clarify the practical meaning of the definition of a “child” (under age of 12) as against “youth” (par. 24). Except for juvenile delinquency purposes the age 12 does not seem to be a factor in any of the various minimum ages described in the chapter.	請說明兒童（未滿 12 歲）及少年的實際意義（第 24 點）。除少年犯罪之外，12 歲年齡之界定似乎無關本章節所述之各種最低年齡界定。

#### 中文回應

22. 第 24 點對於兒童（未滿 12 歲之人）及少年（12 歲以上未滿 18 歲之人）的定義，是依《兒童及少年福利與權益保障法》（下稱《兒少法》）第 2 條定義，無關本章節所述之各種最低年齡界定。又各法所規範之權利義務年齡，得逕以「年齡」為規範要件，無須援引《兒少法》所稱「兒童」或「少年」用語。
23. 至於我國對於「未滿 18 歲之人」為何區分為「兒童」及「少年」，係因《兒少法》為 1973 年制定之《兒童福利法》及 1989 年制定之《少年福利法》二者合併而來（修法歷程參第 3 點），「兒童」及「少年」用語已經為國人所慣用，法律上繼續援用，未予修正。

#### 英文回應

22. As for the definitions of a child (under age of 12) and a youth (between 12 and 18) in Paragraph 24, the definitions were based on Article 2 of the “Protection of Children and Youths Welfare and Rights Act” (referring as “Children and Youth Welfare Act” in the following); thus, they are irrelevant to the various minimum ages described in this chapter. Plus, each law can regulate rights and obligations regarding “age,” so there is no need to refer “child” or “youth” to “Children and Youth Welfare Act.”
23. The reason why we differentiate people who are “under 18” into “child” and “youth” is because “Children and Youth Welfare Act” is the combination of “Children Welfare Law,” enacted in 1973 and “Youth Welfare Law,” enacted in 1989 (refer to Paragraph 3 for more details), and also “child” and “youth” are commonly used by Taiwanese people, so they are continually used in law.

點次	問題內容(原文)	中文參考翻譯
2.2	Please specify the reasons for setting 20 as the age of attainment of majority. Please provide information on discussions, if any, to set age 18 as the age of majority for all purposes,	請說明將 20 歲訂為成年年齡之原因。請提供資料說明，依據《CRC》第 1 條的精神，將 18 歲訂為全面成年年齡，以排除 18 至 20 歲年齡層不利的情

點次	問題內容(原文)	中文參考翻譯
	according to the spirit of section 1 of the CRC and in order to eliminate the unfavorable circumstances of persons between ages 18 – 20?	況。

### 中文回應

24. 按《民法》第 12 條之立法理由略以，自然人達於一定之年齡，則智識發達，可熟權利害，而為法律行為。然智識程度如何，若以之為事實問題，聽審判官臨時酌定，則遇有爭訟，須調查當事人之智識程度，始得定之，既屬困難，又慮訴訟遲延，本法採多數立法例，及舊有習慣，認定滿 20 歲為成年。又若將成年年齡調降為 18 歲，則父母不再對於 18 歲以上未滿 20 歲之子女負有保護、教養及扶養之權利義務，對於 18 歲以上未滿 20 歲之人是否必然有利，有待斟酌；另限制行為能力人所為法律行為，應得法定代理人之事前允許或事後同意，以補充其意思能力之不足，因其意思能力未臻成熟，智慮未周，不能權衡利害、從事社會經濟活動，例如：財產管理、購買貴重物品、申辦信用卡、投資等經濟交易活動，故法定代理人之行使同意權，乃基於保護未成年人，並非阻礙及限縮其權利，而係在保障限制行為能力人之權益，且民事法律關係多具有其複雜性（例如：各種契約之權利義務關係內容不一，具多樣性），而我國滿 18 歲以上未滿 20 歲之人大多仍於在學階段，其經濟能力及智識程度是否已足以獨立進行複雜之民事法律行為，仍有待探討。是以，有關是否將《民法》成年年齡由現行 20 歲調降為 18 歲乙節，除參酌國際情形外，實與各國國情、風俗習慣、身心發展成熟度…等相關，而屬於各國立法政策之問題。調降成年年齡因涉及實務及法制的重大變革，對社會帶來之衝擊及影響層面甚為廣泛，而依法務部於 2016 年 8 月間進行之民意調查結果，僅有 33.8% 民眾表示贊成，仍有 61.7% 的民眾表示不贊成，目前亦無資料顯示我國有調降《民法》成年年齡之迫切需求，故法務部初步認為短期內仍宜維持現行規範，由各界持續就此議題進行辯證及討論，待形成共識後再為修正，以資周延。

### 英文回應

24. Article 12 of the “Civil Code” is enacted with the legislative cause outlining that a natural person reaching a specific age shall be identified as attaining majority and able to engage in some juridical acts by exercising intelligence and weighing advantages and disadvantages. As a matter of fact, the level of intelligence is subject to a judge’s determination. In the event of a legal action initiated, it is necessary to identify the concerned party’s level of intelligence at first. Notwithstanding, in this case, it is difficult to complete the investigation and the legal action might be postponed accordingly. Given this, the Code adopts the instances of legislation in majority and old customs and, therefore, holds that majority is attained upon reaching the twentieth year of life. If the age of majority is re-set as 18 years old, parents will no longer retain the rights and obligations

to protect, educate and maintain their children of more than 18 years old but less than 20 years old. Whether this is in favor of the children of more than 18 years old but less than 20 years old remains questionable. Any juridical acts of a person who is limited in capacity to make juridical acts must be subject to his guardian's prior permit or post approval to remedy his defective expression of intent. After all, his ability to show expression of intent is immature and his intelligence is defective, so that he is unable to weigh the interest concerned or engage in any social & economic activities, e.g. property management, purchase of precious articles, application for credit card and investment. Therefore, the guardian exercises his right of consent in order to protect the underage persons, rather than prevent or restrict the underage persons' rights, and to protect the interest and rights of the person who is limited in his/her capacity to make juridical acts. Considering that legal relations under the "Civil Code" are of diversity (e.g. the rights and obligations vary in various contracts, and are quite diverse), whether the nationals of more than 18 years old but less than 20 years old, who are mostly students, are capable of engaging in complicated juridical acts independently based on their financial ability and intelligence still remains disputable. Therefore, in order to determine whether the age of majority shall be lowered from the current 20 years old to 18 years old, it is necessary to take the international trends into consideration, and the current status, custom and usage and maturity of physical and mental development in various countries also matter. In fact, it is a question about various countries' legislative policies. Considering that adjustment of age of majority would involve a substantial reform of the practices and legal systems and thereby cause some effects and impacts on society extensively, the Ministry of Justice (MOJ) conducted a public opinion poll survey in August 2016 and the survey results showed that only 33.8% of the interviewees voted in favor of the adjustment, while 61.7% of the interviewees still objected to the same. For the time being, there is no information showing that Taiwan badly needs to lower the age of majority under the "Civil Code." Therefore, the MOJ initially believes that the current practices should be maintained temporarily. Notwithstanding, all sectors of the community are still allowed to discuss and verify the issue, and some corrections may be made after all sectors have reached some agreement.

點次	問題內容(原文)	中文參考翻譯
2.3	Please indicate what has been done to follow up on the recommendations of the international review committees of 2013 and of 2017 (par. 76) on the implementation of the International Human Rights Covenants regarding the need to raise the minimum age of marriage for girls to 18 (par. 28).	請就2013年和2017年兩公約國際審查委員會所提結論性意見與建議(第76點),針對提高女性最低結婚年齡至18歲(第28點)之執行進度進行說明。

### 中文回應

25. 針對男女結婚及訂婚年齡不一致之規定，立法院司法及法制委員會 2016 年 12 月 26 日併案審查立法委員擬具之《民法》修正草案，初審通過《民法》第 973 條：「未成年人未滿十七歲者，不得訂定婚約」；第 980 條：「未成年人未滿十八歲者，不得結婚。」目前尚未完成立法程序。

### 英文回應

25. To deal with the inconsistency in the ages of marriage and agreement to marry, Judiciary and Organic Laws and the Statutes Committee of the Legislative Yuan proceeded to examine the motion for amendments to the “Civil Code” submitted by legislators on December 26, 2016. The preliminary examination passed Article 973 of the “Civil Code,” providing that “an underage person who has not reached his/her seventeenth year of age may not make an agreement to marry”, and Article 980 of the same Code, providing that “an underage person who has not completed his/her eighteenth year of age may not conclude a marriage”. Notwithstanding, so far the legislation has not yet been completed.

點次	問題內容(原文)	中文參考翻譯
2.4	Please clarify what are the limited legal capacities granted to children between the ages 7 – 20 (par. 29).	請說明 7 歲至 20 歲之限制行為能力(第 29 點)。

### 中文回應

26. 法定代理人允許原則：

行為能力指法律行為能力而言，即得以獨自的意思表示，使其行為發生法律上效果的資格。限制行為能力人，因其智識尚未充分發達，故有法定代理人之設置。凡對於他人為意思表示或受他人之意思表示，均應得法定代理人之允許，然後發生效力，以保護其利益。又法定代理人之允許，係對限制行為能力人財產上行為而言，包括單獨行為、契約行為。至於身分行為，除法律有特別規定（如《民法》第 974 條、第 981 條、第 1049 條等）外，原則上毋庸得法定代理人允許。又法定代理人允許限制行為能力人處分之財產，限制行為能力人就該財產有處分之能力；允許其獨立營業者，限制行為能力人關於其營業，有行為能力。

27. 不必得法定代理人允許的法律行為（允許原則的例外）：

另限制行為能力人為若干法律行為不必得法定代理人之允許，如(1)單純獲得法律上之利益者，或(2)單純獲得權利、單純免除義務之行為，或(3)依其年齡及身分，為日常生活所必需者，則雖未得法定代理人之允許，亦使其發生效力，蓋關於此種情形，對於他人之意思表示，或受他人之意思表示，縱令限制行為能力人直接為之，亦屬有益無損。

28. 未得法定代理人允許的行為：

(1) 單獨行為：限制行為能力人未得法定代理人之允許，所為之單獨行為，無效。單獨行為，指由當事人一方意思表示而成立的法律行為，包括有相對人的單獨行為

(如契約的解除、終止或撤銷、債務免除、代理權的授與)，及無相對人的單獨行為(如物權的拋棄、拋棄繼承)。此係為保護未成年人，且相對人仍處於原來的狀態，不致於有何積極的不利益。

- (2) 契約行為：限制行為能力人未得法定代理人之允許，所訂立之契約，須經法定代理人承認，始生效力。所以不規定為無效，係為保護未成年人。為兼顧相對人利益，乃規定法定代理人的承認權，並使相對人有催告及撤回的權利。
- (3) 強制有效的法律行為：限制行為能力人用詐術使人信其為有行為能力人，或已得法定代理人之允許者，其法律行為為有效。

### 英文回應

#### 26. Principles for approval given by guardian:

The capacity to act refers to the capacity to make juridical acts, namely, the capacity to enable one's juridical act to render some legal effect through one's independent expression of intent. The person who is limited in his/her capacity to make juridical acts shall be assigned a guardian, as he still has defective intelligence. The making or receiving of an expression of intent of a person who is limited in capacity to make juridical acts must be approved by his guardian, and some legal effect is rendered to protect his interests accordingly. The approval given by a guardian is intended for the act made by the person limited in capacity to make juridical acts with respect to his property, including unilateral acts and acts by contract. Unless otherwise provided by laws (e.g. Article 974, Article 981 and Article 1049 of the "Civil Code"), the act of identity doesn't require the approval from the guardian. A person who is limited in capacity to make juridical acts is able to dispose of the property which his guardian has approved him to dispose of. If the guardian of a person who is limited in capacity to make juridical acts has approved the latter to run a business independently, such person has the capacity to make juridical acts concerning the said business.

#### 27. Juridical acts exempted from approval from a guardian (exceptions for said principles):

Further, some juridical acts of the person limited in his/her capacity to make juridical acts may be exempted from approval from the guardian. For example, the pure acquisition of a legal advantage, rights, exemption from obligations or acts required by daily life by the person's age and status may render effect, even if without the approval from the guardian. Given this, even if the making or receiving of an expression of intent by a person who is limited in capacity to make juridical acts is made by the person directly, it would render no harm but would be helpful actually.

#### 28. Juridical acts without approval from the guardian:

A. Unilateral acts: A unilateral act made by a person limited in capacity to make juridical acts without the approval of his guardian is void. The unilateral act refers to a juridical act established upon the making of an expression of intent by the concerned party, including the unilateral act involving a counterpart (e.g. rescission, termination or cancellation of a contract, discharge of obligation and conferring of authority of agency),

and the unilateral act involving no counterpart (waiver of right of thing and waiver of right of inheritance). This is intended to protect the underage persons. Besides, the counterpart will stand in the original state and no positive disadvantage would be produced accordingly.

- B. Act by contract: The contract made by the person limited in capacity to make juridical acts will be effective after it is approved by his guardian. The reason why said contract will not be held invalid is to protect the underage persons. In order to take care of the counterpart's interest, the guardian's right of admission is prescribed accordingly, and the counterpart is entitled to remind and withdraw the act.
- C. Compulsorily valid juridical act: A juridical act made by a person who is limited in capacity to make juridical acts is valid if such person has induced the other party, by using fraudulent means, to believe that he had the capacity to make juridical acts or that he had obtained the approval of his guardian.

### 第三章 一般性原則

#### CHAPTER 3 GENERAL PRINCIPLES

點次	問題內容(原文)	中文參考翻譯
3.1	Please provide a breakdown of the information in the appendix for chapter 3 disaggregated by age, gender, ethnic origin, socioeconomic background and geographical areas.	請提供第三章附錄的細項，依年齡、性別、種族、社會經濟背景和地理區域分列。

#### 中文回應

29. 附件 3-1 高級中等學校懷孕學生繼續就學人數係依據《學生懷孕受教權維護及輔導協助要點》第 12 條規定，學校應於每學年末將學生懷孕事件之處理概況回報各該主管教育行政機關，地方主管教育行政機關並應將回報情形彙報中央主管教育行政機關，主要為了解學生懷孕受教權維護及輔導協助情形，爰僅就學生懷孕及繼續就學人數為統計數據，故無法依年齡、性別、種族、社會經濟背景和地理區域分列，倘需再依前開分列統計數據，教育部未來將研議納入辦理。
30. 附件 3-2 之出生通報活產及死產情形，已依產婦年齡、新生兒性別、產婦原始國籍、產婦戶籍地之縣市等進一步分列（表 2 至表 5）。此外，衛生福利部國民健康署亦自 2004 年起出版出生通報統計年報，就新生兒出生之健康相關資訊等進行分析整理，以提高出生通報資料之應用。
31. 衛生福利部統計處死因檔無種族、社會經濟背景資料，爰附件 3-3 至 3-7 無法提供此兩種分類相關資料。另附件 3-3 提供性別及縣市別資料如表 6 至表 7，附件 3-7 提供性別資料如表 8。

表 2

## 2011 至 2016 年出生通報活產、死產按產婦年齡分

單位：人，%

產婦年齡		合計	<20	20-24	25-29	30-34	35-39	40-44	45-49	≥50	
2011	合計	人數	200,708	2,849	17,692	60,365	83,424	31,702	4,523	139	14
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	198,387	2,779	17,536	59,782	82,529	31,204	4,412	131	14
		百分比	98.84	97.54	99.12	99.03	98.93	98.43	97.55	94.24	100.00
	死產	人數	2,321	70	156	583	895	498	111	8	0
		百分比	1.16	2.46	0.88	0.97	1.07	1.57	2.45	5.76	0.00
2012	合計	人數	237,042	3,113	19,839	67,777	100,432	40,074	5,641	159	7
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	234,574	3,031	19,634	67,216	99,487	39,539	5,510	150	7
		百分比	98.96	97.37	98.97	99.17	99.06	98.66	97.68	94.34	100.00
	死產	人數	2,468	82	205	561	945	535	131	9	0
		百分比	1.04	2.63	1.03	0.83	0.94	1.34	2.32	5.66	0.00
2013	合計	人數	197,497	3,053	17,010	51,257	82,563	37,829	5,563	202	20
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	195,246	2,982	16,840	50,823	81,699	37,243	5,445	194	20
		百分比	98.86	97.67	99.00	99.15	98.95	98.45	97.88	96.04	100.00
	死產	人數	2,251	71	170	434	864	586	118	8	0
		百分比	1.14	2.33	1.00	0.85	1.05	1.55	2.12	3.96	0.00
2014	合計	人數	214,233	3,109	17,056	53,771	90,749	43,129	6,165	237	17
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	211,733	3,038	16,878	53,299	89,779	42,478	6,015	229	17
		百分比	98.83	97.72	98.96	99.12	98.93	98.49	97.57	96.62	100.00
	死產	人數	2,500	71	178	472	970	651	150	8	0
		百分比	1.17	2.28	1.04	0.88	1.07	1.51	2.43	3.38	0.00
2015	合計	人數	216,225	3,230	17,518	51,979	89,334	46,972	6,944	232	16
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	213,710	3,162	17,354	51,504	88,391	46,287	6,773	224	15
		百分比	98.84	97.89	99.06	99.09	98.94	98.54	97.54	96.55	93.75
	死產	人數	2,515	68	164	475	943	685	171	8	1
		百分比	1.16	2.11	0.94	0.91	1.06	1.46	2.46	3.45	6.25
2016	合計	人數	210,267	3,044	17,070	49,375	83,627	49,012	7,786	323	30
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	207,835	2,972	16,890	48,912	82,823	48,295	7,600	313	30



產婦年齡		合計	<20	20-24	25-29	30-34	35-39	40-44	45-49	≥50
	百分比	98.84	97.63	98.95	99.06	99.04	98.54	97.61	96.90	100.00
死產	人數	2,432	72	180	463	804	717	186	10	0
	百分比	1.16	2.37	1.05	0.94	0.96	1.46	2.39	3.10	0.00

資料來源：衛生福利部

說明：

1. 「死產」係指懷孕胎齡滿 20 週以上或出生體重達 500 公克以上之胎兒死亡。
2. 不包括產婦年齡不詳者，2012 年 1 案、2013 年 5 案、2014 年 1 案、2015 年 4 案、2016 年 2 案，均為活產。

表 3

## 2011 至 2016 年出生通報活產、死產按新生兒性別分

單位：人，%

新生兒性別		合計	男	女	不明	
2011	合計	人數	200,708	104,148	96,507	53
		百分比	100.00	100.00	100.00	100.00
	活產	人數	198,387	102,947	95,439	1
		百分比	98.84	98.85	98.89	1.89
	死產	人數	2,321	1,201	1,068	52
		百分比	1.16	1.15	1.11	98.11
2012	合計	人數	237,043	122,716	114,259	68
		百分比	100.00	100.00	100.00	100.00
	活產	人數	234,575	121,462	113,113	0
		百分比	98.96	98.98	99.00	0.00
	死產	人數	2,468	1,254	1,146	68
		百分比	1.04	1.02	1.00	100.00
2013	合計	人數	197,502	102,426	95,020	56
		百分比	100.00	100.00	100.00	100.00
	活產	人數	195,251	101,295	93,955	1
		百分比	98.86	98.90	98.88	1.79
	死產	人數	2,251	1,131	1,065	55
		百分比	1.14	1.10	1.12	98.21
2014	合計	人數	214,234	110,690	103,477	67
		百分比	100.00	100.00	100.00	100.00
	活產	人數	211,734	109,411	102,323	0
		百分比	98.83	98.84	98.88	0.00
	死產	人數	2,500	1,279	1,154	67
		百分比	1.17	1.16	1.12	100.00
2015	合計	人數	216,229	112,367	103,787	75
		百分比	100.00	100.00	100.00	100.00
	活產	人數	213,714	111,138	102,575	1
		百分比	98.84	98.91	98.83	1.33
	死產	人數	2,515	1,229	1,212	74
		百分比	1.16	1.09	1.17	98.67
2016	合計	人數	210,269	108,952	101,243	74
		百分比	100.00	100.00	100.00	100.00

新生兒性別		合計	男	女	不明
活產	人數	207,837	107,741	100,096	0
	百分比	98.84	98.89	98.87	0.00
死產	人數	2,432	1,211	1,147	74
	百分比	1.16	1.11	1.13	100.00

資料來源：衛生福利部

說明：「死產」係指懷孕胎齡滿 20 週以上或出生體重達 500 公克以上之胎兒死亡。

表 4

## 2011 至 2016 年出生通報活產、死產按產婦原始國籍分

單位：人，%

產婦原始國籍		合計	本國	外籍	中國大陸 (含港澳)	越南	印尼	柬埔寨	菲律賓	泰國	緬甸	馬來西亞	其他	
2011	合計	人數	200,708	185,255	15,453	8,728	4,134	1,085	106	360	224	183	121	512
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	198,387	183,075	15,312	8,658	4,100	1,075	106	353	221	181	117	501
		百分比	98.84	98.82	99.09	99.20	99.18	99.08	100.00	98.06	98.66	98.91	96.69	97.85
	死產	人數	2,321	2,180	141	70	34	10	0	7	3	2	4	11
		百分比	1.16	1.18	0.91	0.80	0.82	0.92	0.00	1.94	1.34	1.09	3.31	2.15
2012	合計	人數	237,042	219,656	17,386	9,827	4,618	1,186	114	414	243	227	144	613
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	234,574	217,345	17,229	9,752	4,570	1,175	114	404	241	226	144	603
		百分比	98.96	98.95	99.10	99.24	98.96	99.07	100.00	97.58	99.18	99.56	100.00	98.37
	死產	人數	2,468	2,311	157	75	48	11	0	10	2	1	0	10
		百分比	1.04	1.05	0.90	0.76	1.04	0.93	0.00	2.42	0.82	0.44	0.00	1.63
2013	合計	人數	197,497	183,918	13,579	7,569	3,457	993	103	372	220	187	122	556
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	195,246	181,789	13,457	7,512	3,426	980	103	367	215	186	118	550
		百分比	98.86	98.84	99.10	99.25	99.10	98.69	100.00	98.66	97.73	99.47	96.72	98.92
	死產	人數	2,251	2,129	122	57	31	13	0	5	5	1	4	6
		百分比	1.14	1.16	0.90	0.75	0.90	1.31	0.00	1.34	2.27	0.53	3.28	1.08
2014	合計	人數	214,233	200,398	13,835	7,850	3,395	943	77	361	200	151	197	661

產婦原始國籍		合計	本國	外籍	中國大陸 (含港澳)	越南	印尼	柬埔寨	菲律賓	泰國	緬甸	馬來西亞	其他	
	百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	
	活產	人數	211,733	198,018	13,715	7,800	3,367	925	77	353	196	150	191	656
		百分比	98.83	98.81	99.13	99.36	99.18	98.09	100.00	97.78	98.00	99.34	96.95	99.24
	死產	人數	2,500	2,380	120	50	28	18	0	8	4	1	6	5
		百分比	1.17	1.19	0.87	0.64	0.82	1.91	0.00	2.22	2.00	0.66	3.05	0.76
	2015	合計	人數	216,225	203,081	13,144	6,918	3,638	959	103	382	151	190	172
百分比			100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
活產		人數	213,710	200,664	13,046	6,876	3,612	945	102	377	148	189	171	626
		百分比	98.84	98.81	99.25	99.39	99.29	98.54	99.03	98.69	98.01	99.47	99.42	99.21
死產		人數	2,515	2,417	98	42	26	14	1	5	3	1	1	5
		百分比	1.16	1.19	0.75	0.61	0.71	1.46	0.97	1.31	1.99	0.53	0.58	0.79
2016	合計	人數	210,267	197,285	12,982	6,695	3,731	977	89	375	154	167	171	623
		百分比	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	活產	人數	207,835	194,961	12,874	6,641	3,704	973	86	372	151	163	170	614
		百分比	98.84	98.82	99.17	99.19	99.28	99.59	96.63	99.20	98.05	97.60	99.42	98.56
	死產	人數	2,432	2,324	108	54	27	4	3	3	3	4	1	9
		百分比	1.16	1.18	0.83	0.81	0.72	0.41	3.37	0.80	1.95	2.40	0.58	1.44

資料來源：衛生福利部

說明：

1. 「死產」係指懷孕胎齡滿 20 週以上或出生體重達 500 公克以上之胎兒死亡。

2. 不包括產婦原始國籍不詳者，2012 年 1 案、2013 年 5 案、2014 年 1 案、2015 年 4 案、2016 年 2 案，均為活產。

表 5

## 2011 至 2016 年出生通報活產、死產按產婦戶籍地之縣市別分

單位：人，%

產婦戶籍地	2011						2012						2013					
	合計		活產		死產		合計		活產		死產		合計		活產		死產	
	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比
合計	200,708	100.00	198,387	98.84	2,321	1.16	237,043	100.00	234,575	98.96	2,468	1.04	197,502	100.00	195,251	98.86	2,251	1.14
新北市	33,650	100.00	33,270	98.87	380	1.13	40,140	100.00	39,745	99.02	395	0.98	33,692	100.00	33,307	98.86	385	1.14
臺北市	25,104	100.00	24,814	98.84	290	1.16	30,067	100.00	29,759	98.98	308	1.02	26,311	100.00	26,065	99.07	246	0.93
桃園市	19,370	100.00	19,149	98.86	221	1.14	21,913	100.00	21,700	99.03	213	0.97	17,878	100.00	17,655	98.75	223	1.25
臺中市	24,249	100.00	23,998	98.96	251	1.04	29,241	100.00	28,935	98.95	306	1.05	24,315	100.00	24,036	98.85	279	1.15
原臺中市	9,667	100.00	9,575	99.05	92	0.95	11,605	100.00	11,484	98.96	121	1.04	9,789	100.00	9,672	98.80	117	1.20
原臺中縣	14,582	100.00	14,423	98.91	159	1.09	17,636	100.00	17,451	98.95	185	1.05	14,526	100.00	14,364	98.88	162	1.12
臺南市	14,426	100.00	14,248	98.77	178	1.23	18,091	100.00	17,867	98.76	224	1.24	14,677	100.00	14,502	98.81	175	1.19
原臺南市	6,797	100.00	6,716	98.81	81	1.19	7,646	100.00	7,542	98.64	104	1.36	6,198	100.00	6,121	98.76	77	1.24
原臺南縣	7,629	100.00	7,532	98.73	97	1.27	10,445	100.00	10,325	98.85	120	1.15	8,479	100.00	8,381	98.84	98	1.16
高雄市	21,843	100.00	21,588	98.83	255	1.17	26,021	100.00	25,734	98.90	287	1.10	21,593	100.00	21,328	98.77	265	1.23
原高雄市	11,987	100.00	11,843	98.80	144	1.20	14,271	100.00	14,122	98.96	149	1.04	11,893	100.00	11,762	98.90	131	1.10
原高雄縣	9,856	100.00	9,745	98.87	111	1.13	11,750	100.00	11,612	98.83	138	1.17	9,700	100.00	9,566	98.62	134	1.38
宜蘭縣	3,581	100.00	3,533	98.66	48	1.34	4,050	100.00	4,015	99.14	35	0.86	3,501	100.00	3,430	97.97	71	2.03
新竹縣	5,695	100.00	5,614	98.58	81	1.42	6,566	100.00	6,505	99.07	61	0.93	5,425	100.00	5,377	99.12	48	0.88
苗栗縣	5,256	100.00	5,201	98.95	55	1.05	6,219	100.00	6,140	98.73	79	1.27	5,216	100.00	5,156	98.85	60	1.15

產婦戶籍地	2011						2012						2013					
	合計		活產		死產		合計		活產		死產		合計		活產		死產	
	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比
彰化縣	11,640	100.00	11,514	98.92	126	1.08	13,664	100.00	13,528	99.00	136	1.00	10,957	100.00	10,851	99.03	106	0.97
南投縣	3,892	100.00	3,842	98.72	50	1.28	4,379	100.00	4,340	99.11	39	0.89	3,544	100.00	3,503	98.84	41	1.16
雲林縣	5,558	100.00	5,504	99.03	54	0.97	6,402	100.00	6,352	99.22	50	0.78	5,176	100.00	5,117	98.86	59	1.14
嘉義縣	3,984	100.00	3,929	98.62	55	1.38	4,344	100.00	4,278	98.48	66	1.52	3,409	100.00	3,363	98.65	46	1.35
屏東縣	5,982	100.00	5,911	98.81	71	1.19	6,971	100.00	6,884	98.75	87	1.25	5,601	100.00	5,538	98.88	63	1.12
臺東縣	1,883	100.00	1,853	98.41	30	1.59	1,989	100.00	1,971	99.10	18	0.90	1,727	100.00	1,711	99.07	16	0.93
花蓮縣	2,605	100.00	2,587	99.31	18	0.69	2,886	100.00	2,862	99.17	24	0.83	2,667	100.00	2,641	99.03	26	0.97
澎湖縣	856	100.00	844	98.60	12	1.40	1,013	100.00	996	98.32	17	1.68	894	100.00	889	99.44	5	0.56
基隆市	2,242	100.00	2,221	99.06	21	0.94	2,592	100.00	2,570	99.15	22	0.85	2,248	100.00	2,225	98.98	23	1.02
新竹市	5,301	100.00	5,223	98.53	78	1.47	6,137	100.00	6,080	99.07	57	0.93	5,012	100.00	4,945	98.66	67	1.34
嘉義市	2,014	100.00	1,989	98.76	25	1.24	2,287	100.00	2,266	99.08	21	0.92	1,948	100.00	1,920	98.56	28	1.44
金門縣	1,196	100.00	1,179	98.58	17	1.42	1,567	100.00	1,548	98.79	19	1.21	1,364	100.00	1,348	98.83	16	1.17
連江縣	128	100.00	127	99.22	1	0.78	118	100.00	117	99.15	1	0.85	131	100.00	129	98.47	2	1.53
其他	253	100.00	249	98.42	4	1.58	386	100.00	383	99.22	3	0.78	216	100.00	215	99.54	1	0.46

2011 至 2016 年出生通報活產、死產按產婦戶籍地之縣市別分 (續)

單位：人，%

產婦戶籍地	2014						2015						2016					
	合計		活產		死產		合計		活產		死產		合計		活產		死產	
	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比
合計	214,234	100.00	211,734	98.83	2,500	1.17	216,229	100.00	213,714	98.84	2,515	1.16	210,269	100.00	207,837	98.84	2,432	1.16
新北市	37,019	100.00	36,603	98.88	416	1.12	35,891	100.00	35,490	98.88	401	1.12	33,683	100.00	33,284	98.82	399	1.18
臺北市	29,406	100.00	29,086	98.91	320	1.09	29,389	100.00	29,091	98.99	298	1.01	28,126	100.00	27,844	99.00	282	1.00
桃園市	19,139	100.00	18,911	98.81	228	1.19	21,905	100.00	21,653	98.85	252	1.15	23,525	100.00	23,229	98.74	296	1.26
臺中市	26,593	100.00	26,278	98.82	315	1.18	27,149	100.00	26,814	98.77	335	1.23	26,629	100.00	26,313	98.81	316	1.19
原臺中市	10,761	100.00	10,623	98.72	138	1.28	11,067	100.00	10,934	98.80	133	1.20	10,650	100.00	10,523	98.81	127	1.19
原臺中縣	15,832	100.00	15,655	98.88	177	1.12	16,082	100.00	15,880	98.74	202	1.26	15,979	100.00	15,790	98.82	189	1.18
臺南市	15,731	100.00	15,538	98.77	193	1.23	16,237	100.00	16,012	98.61	225	1.39	15,133	100.00	14,949	98.78	184	1.22
原臺南市	6,662	100.00	6,584	98.83	78	1.17	6,963	100.00	6,875	98.74	88	1.26	6,215	100.00	6,128	98.60	87	1.40
原臺南縣	9,069	100.00	8,954	98.73	115	1.27	9,274	100.00	9,137	98.52	137	1.48	8,918	100.00	8,821	98.91	97	1.09
高雄市	23,187	100.00	22,904	98.78	283	1.22	23,371	100.00	23,079	98.75	292	1.25	22,394	100.00	22,138	98.86	256	1.14
原高雄市	12,718	100.00	12,546	98.65	172	1.35	12,547	100.00	12,392	98.76	155	1.24	12,060	100.00	11,923	98.86	137	1.14
原高雄縣	10,469	100.00	10,358	98.94	111	1.06	10,824	100.00	10,687	98.73	137	1.27	10,334	100.00	10,215	98.85	119	1.15
宜蘭縣	3,561	100.00	3,514	98.68	47	1.32	3,569	100.00	3,517	98.54	52	1.46	3,634	100.00	3,579	98.49	55	1.51
新竹縣	5,862	100.00	5,797	98.89	65	1.11	5,547	100.00	5,479	98.77	68	1.23	5,531	100.00	5,457	98.66	74	1.34
苗栗縣	5,811	100.00	5,755	99.04	56	0.96	5,843	100.00	5,784	98.99	59	1.01	5,053	100.00	4,995	98.85	58	1.15
彰化縣	11,802	100.00	11,667	98.86	135	1.14	11,904	100.00	11,775	98.92	129	1.08	12,422	100.00	12,291	98.95	131	1.05
南投縣	3,892	100.00	3,833	98.48	59	1.52	3,757	100.00	3,714	98.86	43	1.14	3,663	100.00	3,611	98.58	52	1.42



產婦戶籍地	2014						2015						2016					
	合計		活產		死產		合計		活產		死產		合計		活產		死產	
	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比
雲林縣	5,530	100.00	5,472	98.95	58	1.05	5,310	100.00	5,253	98.93	57	1.07	5,079	100.00	5,026	98.96	53	1.04
嘉義縣	3,473	100.00	3,430	98.76	43	1.24	3,413	100.00	3,371	98.77	42	1.23	3,236	100.00	3,191	98.61	45	1.39
屏東縣	6,069	100.00	5,996	98.80	73	1.20	5,987	100.00	5,924	98.95	63	1.05	5,856	100.00	5,800	99.04	56	0.96
臺東縣	1,861	100.00	1,835	98.60	26	1.40	1,810	100.00	1,786	98.67	24	1.33	1,705	100.00	1,671	98.01	34	1.99
花蓮縣	2,716	100.00	2,693	99.15	23	0.85	2,818	100.00	2,785	98.83	33	1.17	2,741	100.00	2,715	99.05	26	0.95
澎湖縣	952	100.00	944	99.16	8	0.84	963	100.00	951	98.75	12	1.25	930	100.00	925	99.46	5	0.54
基隆市	2,263	100.00	2,229	98.50	34	1.50	2,372	100.00	2,345	98.86	27	1.14	2,472	100.00	2,437	98.58	35	1.42
新竹市	5,380	100.00	5,334	99.14	46	0.86	5,063	100.00	4,996	98.68	67	1.32	4,606	100.00	4,571	99.24	35	0.76
嘉義市	2,070	100.00	2,035	98.31	35	1.69	2,166	100.00	2,149	99.22	17	0.78	2,118	100.00	2,096	98.96	22	1.04
金門縣	1,585	100.00	1,554	98.04	31	1.96	1,515	100.00	1,499	98.94	16	1.06	1,456	100.00	1,440	98.90	16	1.10
連江縣	169	100.00	165	97.63	4	2.37	132	100.00	131	99.24	1	0.76	135	100.00	134	99.26	1	0.74
其他	163	100.00	161	98.77	2	1.23	118	100.00	116	98.31	2	1.69	142	100.00	141	99.30	1	0.70

資料來源：衛生福利部

說明：「死產」係指懷孕胎齡滿 20 週以上或出生體重達 500 公克以上之胎兒死亡。

表 6

## 嬰兒死亡人數及死亡率

單位：人，每十萬活產

年別	合計		男嬰		女嬰	
	死亡人數	死亡率	死亡人數	死亡率	死亡人數	死亡率
2011	832	419.5	452	439.1	380	398.3
2012	860	366.6	485	399.2	375	331.5
2013	767	393.5	426	421.2	341	363.5
2014	761	360.0	446	408.2	315	308.4
2015	881	413.4	490	442.2	391	382.2

資料來源：衛生福利部

表 7

## 嬰兒死亡人數按縣市別分

單位：人

縣市別	2011			2012			2013			2014			2015		
	計	男	女	計	男	女	計	男	女	計	男	女	計	男	女
總計	832	452	380	860	485	375	767	426	341	761	446	315	881	490	391
新北市	121	73	48	128	61	67	135	76	59	147	88	59	148	84	64
臺北市	96	50	46	105	62	43	100	55	45	109	69	40	137	78	59
桃園市	71	34	37	80	42	38	63	35	28	69	42	27	71	39	32
臺中市	108	46	62	119	66	53	80	40	40	87	50	37	100	56	44
臺南市	64	34	30	73	46	27	47	28	19	39	28	11	53	28	25
高雄市	83	44	39	90	53	37	100	62	38	96	56	40	121	70	51
宜蘭縣	14	6	8	11	6	5	15	10	5	7	5	2	17	9	8
新竹縣	21	14	7	31	17	14	26	16	10	23	9	14	15	11	4
苗栗縣	37	23	14	24	18	6	22	13	9	25	8	17	18	10	8
彰化縣	43	26	17	44	22	22	26	17	9	35	21	14	33	18	15
南投縣	21	11	10	11	10	1	22	11	11	14	5	9	17	9	8
雲林縣	29	13	16	22	13	9	17	6	11	20	11	9	24	9	15
嘉義縣	16	9	7	9	2	7	12	4	8	10	7	3	16	9	7
屏東縣	44	26	18	35	24	11	30	17	13	23	11	12	34	19	15
臺東縣	7	4	3	10	5	5	15	8	7	7	5	2	7	4	3
花蓮縣	13	8	5	15	8	7	17	9	8	18	8	10	18	10	8
澎湖縣	4	2	2	3	1	2	1	-	1	5	5	-	4	2	2
基隆市	15	12	3	10	6	4	9	5	4	7	4	3	10	4	6
新竹市	17	11	6	23	16	7	19	8	11	12	6	6	26	14	12
嘉義市	3	3	-	14	7	7	8	4	4	6	6	-	8	4	4

縣市別	2011			2012			2013			2014			2015		
	計	男	女	計	男	女	計	男	女	計	男	女	計	男	女
金門縣	5	3	2	3	-	3	3	2	1	1	1	-	3	2	1
連江縣	-	-	-	-	-	-	-	-	-	1	1	-	1	1	-

資料來源：衛生福利部

表 8

兒少自殺死亡率

單位：人，每十萬人口

年別	合計		男性		女性	
	死亡人數	死亡率	死亡人數	死亡率	死亡人數	死亡率
2011	24	0.5	16	0.7	8	0.4
2012	30	0.7	11	0.5	19	0.9
2013	20	0.5	11	0.5	9	0.4
2014	14	0.3	7	0.3	7	0.3
2015	23	0.6	19	0.9	4	0.2

資料來源：衛生福利部

## 英文回應

29. Attachment 3-1 Number of Pregnant Senior High School Students Who Remain in School is calculated based on Article 12 of the “Guidelines for Maintaining Pregnant Students’ Right to Receive Education and Counseling Assistance,” which prescribes that schools shall report the handling of pregnant students to the competent authority in charge of education by the end of each semester and that the local competent authority in charge of education shall report the case to the central competent authority in charge of education for understanding the maintenance of students’ right to receive education and counseling assistance. Accordingly, the number of pregnant students continuing study in senior high schools is presented as a whole instead of by age, gender, ethnic origin, socioeconomic background or geographical area. The MOE may discuss whether the data shall be presented by the aforesaid type, whenever necessary.
30. In order to provide a breakdown information about the live births and still births statistics in Attachment 3-2, the tables have been disaggregated by age of the parturient, sex of the newborn, original nationality of the parturient, and registered domicile of the parturient (Table 2-5). Furthermore, the Health Promotion Administration (HPA), MOHW continues to publish annual report on The Statistics of Birth Reporting System since 2004 to enhance the application of the birth reporting data, in which health-related data of the newborn are compiled and analyzed.
31. There are no ethnic origin and socioeconomic background information in cause of death, so these categories in Attachment 3-3 ~ 3-7 are not available. The Department of Statistics, MOHW, have provided gender and county information in attachment 3-3 (Table 6-7), and gender information in attachment 3-7 (Table 8).

Table 2

**Live Births and Still Births by Age of the Parturient, 2011-2016**

Unit: person, %

<i>Age of the Parturient</i>		<i>Total</i>	<i>&lt;20</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>≥50</i>	
2011	Total	Number	200,708	2,849	17,692	60,365	83,424	31,702	4,523	139	14
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	198,387	2,779	17,536	59,782	82,529	31,204	4,412	131	14
		Percentage	98.84	97.54	99.12	99.03	98.93	98.43	97.55	94.24	100.00
	Still Births	Number	2,321	70	156	583	895	498	111	8	0
		Percentage	1.16	2.46	0.88	0.97	1.07	1.57	2.45	5.76	0.00
2012	Total	Number	237,042	3,113	19,839	67,777	100,432	40,074	5,641	159	7
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	234,574	3,031	19,634	67,216	99,487	39,539	5,510	150	7
		Percentage	98.96	97.37	98.97	99.17	99.06	98.66	97.68	94.34	100.00
	Still Births	Number	2,468	82	205	561	945	535	131	9	0
		Percentage	1.04	2.63	1.03	0.83	0.94	1.34	2.32	5.66	0.00
2013	Total	Number	197,497	3,053	17,010	51,257	82,563	37,829	5,563	202	20
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	195,246	2,982	16,840	50,823	81,699	37,243	5,445	194	20
		Percentage	98.86	97.67	99.00	99.15	98.95	98.45	97.88	96.04	100.00
	Still Births	Number	2,251	71	170	434	864	586	118	8	0
		Percentage	1.14	2.33	1.00	0.85	1.05	1.55	2.12	3.96	0.00
2014	Total	Number	214,233	3,109	17,056	53,771	90,749	43,129	6,165	237	17
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	211,733	3,038	16,878	53,299	89,779	42,478	6,015	229	17
		Percentage	98.83	97.72	98.96	99.12	98.93	98.49	97.57	96.62	100.00
	Still Births	Number	2,500	71	178	472	970	651	150	8	0
		Percentage	1.17	2.28	1.04	0.88	1.07	1.51	2.43	3.38	0.00
2015	Total	Number	216,225	3,230	17,518	51,979	89,334	46,972	6,944	232	16
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	213,710	3,162	17,354	51,504	88,391	46,287	6,773	224	15
		Percentage	98.84	97.89	99.06	99.09	98.94	98.54	97.54	96.55	93.75
	Still Births	Number	2,515	68	164	475	943	685	171	8	1
		Percentage	1.16	2.11	0.94	0.91	1.06	1.46	2.46	3.45	6.25
2016	Total	Number	210,267	3,044	17,070	49,375	83,627	49,012	7,786	323	30
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live	Number	207,835	2,972	16,890	48,912	82,823	48,295	7,600	313	30

<i>Age of the Parturient</i>		<i>Total</i>	<i>&lt;20</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>≥50</i>
Births	Percentage	98.84	97.63	98.95	99.06	99.04	98.54	97.61	96.90	100.00
	Still Number	2,432	72	180	463	804	717	186	10	0
	Percentage	1.16	2.37	1.05	0.94	0.96	1.46	2.39	3.10	0.00

*Source:* Ministry of Health and Welfare

Note:

1. Still births refer to a baby born with no signs of life at or after 20 weeks' gestation or whose weight is equal or more than 500 grams.
2. Excludes age of the parturient unknown: 1 case in 2012, 5 cases in 2013, 1 case in 2014, 4 cases in 2015, and 2 cases in 2016, which were live births.

Table 3

**Live Births and Still Births by Sex of the Newborn, 2011-2016**

Unit: person, %

<i>Sex of the Newborn</i>		<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	
2011	Total	Number	200,708	104,148	96,507	53
		Percentage	100.00	100.00	100.00	100.00
	Live Births	Number	198,387	102,947	95,439	1
		Percentage	98.84	98.85	98.89	1.89
	Still Births	Number	2,321	1,201	1,068	52
		Percentage	1.16	1.15	1.11	98.11
2012	Total	Number	237,043	122,716	114,259	68
		Percentage	100.00	100.00	100.00	100.00
	Live Births	Number	234,575	121,462	113,113	0
		Percentage	98.96	98.98	99.00	0.00
	Still Births	Number	2,468	1,254	1,146	68
		Percentage	1.04	1.02	1.00	100.00
2013	Total	Number	197,502	102,426	95,020	56
		Percentage	100.00	100.00	100.00	100.00
	Live Births	Number	195,251	101,295	93,955	1
		Percentage	98.86	98.90	98.88	1.79
	Still Births	Number	2,251	1,131	1,065	55
		Percentage	1.14	1.10	1.12	98.21
2014	Total	Number	214,234	110,690	103,477	67
		Percentage	100.00	100.00	100.00	100.00
	Live Births	Number	211,734	109,411	102,323	0
		Percentage	98.83	98.84	98.88	0.00
	Still Births	Number	2,500	1,279	1,154	67
		Percentage	1.17	1.16	1.12	100.00
2015	Total	Number	216,229	112,367	103,787	75
		Percentage	100.00	100.00	100.00	100.00
	Live Births	Number	213,714	111,138	102,575	1
		Percentage	98.84	98.91	98.83	1.33
	Still Births	Number	2,515	1,229	1,212	74
		Percentage	1.16	1.09	1.17	98.67
2016	Total	Number	210,269	108,952	101,243	74
		Percentage	100.00	100.00	100.00	100.00
	Live Births	Number	207,837	107,741	100,096	0

<i>Sex of the Newborn</i>		<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Unknown</i>
	Percentage	98.84	98.89	98.87	0.00
Still Births	Number	2,432	1,211	1,147	74
	Percentage	1.16	1.11	1.13	100.00

*Source:* Ministry of Health and Welfare

Note: Still births refer to a baby born with no signs of life at or after 20 weeks' gestation or whose weight is equal or more than 500 grams.



Table 4

**Live Births and Still Births by Sex of the Newborn, 2011-2016**

Unit: person, %

<i>Original Nationality of the Parturient</i>			<i>Total</i>	<i>ROC Citizens</i>	<i>Foreign Nationality</i>	<i>Mainland China (including HK, Macao)</i>	<i>Vietnam</i>	<i>Indonesia</i>	<i>Cambodia</i>	<i>Philippines</i>	<i>Thailand</i>	<i>Myanmar</i>	<i>Malaysia</i>	<i>Others</i>
2011	Total	Number	200,708	185,255	15,453	8,728	4,134	1,085	106	360	224	183	121	512
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	198,387	183,075	15,312	8,658	4,100	1,075	106	353	221	181	117	501
		Percentage	98.84	98.82	99.09	99.20	99.18	99.08	100.00	98.06	98.66	98.91	96.69	97.85
	Still Births	Number	2,321	2,180	141	70	34	10	0	7	3	2	4	11
		Percentage	1.16	1.18	0.91	0.80	0.82	0.92	0.00	1.94	1.34	1.09	3.31	2.15
2012	Total	Number	237,042	219,656	17,386	9,827	4,618	1,186	114	414	243	227	144	613
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	234,574	217,345	17,229	9,752	4,570	1,175	114	404	241	226	144	603
		Percentage	98.96	98.95	99.10	99.24	98.96	99.07	100.00	97.58	99.18	99.56	100.00	98.37
	Still Births	Number	2,468	2,311	157	75	48	11	0	10	2	1	0	10
		Percentage	1.04	1.05	0.90	0.76	1.04	0.93	0.00	2.42	0.82	0.44	0.00	1.63
2013	Total	Number	197,497	183,918	13,579	7,569	3,457	993	103	372	220	187	122	556
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	195,246	181,789	13,457	7,512	3,426	980	103	367	215	186	118	550
		Percentage	98.86	98.84	99.10	99.25	99.10	98.69	100.00	98.66	97.73	99.47	96.72	98.92
	Still Births	Number	2,251	2,129	122	57	31	13	0	5	5	1	4	6

<i>Original Nationality of the Parturient</i>			<i>Total</i>	<i>ROC Citizens</i>	<i>Foreign Nationality</i>	<i>Mainland China (including HK, Macao)</i>	<i>Vietnam</i>	<i>Indonesia</i>	<i>Cambodia</i>	<i>Philippines</i>	<i>Thailand</i>	<i>Myanmar</i>	<i>Malaysia</i>	<i>Others</i>
2014	Total	Number	214,233	200,398	13,835	7,850	3,395	943	77	361	200	151	197	661
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	211,733	198,018	13,715	7,800	3,367	925	77	353	196	150	191	656
		Percentage	98.83	98.81	99.13	99.36	99.18	98.09	100.00	97.78	98.00	99.34	96.95	99.24
	Still Births	Number	2,500	2,380	120	50	28	18	0	8	4	1	6	5
		Percentage	1.17	1.19	0.87	0.64	0.82	1.91	0.00	2.22	2.00	0.66	3.05	0.76
2015	Total	Number	216,225	203,081	13,144	6,918	3,638	959	103	382	151	190	172	631
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	213,710	200,664	13,046	6,876	3,612	945	102	377	148	189	171	626
		Percentage	98.84	98.81	99.25	99.39	99.29	98.54	99.03	98.69	98.01	99.47	99.42	99.21
	Still Births	Number	2,515	2,417	98	42	26	14	1	5	3	1	1	5
		Percentage	1.16	1.19	0.75	0.61	0.71	1.46	0.97	1.31	1.99	0.53	0.58	0.79
2016	Total	Number	210,267	197,285	12,982	6,695	3,731	977	89	375	154	167	171	623
		Percentage	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Live Births	Number	207,835	194,961	12,874	6,641	3,704	973	86	372	151	163	170	614
		Percentage	98.84	98.82	99.17	99.19	99.28	99.59	96.63	99.20	98.05	97.60	99.42	98.56
	Still Births	Number	2,432	2,324	108	54	27	4	3	3	3	4	1	9
		Percentage	1.16	1.18	0.83	0.81	0.72	0.41	3.37	0.80	1.95	2.40	0.58	1.44

Source: Ministry of Health and Welfare

Note: Still births refer to a baby born with no signs of life at or after 20 weeks' gestation or whose weight is equal or more than 500 grams.

Table 5

## Live Births and Still Births by Sex of the Newborn, 2011-2016 (part I)

Unit: person, %

Registered Domicile of the Parturient	2011						2012						2013					
	Total		Live Births		Still Births		Total		Live Births		Still Births		Total		Live Births		Still Births	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total	200,708	100.00	198,387	98.84	2,321	1.16	237,043	100.00	234,575	98.96	2,468	1.04	197,502	100.00	195,251	98.86	2,251	1.14
New Taipei City	33,650	100.00	33,270	98.87	380	1.13	40,140	100.00	39,745	99.02	395	0.98	33,692	100.00	33,307	98.86	385	1.14
Taipei City	25,104	100.00	24,814	98.84	290	1.16	30,067	100.00	29,759	98.98	308	1.02	26,311	100.00	26,065	99.07	246	0.93
Taoyuan City	19,370	100.00	19,149	98.86	221	1.14	21,913	100.00	21,700	99.03	213	0.97	17,878	100.00	17,655	98.75	223	1.25
Taichung City	24,249	100.00	23,998	98.96	251	1.04	29,241	100.00	28,935	98.95	306	1.05	24,315	100.00	24,036	98.85	279	1.15
Former Taichung City	9,667	100.00	9,575	99.05	92	0.95	11,605	100.00	11,484	98.96	121	1.04	9,789	100.00	9,672	98.80	117	1.20
Former Taichung County	14,582	100.00	14,423	98.91	159	1.09	17,636	100.00	17,451	98.95	185	1.05	14,526	100.00	14,364	98.88	162	1.12
Tainan City	14,426	100.00	14,248	98.77	178	1.23	18,091	100.00	17,867	98.76	224	1.24	14,677	100.00	14,502	98.81	175	1.19
Former Tainan City	6,797	100.00	6,716	98.81	81	1.19	7,646	100.00	7,542	98.64	104	1.36	6,198	100.00	6,121	98.76	77	1.24
Former Tainan County	7,629	100.00	7,532	98.73	97	1.27	10,445	100.00	10,325	98.85	120	1.15	8,479	100.00	8,381	98.84	98	1.16
Kaohsiung City	21,843	100.00	21,588	98.83	255	1.17	26,021	100.00	25,734	98.90	287	1.10	21,593	100.00	21,328	98.77	265	1.23
Former	11,987	100.00	11,843	98.80	144	1.20	14,271	100.00	14,122	98.96	149	1.04	11,893	100.00	11,762	98.90	131	1.10

<i>Registered Domicile of the Parturient</i>	<i>2011</i>						<i>2012</i>						<i>2013</i>					
	<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Kaohsiung City																		
Former Kaohsiung County	9,856	100.00	9,745	98.87	111	1.13	11,750	100.00	11,612	98.83	138	1.17	9,700	100.00	9,566	98.62	134	1.38
Ilan County	3,581	100.00	3,533	98.66	48	1.34	4,050	100.00	4,015	99.14	35	0.86	3,501	100.00	3,430	97.97	71	2.03
Hsinchu County	5,695	100.00	5,614	98.58	81	1.42	6,566	100.00	6,505	99.07	61	0.93	5,425	100.00	5,377	99.12	48	0.88
Miaoli County	5,256	100.00	5,201	98.95	55	1.05	6,219	100.00	6,140	98.73	79	1.27	5,216	100.00	5,156	98.85	60	1.15
Changhua County	11,640	100.00	11,514	98.92	126	1.08	13,664	100.00	13,528	99.00	136	1.00	10,957	100.00	10,851	99.03	106	0.97
Nantou County	3,892	100.00	3,842	98.72	50	1.28	4,379	100.00	4,340	99.11	39	0.89	3,544	100.00	3,503	98.84	41	1.16
Yunlin County	5,558	100.00	5,504	99.03	54	0.97	6,402	100.00	6,352	99.22	50	0.78	5,176	100.00	5,117	98.86	59	1.14
Chiai County	3,984	100.00	3,929	98.62	55	1.38	4,344	100.00	4,278	98.48	66	1.52	3,409	100.00	3,363	98.65	46	1.35
Pingtung County	5,982	100.00	5,911	98.81	71	1.19	6,971	100.00	6,884	98.75	87	1.25	5,601	100.00	5,538	98.88	63	1.12
Taitung County	1,883	100.00	1,853	98.41	30	1.59	1,989	100.00	1,971	99.10	18	0.90	1,727	100.00	1,711	99.07	16	0.93
Hualien County	2,605	100.00	2,587	99.31	18	0.69	2,886	100.00	2,862	99.17	24	0.83	2,667	100.00	2,641	99.03	26	0.97
Penghu County	856	100.00	844	98.60	12	1.40	1,013	100.00	996	98.32	17	1.68	894	100.00	889	99.44	5	0.56
Keelung City	2,242	100.00	2,221	99.06	21	0.94	2,592	100.00	2,570	99.15	22	0.85	2,248	100.00	2,225	98.98	23	1.02
Hsinchu City	5,301	100.00	5,223	98.53	78	1.47	6,137	100.00	6,080	99.07	57	0.93	5,012	100.00	4,945	98.66	67	1.34

<i>Registered Domicile of the Parturient</i>	<i>2011</i>						<i>2012</i>						<i>2013</i>					
	<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Chiai City	2,014	100.00	1,989	98.76	25	1.24	2,287	100.00	2,266	99.08	21	0.92	1,948	100.00	1,920	98.56	28	1.44
Kinmen County	1,196	100.00	1,179	98.58	17	1.42	1,567	100.00	1,548	98.79	19	1.21	1,364	100.00	1,348	98.83	16	1.17
Lianjiang County	128	100.00	127	99.22	1	0.78	118	100.00	117	99.15	1	0.85	131	100.00	129	98.47	2	1.53
Others	253	100.00	249	98.42	4	1.58	386	100.00	383	99.22	3	0.78	216	100.00	215	99.54	1	0.46

Live Births and Still Births by Sex of the Newborn, 2011-2016 (part II)

Unit: person, %

Registered Domicile of the Parturient	2014						2015						2016					
	Total		Live Births		Still Births		Total		Live Births		Still Births		Total		Live Births		Still Births	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total	214,234	100.00	211,734	98.83	2,500	1.17	216,229	100.00	213,714	98.84	2,515	1.16	210,269	100.00	207,837	98.84	2,432	1.16
New Taipei City	37,019	100.00	36,603	98.88	416	1.12	35,891	100.00	35,490	98.88	401	1.12	33,683	100.00	33,284	98.82	399	1.18
Taipei City	29,406	100.00	29,086	98.91	320	1.09	29,389	100.00	29,091	98.99	298	1.01	28,126	100.00	27,844	99.00	282	1.00
Taoyuan City	19,139	100.00	18,911	98.81	228	1.19	21,905	100.00	21,653	98.85	252	1.15	23,525	100.00	23,229	98.74	296	1.26
Taichung City	26,593	100.00	26,278	98.82	315	1.18	27,149	100.00	26,814	98.77	335	1.23	26,629	100.00	26,313	98.81	316	1.19
Former Taichung City	10,761	100.00	10,623	98.72	138	1.28	11,067	100.00	10,934	98.80	133	1.20	10,650	100.00	10,523	98.81	127	1.19
Former Taichung County	15,832	100.00	15,655	98.88	177	1.12	16,082	100.00	15,880	98.74	202	1.26	15,979	100.00	15,790	98.82	189	1.18
Tainan City	15,731	100.00	15,538	98.77	193	1.23	16,237	100.00	16,012	98.61	225	1.39	15,133	100.00	14,949	98.78	184	1.22
Former Tainan City	6,662	100.00	6,584	98.83	78	1.17	6,963	100.00	6,875	98.74	88	1.26	6,215	100.00	6,128	98.60	87	1.40
Former Tainan County	9,069	100.00	8,954	98.73	115	1.27	9,274	100.00	9,137	98.52	137	1.48	8,918	100.00	8,821	98.91	97	1.09
Kaohsiung City	23,187	100.00	22,904	98.78	283	1.22	23,371	100.00	23,079	98.75	292	1.25	22,394	100.00	22,138	98.86	256	1.14
Former Kaohsiung City	12,718	100.00	12,546	98.65	172	1.35	12,547	100.00	12,392	98.76	155	1.24	12,060	100.00	11,923	98.86	137	1.14

<i>Registered Domicile of the Parturient</i>	<i>2014</i>						<i>2015</i>						<i>2016</i>					
	<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Former Kaohsiung County	10,469	100.00	10,358	98.94	111	1.06	10,824	100.00	10,687	98.73	137	1.27	10,334	100.00	10,215	98.85	119	1.15
Ilan County	3,561	100.00	3,514	98.68	47	1.32	3,569	100.00	3,517	98.54	52	1.46	3,634	100.00	3,579	98.49	55	1.51
Hsinchu County	5,862	100.00	5,797	98.89	65	1.11	5,547	100.00	5,479	98.77	68	1.23	5,531	100.00	5,457	98.66	74	1.34
Miaoli County	5,811	100.00	5,755	99.04	56	0.96	5,843	100.00	5,784	98.99	59	1.01	5,053	100.00	4,995	98.85	58	1.15
Changhua County	11,802	100.00	11,667	98.86	135	1.14	11,904	100.00	11,775	98.92	129	1.08	12,422	100.00	12,291	98.95	131	1.05
Nantou County	3,892	100.00	3,833	98.48	59	1.52	3,757	100.00	3,714	98.86	43	1.14	3,663	100.00	3,611	98.58	52	1.42
Yunlin County	5,530	100.00	5,472	98.95	58	1.05	5,310	100.00	5,253	98.93	57	1.07	5,079	100.00	5,026	98.96	53	1.04
Chiai County	3,473	100.00	3,430	98.76	43	1.24	3,413	100.00	3,371	98.77	42	1.23	3,236	100.00	3,191	98.61	45	1.39
Pingtung County	6,069	100.00	5,996	98.80	73	1.20	5,987	100.00	5,924	98.95	63	1.05	5,856	100.00	5,800	99.04	56	0.96
Taitung County	1,861	100.00	1,835	98.60	26	1.40	1,810	100.00	1,786	98.67	24	1.33	1,705	100.00	1,671	98.01	34	1.99
Hualien County	2,716	100.00	2,693	99.15	23	0.85	2,818	100.00	2,785	98.83	33	1.17	2,741	100.00	2,715	99.05	26	0.95
Penghu County	952	100.00	944	99.16	8	0.84	963	100.00	951	98.75	12	1.25	930	100.00	925	99.46	5	0.54
Keelung City	2,263	100.00	2,229	98.50	34	1.50	2,372	100.00	2,345	98.86	27	1.14	2,472	100.00	2,437	98.58	35	1.42
Hsinchu City	5,380	100.00	5,334	99.14	46	0.86	5,063	100.00	4,996	98.68	67	1.32	4,606	100.00	4,571	99.24	35	0.76
Chiai City	2,070	100.00	2,035	98.31	35	1.69	2,166	100.00	2,149	99.22	17	0.78	2,118	100.00	2,096	98.96	22	1.04

<i>Registered Domicile of the Parturient</i>	<i>2014</i>						<i>2015</i>						<i>2016</i>					
	<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>		<i>Total</i>		<i>Live Births</i>		<i>Still Births</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Kinmen County	1,585	100.00	1,554	98.04	31	1.96	1,515	100.00	1,499	98.94	16	1.06	1,456	100.00	1,440	98.90	16	1.10
Lianjiang County	169	100.00	165	97.63	4	2.37	132	100.00	131	99.24	1	0.76	135	100.00	134	99.26	1	0.74
Others	163	100.00	161	98.77	2	1.23	118	100.00	116	98.31	2	1.69	142	100.00	141	99.30	1	0.70

Source: Ministry of Health and Welfare

Note: Still births refer to a baby born with no signs of life at or after 20 weeks' *gestation* or whose weight is equal or more than 500 grams.



Table 6

**Infant Deaths and Mortality Rate by year and gender**

Unit: person, per 100,000 live births

Year	Total		Male		Female	
	No. of Deaths	Mortality Rate	No. of Deaths	Mortality Rate	No. of Deaths	Mortality Rate
2011	832	419.5	452	439.1	380	398.3
2012	860	366.6	485	399.2	375	331.5
2013	767	393.5	426	421.2	341	363.5
2014	761	360.0	446	408.2	315	308.4
2015	881	413.4	490	442.2	391	382.2

*Source:* Ministry of Health and Welfare

Table 7

**Infant Deaths by local, year and gender**

Unit: person

<i>County/City</i>	<i>2011</i>			<i>2012</i>			<i>2013</i>			<i>2014</i>			<i>2015</i>		
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
Total	832	452	380	860	485	375	767	426	341	761	446	315	881	490	391
New Taipei City	121	73	48	128	61	67	135	76	59	147	88	59	148	84	64
Taipei City	96	50	46	105	62	43	100	55	45	109	69	40	137	78	59
Taoyuan City	71	34	37	80	42	38	63	35	28	69	42	27	71	39	32
Taichung City	108	46	62	119	66	53	80	40	40	87	50	37	100	56	44
Tainan City	64	34	30	73	46	27	47	28	19	39	28	11	53	28	25
Kaohsiung City	83	44	39	90	53	37	100	62	38	96	56	40	121	70	51
Yilan County	14	6	8	11	6	5	15	10	5	7	5	2	17	9	8
Hsinchu County	21	14	7	31	17	14	26	16	10	23	9	14	15	11	4
Miaoli County	37	23	14	24	18	6	22	13	9	25	8	17	18	10	8
Changhua County	43	26	17	44	22	22	26	17	9	35	21	14	33	18	15
Nantou County	21	11	10	11	10	1	22	11	11	14	5	9	17	9	8
Yunlin County	29	13	16	22	13	9	17	6	11	20	11	9	24	9	15
Chiayi County	16	9	7	9	2	7	12	4	8	10	7	3	16	9	7
Pingtung County	44	26	18	35	24	11	30	17	13	23	11	12	34	19	15
Taitung County	7	4	3	10	5	5	15	8	7	7	5	2	7	4	3
Hualien County	13	8	5	15	8	7	17	9	8	18	8	10	18	10	8
Penghu County	4	2	2	3	1	2	1	-	1	5	5	-	4	2	2
Keelung City	15	12	3	10	6	4	9	5	4	7	4	3	10	4	6

County/City	2011			2012			2013			2014			2015		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Hsinchu City	17	11	6	23	16	7	19	8	11	12	6	6	26	14	12
Chiayi City	3	3	-	14	7	7	8	4	4	6	6	-	8	4	4
Kinmen County	5	3	2	3	-	3	3	2	1	1	1	-	3	2	1
Lienchiang County	-	-	-	-	-	-	-	-	-	1	1	-	1	1	-

Source: Ministry of Health and Welfare

Table 8

**Suicide Rate among Minors**

Unit: person, per 100,000 population

Year	Total		Male		Female	
	No. of Deaths	Mortality Rate	No. of Deaths	Mortality Rate	No. of Deaths	Mortality Rate
2011	24	0.5	16	0.7	8	0.4
2012	30	0.7	11	0.5	19	0.9
2013	20	0.5	11	0.5	9	0.4
2014	14	0.3	7	0.3	7	0.3
2015	23	0.6	19	0.9	4	0.2

Source: Ministry of Health and Welfare

點次	問題內容(原文)	中文參考翻譯
3.2	Please provide further details on measures adopted to prohibit de facto discrimination against indigenous children, children who are lesbian, gay, bisexual or transgendered, children with disabilities and children who are stateless.	請進一步提供禁止歧視原住民、同性戀、雙性戀或跨性別、身心障礙和無國籍兒童之詳細措施。

## 中文回應

### 原住民兒童

32. 2008年6月17日公佈實施《原住民族教育法》，係根據《憲法增修條文》第10條規定：政府應依原住民之民族意願，保障原住民之民族教育權並強調原住民為原住民族教育之主體，政府應本於多元、平等、尊重之精神，推展原住民族教育。從就學、課程、師資、社會教育、研究評鑑與獎勵等層面，做為推廣原住民族文化、保障原住民族受教權，以防止對於原住民之歧視。
33. 為保障原住民學前教育受教權利，消除原住民學生就學困境，原住民族委員會辦理原住民幼兒學前教育補助、國中小清寒獎助學金，以消除原住民學生就學障礙。

### 同性戀、雙性戀或跨性別兒童

34. 2004年6月23日制定《性別平等教育法》，該法第1條第1項及第2條第1款所稱性別地位之實質平等，指任何人不因其生理性別、性傾向、性別特質或性別認同等不同，而受到差別待遇。又該法2011年6月22日修正，明定「性霸凌」係指透過語言、肢體或其他暴力對於他人之性別特徵、性別氣質、性傾向、性別認同，進行貶抑、攻擊或威脅之行為且非屬性騷擾者，並將性霸凌納入學校防治規定範圍。各校應運用各種活動、教學，積極宣導禁止對不同性別、性別特質、性別認同或性傾向者有任何歧視之言詞或行為，並應對因性別、性別特質、性別認同或性傾向而處於不利處境的學生積極提供協助，以改善其處境。
35. 各級教育主管機關依前開《性別平等教育法》的立法精神與意旨，落實實施性別平等教育相關課程教學內容並依據《性別平等教育法施行細則》第13條規定，性別平等教育相關課程應涵蓋情感教育、性教育、同志教育等課程。就以現階段「國民中小學九年一貫課程綱要」重大議題「性別平等教育」列有共計69項能力指標；高級中學階段在健康與護理、公民與社會等不同課程中，各有其能力指標：認識與接納同性戀者、尊重與接納不同性取向者、多元性別之互動、多元的性別關係等。

### 身心障礙兒童

36. 對於身心障礙兒童遭受歧視，我國《身心障礙者權益保障法》(下稱《身權法》)第16條、第74條都有規範不得對身心障礙者有歧視對待，身心障礙兒童亦包括在內；依《身權法》第10條，當身心障礙者權益受損，可向地方主管機關進行申訴，各縣

市與中央均訂有相關辦法與流程、窗口可受理身心障礙者權益受損申訴。此外，《身心障礙者權利公約施行法》第 6 條亦有受理身心障礙者違反公約之申訴，該法第 8 條亦規範身心障礙者權益遭受侵害、無法或難以實施者，得依法提起訴願、訴訟或其他救濟管道主張權利。因此當身心障礙者兒童遭遇歧視事件，可先向地方主管機關反應或進行申訴，如對地方政府處理有疑慮，可再向中央主管機關反應與申訴，必要時得申請法律扶助協助。

37. 為保障身心障礙學生學習權益，依《特殊教育法》協助身障生就學，提供支持服務與人力經費資源，如教育輔助器材、適性教材、學習及生活人力協助、復健服務、校園無障礙環境等，以防止對於身心障礙之歧視。

### 非本國籍兒童

38. 《兒少法》第 22 條第 2 項：「兒童、少年於戶籍登記完成前或未取得居留、定居許可前，其社會福利服務、醫療照顧、就學權益等事項，應依法予以保障。」是以，由各地方主管機關協助是類兒少處理就學、就醫事宜，並視需要提供經濟補助、家庭寄養與機構安置、醫療補助等社會福利服務，保障其權益。
39. 非本國籍兒少在國內可享與國內兒童及少年同等之權益，依據《兒少法》第 22 條規定，提供下列社會福利服務、醫療照顧等服務措施：
  - (1) 醫療照顧：
    - ①全民健保：非本國籍兒少只要取得居留權，即可依《全民健康保險法》第 9 條規定，於取得居留證 6 個月後，取得健保身分享有與國民同等的醫療資源。
    - ②疫苗接種：對於非本國籍、未登記戶籍或未具戶籍之兒少，衛生單位安排完成各項應接種疫苗，保護幼兒健康。
    - ③預防保健：如情況符合 7 歲以下之兒童預防保健服務對象，於未獲健保身分前，由各地衛生局（所）協助提供免費 7 次兒童預防保健。
    - ④醫療補助：在兒少未取得健保身分前需自費醫療部分，尚得適用《弱勢兒童及少年生活扶助與托育及醫療費用補助辦法》第 10 條規定，補助應自行負擔之住院費、住院期間看護費用等。
  - (2) 社會福利服務：
    - ①如該兒少生母（父）行方不明，無適當照顧者可給予照顧時，得依《無依兒童及少年安置處理辦法》安置於寄養家庭或兒少安置及教養機構，給予生活照顧、托育服務及協助就學。
    - ②該兒少有適當之照顧者（如生父為國人或有保母願意協助照顧者），得視個案需求依規定給予各項福利服務，例如弱勢兒少緊急生活扶助、弱勢兒少生活扶助等。
  - (3) 安置服務：母子同時查獲之個案，由內政部移民署暫予收容，並儘速辦理遣返作業。暫時無法尋獲父母、監護人之個案、生父母不詳或無法／不願認領者，由各直轄市、縣（市）政府社政主管機關進行安置於寄養家庭、兒少福利機構。
  - (4) 就學協助措施：直轄市、縣（市）政府基於人道考量，「無國籍」兒少皆順利輔導進入國民中、小學就讀。

## 英文回應

### *Indigenous children*

32. According to the “Education Act for Indigenous Peoples” promulgated on June 17, 2008, based on Article 10 of the “Additional Articles of the Constitution,” the government shall protect the indigenous peoples’ rights to education based on the will and wish of the people of indigenous ethnicities. The indigenous peoples are the key concern of indigenous education. The government shall promote and develop indigenous education based on the spirit of diversity, equality, autonomy, and respect for indigenous peoples. The government shall promote indigenous cultures and protect indigenous people’s rights to receive education in aspects of school education, curriculum, qualified teachers, social education, and research, evaluation, and incentives in order to prevent any discrimination against indigenous peoples.
33. In an effort to safeguard the right to education for indigenous preschoolers and eliminate obstacles that prevent indigenous students from attending school, the Council of Indigenous Peoples (CIP) has created a grant program for indigenous preschool education and scholarship and education grants for poor indigenous students attending primary schools and junior high schools.

### *LGBT children*

34. According to Paragraph 1, Article 1 and Subparagraph1, Article 2 of the “Gender Equity Education Act” established on June 23, 2004, substantive gender equality shall mean that anyone shall not be treated differently due to his/her gender, sexual orientation, gender temperaments or gender identity. According to the amendments to the same Act made on June 22, 2011, sexual bullying means ridicule, attacks, or threats directed at another person’s gender characteristics, gender temperaments, sexual orientation, or gender identity by using verbal, physical or other forms of violence will be under the category of sexual bullying not sexual harassment, and shall be stipulated in the school’s regulations. Schools shall promote the prohibition of any verbal or physical discrimination against gender, gender temperaments, gender identity or sexual orientation by various activities and teachings, and proactively provide assistance to students who are disadvantaged due to their gender, gender temperaments, gender identity, or sexual orientation with the aim of improving their circumstances.
35. Education authorities at all levels shall implement the curriculum related to gender equity in accordance with the legislative spirit and purpose of the “Gender Equity Education Act.” According to Article 13 of the “Enforcement Rules for the Gender Equity Education Act,” the curriculum related to gender equity education shall cover courses on affective education, sex education, and gay and lesbian education. At present, there are 69 competency indicators in gender equity education in the Grade 1-9 Curriculum Guidelines;

competency indicators of subjects like Health and Nursing Education and Civics and Social Studies are also established in senior high schools, including understanding and accepting homosexuals, respecting and accepting people with different sexual orientations, multiple gender interaction, and multiple gender relations.

#### *Children with disabilities*

36. In terms of disabled children being discriminated, Articles 16 and 74 of “People with Disabilities Rights Protection Act” regulate that one shall not discriminate disabled people, with disabled children included; according to Article 10 of “People with Disabilities Rights Protection Act,” disabled people whose interests are impaired can file a complaint to local authorities; each city, county and the central government all establish regulations, procedures and windows for disabled people whose interests are impaired to file a complaint. Besides, Article 6 of “Act to Implement the Convention on the Rights of Persons with Disabilities” also has regulations regarding disabled people filing a complaint; Article 8 of the Act regulates that disabled people whose rights are impaired and cannot be enforced shall claim the right through administrative appeal, litigation or other channels. As a result, if disabled children who are suffered from discrimination, they can report or file a complaint to local authorities. If there is any question regarding the way local government copes with the case, one can report and file a complaint to central authorities and can apply for legal assistance if needed.
37. For the purpose of protecting the rights of students with disabilities to learn, the government shall provide support services, manpower, budgets, and resources, such as educational auxiliary devices, appropriate teaching materials, personnel assistance in learning and living, rehabilitation services, and barrier-free campus environment in accordance with the “Special Education Act” to prevent any discrimination against people with disabilities.

#### *Foreign and stateless children*

38. According to Article 22, Paragraph 2 of the “Children and Youth Welfare Act,” “Before completing their household registration or acquiring a permit of residence and settlement the law will protect the social welfare services, medical care, and schooling rights and interests of the children and youth.” Thus, local authorities are responsible for assisting children and youth that were mentioned above with schooling, medical treatment and also providing financial and medical subsidies, finding foster families and arranging placement for the sake of welfare and rights of above-mentioned children and youth.
39. Foreign or stateless children and youth have the same welfare and rights as children and youth in domestic and according to Article 22 of the “Children and Youth Welfare Act,” the following social welfare services and medical care are provided:
  - A. Medical care:

- (a) National health premiums: if foreign or stateless children and youth acquire a residence, then according to Article 9 of “National Health Insurance Act,” they can join the national health insurance and have the same medical resources as a citizen after acquiring a resident permit for 6 months.
- (b) Immunization: for children and youth who are foreign or stateless, who do not apply for household registration or who are nationals without household registration, the Health Bureau will arrange for vaccination to protect children’s health.
- (c) Preventive health checkups: preventive healthcare for children who are under the age of 7 and haven’t been able to join the national health insurance are provided with 7 free preventive health checkups by the help of local departments of health.
- (d) Medical subsidy: for children and youth who haven’t been able to join the national health insurance shall cover medical costs, and yet according to Article 10 of “Regulations for Subsidizing Life Assistance as well as Nursery and Medical Expenses of Disadvantaged Children and Youth,” hospital charges and care charges during hospital stays at own costs will be subsidized.

B. Social welfare services:

- (a) If children and youth whose mother (father) are nowhere to be found and do not have a proper caretaker, then according to “Regulations for Placement of Helpless Children and Youth,” they shall be placed in foster families or children and youth placement institutions so that they can be provided with life care, child care and schooling.
- (b) If children and youth have a proper caretaker (for instance, their fathers are citizens or there is a nanny who is willing to take care of them), then they, depending on the need of an individual case may be provided with welfare services, such as emergency living assistance to disadvantaged children and youth or living assistance to disadvantaged children and youth based on the regulations.

C. Placement services: a mother and a child who are uncovered at the same time will be taken to National Immigration Agency, MOI, temporarily, affairs regarding deportation will be processed as soon as possible. If a child whose parents or the legal gradian are nowhere to be found, whose parents’ identities are unknown, or whose parents are unable/unwilling to raise the child, then each social agency of municipality or county (city) government will send them to foster families or children and youth placement institutions.

D. Educational Assistance: municipal and city (county) governments shall help stateless children study in primary and junior high schools based on the humane considerations.



點次	問題內容(原文)	中文參考翻譯
3.3	Please specify the measures taken to ensure that public bodies consult with children in the formation of local and national laws and policies.	請具體說明制定國家法律和政策時，確保公部門與兒童之宣導協商的措施。

### 中文回應

40. 依《兒少法》第 10 條規定，主管機關應設置兒童及少年福利政策之委員會（以下簡稱兒權會），協調、研究、審議、諮詢及推動兒童及少年福利政策，必要時，並得邀請兒少代表列席。查我國地方政府自 2011 年起依據上開規範辦理，現已全數組成兒權會，定期開會研議地方兒少事務。又為確保兒少福利與權益保障政策符合兒少所需，我國 21 個地方政府已訂定兒少代表遴選計畫，藉由辦理多元、內容豐富的兒少培力活動（例如：論壇、參訪、共識營、問卷調查、議事規則訓練等），協助未滿 18 歲之兒少認識並行使其權利；另例行邀請關心地方事務之兒少，聘任為兒少代表（任期 1-2 年不等），定期集會調查或討論兒少事務，受邀參與兒權會表示意見或主動提案，為地方兒少事務發聲。查今（2017）年度在任兒少代表人數，總計 407 人，代表特定族群或特殊需求群體（例如：身心障礙兒童、原住民族兒童、經濟弱勢兒童等）者計有 46 人。
41. 兒少除參與地方政府決策機制外，另依據上開《兒少法》第 10 條及《CRC 施行法》第 6 條，可參與中央兒少事務協調機制（即行政院與衛生福利部兒童及少年福利與權益推動小組）。以兒少代表列席行政院兒童及少年福利與權益推動小組第二屆第 3 次會議為例，為監督教育部確實執行《學校訂定教師輔導與管教學生辦法注意事項》，確保各高級中等學校不得將學生服裝儀容規定作為處罰學生之依據，除邀請教育部報告各校執行成果外，亦邀請學生代表列席討論，落實學生自主及教育民主之精神。

### 英文回應

40. According to Article 10 of the “Children and Youth Welfare Act,” authorities shall establish a groups to protect the welfare and rights of children and youth (hereinafter referred to as the Groups) in order to coordinate, research, review, consult and promote welfare policies for children and youth; if necessary, youth representatives will be invited to attend the Groups. Local governments have established the Groups based on regulations since 2011 and held meetings regularly to discuss affairs regarding children and youth. In addition, in order to make sure welfare policies for children and youth are applicable to the needs of children and youth, 21 local governments have set up a plan to select children and youth representatives to hold various empowerment activities (such as forums, visits, camping, survey, training regarding rules of procedures and so on), so as to assist children and youth under the age of 18 to understand more and enforce their rights; also, to invite children and youth who are concerned about local affairs and recruit them to be representatives (1-2 year term) who will hold meetings regularly to investigate or discuss

affairs regarding children and youth, and they will be invited to attend the Groups to suggest or propose ideas for local affairs regarding children and youth. According to the survey conducted in 2017, there are 407 incumbent children and youth representatives in total, and among them 46 are representatives for specific groups or groups with special needs (such as children with disabilities, indigenous children and economically disadvantaged children).

41. Apart from children and youth involving in the decision-making mechanism of local governments, they can also involve in the central coordination mechanism for affairs regarding children and youth (namely the Executive Yuan’s Child and Youth Welfare and Rights Promotion Group and the Promotional Team for Children and Youth Welfare and Rights, MOHW) based on Article 10 of the “Children and Youth Welfare Act” and Article 6 of the “Implementation Act of the CRC.” Take the third meeting of 2<sup>nd</sup> Executive Yuan’s Child and Youth Welfare and Rights Promotion Group, attended by youth representatives for example, in order to supervise the MOE indeed implement the “Guidelines on Schools’ Formation of Rules Regarding How Teachers Should Counsel and Discipline Students” and ensure that each senior high school is not allowed to punish students just because students do not follow the regulations of dress code, they, except for inviting the MOE to report the result of implementation of each school, also invited student representatives to join the discussion, which showed the spirit of students’ autonomy and democratic education.

點次	問題內容(原文)	中文參考翻譯
3.4	Please provide information as to whether there are plans to establish municipal children’s councils and/or a children’s parliament.	請說明是否計畫成立地方兒童議會和（或）兒童國會。

#### 中文回應

42. 《憲法》規定立法院為國家最高立法機關，惟未規定兒童國會之組織。依《憲法》第 67 條規定，立法院下設八個常設委員會，其中社會福利及衛生環境委員會，亦負責兒童權利相關政策與法案審查。2014 年在民間團體及立法委員倡議下，完成《CRC 施行法》之制定，於 2014 年 6 月 4 日公布，同年 11 月 20 日施行。立法院於 2016 年 4 月 22 日通過我國擬加入《CRC》條約案，總統於 2016 年 5 月 16 日簽署加入書。至於是否計畫設置兒童國會議題，因涉及憲法之規定，須依《憲法》修改程序進行以定之。

#### 英文回應

42. The Constitution stipulates that the Legislative Yuan shall be the supreme national legislature, but unspecified Children’s Congress organization. According to Article 67 of the Constitution, eight standing committees set up under the Legislative Yuan, the Social

Welfare and Environmental Hygiene Committee is also responsible for the rights of the child policies and deliberation bills. Due to the advocacy of NGOs and lawmakers, The Legislative Yuan passed the “Implementation Act of the CRC” in 2014, promulgated the Act on June 4 that year and implemented it on Nov. 20 the same year. On April 22, 2016, The Legislative Yuan passed a bill to support the adoption of the CRC, paving the way for the president to sign the Instrument of Accession to the CRC on May 16. Whether or not planning set up Children’s Congress organization? This issue responding to the provisions relating to the Constitution, shall be carried out the agenda processing of Constitutional Amendment.

點次	問題內容(原文)	中文參考翻譯
3.5	Please clarify whether and how training on the CRC for adults addresses Article 12 of the CRC and the requirement to give children’s views due weight.	請說明成人接受《CRC》訓練課程能否以及如何彰顯《CRC》第12條對兒童表達意見之重視。

#### 中文回應

43. 成人對兒童權利之了解及尊重，係落實《CRC》之關鍵，爰針對各級政府機關（構）人員及兒童福利團體辦理相關教育訓練，並製作數位學習教材，持續傳達公約四大基本原則，即禁止歧視、兒童最佳利益、生命、生存與發展權及兒童表意權，藉此提醒政府機關人員處理與兒童有關之事務時，應留意、尊重兒童之意見，甚或建立兒童參與機制，如地方政府之「兒少福利與權益保障促進會」納入少年代表、高級中等以下學校課程審議會納入學生代表等，並促使政府機關有意識的辦理培力活動，鼓勵兒少為自己發聲。

#### 英文回應

43. The key of enforcing CRC is to let adults understand and respect for rights of children; thus, related education trainings for personnel of all levels of government agencies and children welfare organizations are held and digital learning materials are made in order to continually convey the 4 major principles of the convention, that are, non-discrimination, best interests of the child, the right to life, survival and development and respect for the views of the child, so as to remind personnel of government agencies to pay attention and respect opinions of children, or even establish a mechanism for children to participate; for example, include youth representatives to groups to protect the welfare and rights of children and youth of local governments or include student representatives to attend a meeting discussing courses for primary schools and junior high schools; also, push government agencies to hold empowerment activities and encourage children and youth to speak up for themselves.

## 第四章 公民權與自由

### CHAPTER 4 CIVIL RIGHTS AND FREEDOMS

點次	問題內容(原文)	中文參考翻譯
4.1	Please indicate the reasons for which a stateless child, or a child whose nationality cannot be definitively established, would be denied RoC (Taiwan) nationality.	請說明無國籍或國籍不確定之兒童可能被拒絕入籍的理由。

#### 中文回應

44. 我國國籍原則採屬人主義，外國人或無國籍人，現於中華民國領域內有住所，並具備相關要件者，得申請歸化我國國籍。有關無國籍兒童或國籍不確定之兒童，經內政部依《國籍法施行細則》第 3 條認定為無國籍者，如被國人收養，按《國籍法》第 4 條第 2 項規定得申請歸化；次按同法第 3 條規定，滿 20 歲後亦可申請自願歸化。至如渠等未滿 20 歲，且未被國人收養，由直轄市、縣(市)社政主管機關代當事人向戶政事務所送件申請歸化我國國籍，層轉內政部專案辦理。在歸化我國國籍前，無國籍兒童得依《入出國及移民法》等相關規定核給居留權，以維護渠等權益。如未能符合上揭規定，即無法歸化取得我國國籍。

#### 英文回應

44. Foreign nationals or stateless persons who currently have domicile in the territory of the ROC may apply for naturalization if they are under certain conditions. In regards to stateless or nationality-undetermined minors, if they are identified as stateless by the MOI in accordance with Article 3 of the “Enforcement Rules of the Nationality Act”, and are adopted by an ROC citizen, based on Subparagraph 2, Article 4 of the “Nationality Act” they may apply for naturalization. Article 3 of the same Act states that after the age of 20 one may choose to apply for naturalization at his/her own will. In addition, minors under the age of 20 who are not adopted by an ROC national can have their naturalization applications submitted by their city (county)’s social affairs agency on the applicants’ behalf to household registration offices of their domicile, to be transferred to the MOI for processing. Stateless child is entitled to be granted the residence certificate in accordance with “Immigration Act” and relevant rules. If the person does not meet any of requirements, then he/she cannot obtain an ROC citizen.

點次	問題內容(原文)	中文參考翻譯
4.2	With reference to § 95 of the Initial Report, please specify the rights to which the child would not be entitled if he or she is not “deemed to be	參閱首次報告第 95 點，請說明未取得婚生子女地位之兒童，其無法享有之權利。

點次	問題內容(原文)	中文參考翻譯
	legitimate”.	

### 中文回應

45. 依《民法》第 1063 條第 1 項規定，妻之受胎係在婚姻關係存續中者，推定其所生之子女為婚生子女，亦即推定為其夫之婚生子女。而非婚生子女係指非於婚姻關係存續中受胎所生之子女。
46. 非婚生子女與其生母之關係，視為婚生子女（《民法》第 1065 條第 2 項），蓋母子關係以分娩之事實即可確定，而當然發生法律上之母子關係。惟非婚生子女與生父之關係，無法以分娩之事實而為確定，非婚生子女之生父究為何人，有時並不明確，因此有待生父之認領，是以，《民法》第 1065 條第 1 項規定，非婚生子女經生父認領者，視為婚生子女；其經生父撫育者，視為認領。亦即非婚生子女經其生父認領後，視為生父之婚生子女，與生父發生法律上之父子關係。
47. 非婚生子女於未經生父認領、撫育、生父與生母結婚或經法院確認親子關係存在之前，與生父間不發生親子關係之法律效力，例如對生父無請求扶養之權利（《民法》第 1114 條），其生父死亡後，非婚生子女亦無從基於直系血親卑親屬之身分，繼承其生父之遺產（《民法》第 1138 條）。惟非婚生子女得向生父或其繼承人提起認領之訴，經判決准予認領確定，則視同婚生子女（《民法》第 1067 條）。

### 英文回應

45. According to Paragraph 1 of Article 1063 of the “Civil Code,” where the wife conceives during the continuance of a marriage relationship, a child so born is presumed to be legitimate. In other words, the child shall also be presumed to be the husband’s legitimate child born during wedlock. A child born out of wedlock means the child was not conceived during the continuance of a marriage relationship.
46. In relation to his mother, a child born out of wedlock is deemed to be legitimate (Paragraph 2 of Article 1065 of the “Civil Code”), as the legal relationship of mother and son is held constituting simply based on the fact about delivery. Notwithstanding, it is impossible to find that the relationship of a child born out of wedlock and the natural father is constituted based on the fact about delivery. The identity of the child’s natural father remains uncertain sometimes and, therefore, the child must be acknowledged by his natural father. Given this, Paragraph 1 of Article 1065 of the “Civil Code” provides that a child born out of wedlock who has been acknowledged by the natural father is deemed to be legitimate; where he has been maintained by the natural father, acknowledgment is deemed to have been established. In other words, after the child born out of wedlock is acknowledged by the natural father, he shall be deemed as the natural father’s legitimate child and constituting the relationship of father and child with his natural father by law.
47. Before a child born out of wedlock is acknowledged or maintained by his natural father,

the natural father and mother have concluded a marriage to each other, or the parent-child relationship is verified by a court, no legal effect of the parent-child relationship is rendered between the child and his natural father, e.g. the child has no right to ask his natural father to maintain (Article 1114 of the “Civil Code”). If the natural father is deceased, the child born out of wedlock also has no way to inherit the father’s estate as a lineal descendant by blood (Article 1138 of the “Civil Code”). Notwithstanding, the child born out of wedlock may claim acknowledgement from the natural father or his heirs, and upon verification of the acknowledgement and maintenance by a court’s judgment, the child is presumed to be legitimate (Article 1067 of the “Civil Code”).

點次	問題內容(原文)	中文參考翻譯
4.3	Please specify if the competent authorities of RoC (Taiwan) have been faced with claims regarding the arbitrary deprivation or denial of a child’s identity, or of elements of identity, and if such has been the case, what were the outcome(s) of those claim(s).	請說明中華民國(台灣)主管單位是否曾經面臨任意剝奪或拒絕兒童身分或其要件之指控，如是，其結果如何。

#### 中文回應

48. 有關國籍案件之處理，內政部均依《國籍法》等相關規定辦理。依《國籍法》第 19 條規定，歸化、喪失或回復我國國籍後，內政部知有與本法之規定不合情形之日起 2 年得予撤銷，但自歸化、喪失或回復我國國籍之日起逾 5 年，不得撤銷；撤銷歸化、喪失或回復國籍處分前，內政部應召開審查會，並給予當事人陳述意見之機會。另倘當事人對內政部所作之國籍行政處分有異議，得依法提起訴願及行政訴訟，內政部並依訴訟決定辦理。綜上，目前為止，我國政府並無任意剝奪或拒絕兒童身分或要件之情形。

#### 英文回應

48. In regards to nationality decisions, the MOI follows guidelines stipulated in the “Nationality Act.” Article 19 of the Act states that naturalization or loss or restoration of ROC nationality may be revoked by the MOI within two years of discovering any circumstances that are not in conformity with the Act. But naturalization or loss or restoration of ROC nationality may not be revoked if five or more years have passed since it took effect. The MOI shall convene a review panel to accord the person concerned an opportunity to state his or her views before the decision takes effect. Should the concerned party object to the nationality decisions of the MOI, he/she may file an appeal or administrative injunctions through the Taipei Administrative Court, which the MOI will respond accordingly. We haven’t been faced with claims so far regarding the arbitrary deprivation or denial of a child’s identity.

點次	問題內容(原文)	中文參考翻譯
4.4	Please provide further detail as to how children's rights to freedom of speech and privacy in school is supported and enforced.	請進一步說明如何確保兒童在學校的言論自由及隱私。

### 中文回應

49. 為確保兒童在學校的言論自由及隱私，《高級中等教育法》內容，包含學生申訴評議委員會組織運作辦法、成立學生會及學生作為教育權的主體，對於校務應有由選舉產生之學生代表參加等，皆是開啟學生校內公民參與學習的重要時刻並函訂《高級中等學校訂定學生獎懲規定注意事項》，對學生言論自由權、集會結社權、受教權、學習權、身體自主權與人格發展權等權利給予尊重及維護。
50. 另教育部為協助學校依《教師法》第 17 條規定，訂定《教師輔導與管教學生辦法》，並落實《教育基本法》規定，訂有《學校訂定教師輔導與管教學生辦法注意事項》，積極維護學生之學習權、受教育權、身體自主權及人格發展權，且維護校園安全與教學秩序，作為各級學校訂定或修改其《教師輔導與管教學生辦法》之參考，為維護學生言論自由及隱私，其中第 2 點明訂，學校訂定教師輔導與管教學生辦法，宜依循民主參與之程序，經有合理比例之學生代表、教師代表、家長代表及行政人員代表參與之會議討論後，將草案內容以適當之方法公告，廣泛聽取各方建議，必要時並得舉辦公聽會或說明會。前項學生代表人數於高級中等以上學校，宜占全體會議人數之五分之一以上；於國民中小學，宜占全體會議人數十分之一以上。《教師輔導與管教學生辦法》應經校務會議通過後，由校長發布實施。學校應依相關法令之規定，參考學生、教師、家長等之意見，適時檢討修正《教師輔導與管教學生辦法》。另第 28 點、第 29 點規定略以，為維護學生身體自主權與人格發展權，除法律有明文規定，或有相當理由及證據顯示特定學生涉嫌犯罪或攜帶違禁物品，或為避免緊急危害者外，教師及學校不得搜查學生身體及其私人物品（如書包、手提包等）。為維護校園安全，學校得訂定規則，由學務處（訓導處）進行安全檢查：高級中等以下學校進行檢查時，則應有學校家長會代表或第三人陪同，以維護學生隱私。

### 英文回應

49. To ensure children's freedom of speech and privacy in school, the regulations of the "Senior High School Education Act," including the organization and operation of a Student Appeal Review Committee, students' associations and students as the main body of rights to education, participation of elected student representatives in school affair administration, open up the access to learning of citizen participation. The "Guidelines for Senior High School Students' Rewards and Penalties" are also established to respect and maintain students' freedom of speech, right of association, right to education, right of learning, right of physical autonomy, and right of personality development.
50. The MOE has established the "Guiding Principles of the Methods of Counseling and

Discipline” to help schools set up the regulations governing the methods of counseling and discipline in accordance with Article 17 of the “Teachers’ Act” and implement the regulations of the “Educational Fundamental Act” and to maintain students’ right of learning, right to education, right of physical autonomy, and right of personality development, campus safety, and order in teaching. The “Guiding Principles of the Methods of Counseling and Discipline” serve as the reference to establishment or revision of schools’ regulations governing the methods of counseling and discipline. To maintain students’ freedom of speech and privacy in school, Point 2 of the “Guiding Principles of the Methods of Counseling and Discipline” prescribes that schools shall establish the regulations governing the methods of counseling and discipline based on the procedures for democratic participation and the discussion among student representatives, teacher representatives, parent representatives, and the administration staff at a reasonable proportion and announce the draft in a proper way to collect advice from every community, and may hold a public hearing or seminar, whenever necessary. The number of senior high school student representatives shall account for 1/5 of the total attendants; the number of primary or junior high school student representatives shall account for 1/10 of the total attendants; the regulations governing the methods of counseling and discipline shall approved by the school affair meeting and promulgated by the principal. Schools shall refer to opinions of students, teachers, and parents in accordance with related regulations and make amendments in a timely manner. According to Points 28 and 29 of the “Guiding Principles of the Methods of Counseling and Discipline” (partial), teachers and schools shall not search students’ bodies and their personal belongings (such as schoolbag or handbag) to maintain their rights of physical autonomy and personality development, unless otherwise stipulated by law or there is a considerable reason and evidence showing that a particular student is suspected of committing a crime or carrying prohibited items, or except for avoiding an emergency hazard. To maintain campus safety, schools may establish rules to carry out security check by Office of Student Affairs. When security check is carried out in senior high schools or below, parent representatives or third parties shall be present to maintain students’ privacy.

點次	問題內容(原文)	中文參考翻譯
4.5	Please explain why those under the age of 20 are not permitted to organise an assembly or parade or establish a civic organisation.	請說明為何 20 歲以下的人不准籌組集會、遊行或建立公民組織。

#### 中文回應

51. 現行《集會遊行法》對於集會、遊行之負責人須滿 20 歲，係依據《民法》之規定滿 20 歲為成年（具有完全行為能力之人），其立法意旨為維護公共秩序所必要，集會遊



行負責人須於集會遊行舉辦及進行、結束時，負有法律作為義務，並對違反者予以處罰；因兒童屬未具完全行為能力之人，不宜課以負責人責任。至對於參加集會遊行，則無年齡限制，已確保兒童享有和平集會自由之權利。

52. 現行《人民團體法》對於人民申請籌組團體發起人須滿 20 歲之規定，係依據《民法》之規定滿 20 歲為成年（具有完全行為能力之人），其立法意旨在人民團體成立後，其負責人、選任職員暨會員等，於參與執行會（業）務時會涉及一定之法律行為與責任之故。目前已送請立法院審議之《社會團體法（草案）》，將社會團體結社制度從現行之許可制變革為登記制，鬆綁不必要之限制，對會員年齡已無限制，未來將更有利於人民團體結社自由及發展。

### 英文回應

51. Given the authorized legal obligation during the process and the end of assembly and parade, the responsible person shall have the legal capacity to make juridical acts (refer to “Civil Code”: Majority is attained upon reaching the twentieth year of age.) and bear the responsibility to maintain the public safety and social order in case of any violation punishable by the “Assembly and Parade Act.” Accordingly, minors with no legal capacity shall not hold the duties of responsible person at any assembly and parade. Minors below 20 years of age are not banned from participating assembly and parade by the “Assembly and Parade Act.” That is, the Act has granted the rights of joining the public activities to minors.
52. The application of civil associations of a person shall have the legal capacity to make juridical acts (refer to “Civil Code”: Majority is attained upon reaching the twentieth year of age). The legislative intent is that after the establishment of civil associations, the president, elected staff and members will be involved in certain legal acts and responsibilities when execute affairs of association. A draft of new “Social Associations Act” would promote to change the system from permission-based to registration-based. It will deregulate the restriction of approval for organizing civil associations, and cancel the regulation of initiators and preparatory meeting in current “Civil Associations Act.” There is no limit to membership age; which will be more conducive to the freedom and development of civil associations.

點次	問題內容(原文)	中文參考翻譯
4.6	In relation to, notably, § 132 and 136, please specify whether or not permitted disciplinary and behaviour management measures in institutions include solitary confinement and restrictions on contacts with family members and, if so, under what conditions these are permitted.	參閱第 132 點及第 136 點，請具體說明被允許的處罰和行為管理方式是否包含單獨監禁及禁止與家人接觸，如是，於何種情形下是允許的。

### 中文回應

53. 依據《兒少法》第 83 條規定，兒童及少年福利機構不得虐待或妨害兒少身心健康，因此機構在任何情形下，不得以監禁兒童及禁止其與家人接觸作為處罰手段。
54. 按《少年矯正學校設置及教育實施通則》規定，對違背紀律之學生，視其違紀之情節，僅得施以告誡、勞動服務或停止戶外活動之懲罰，獨居監禁及禁止接見並非懲罰之方式，除非學生有違反團體生活紀律之情事而情形嚴重者，始得獨居，且不得逾 5 日。
55. 次按《少年輔育院條例》規定，對違背紀律之學生，視其違紀之情節，得施以誥誡、停止發受書信（但不得逾 7 日）、停止接見（1 次至 3 次）、勞動服務之懲罰，獨居監禁非懲罰之方式，除非學生有違反團體生活紀律之情事而情形嚴重者，始得獨居，且不得逾 7 日。
56. 末按《少年觀護所設置及實施通則》規定，對違背所規之少年，僅得施以告誡、勞動服務之懲罰，獨居監禁及停止接見均非懲罰之方式。

### 英文回應

53. According to Article 83 of “Children and Youth Welfare Act,” maltreatment or danger to the physical and mental health of children and youth are not allowed in children and youth welfare institutes; thus, under any circumstances, imprisonment and forbidding children from contacting their families as a way of punishment are not allowed in welfare institutes.
54. According to the “Act of the Establishment of Juvenile Reformatory Schools and Enforcement of Education,” students who violate the disciplinary rules may receive admonition or be prescribed compulsory labour or restriction of outdoor activities as punishments depending on the severity of the violation. These institutions do not use solitary confinement and visitor ban as forms of punishment. In the event of a very serious violation of the disciplinary rules for the group life, the offender may be confined to a solitary room. The confinement shall not last more than five days.
55. According to the “Organic Statute of Reform Schools,” students who violate the disciplinary rules may receive admonition, communication ban (no more than 7 days) or visitor ban (once to three times), or be prescribed compulsory labour depending on the severity of the violation. These institutions do not use solitary confinement as a form of punishment. In the event of a very serious violation of the disciplinary rules for the group life, the offender may be confined to a solitary room. The confinement shall not last more than seven days.
56. Finally, according to the “Statute on the Establishment of Juvenile Detention Houses,” juveniles who violate the disciplinary rules may receive admonition or be prescribed compulsory labour as punishments depending on the severity of the violation. These institutions do not use solitary confinement and visitor ban as a form of punishment.

點次	問題內容(原文)	中文參考翻譯
4.7	Please indicate whether there are regulations governing the use of force and restraints as behaviour management measures and, if so, what conditions are set for recourse to such measures.	請說明對以暴力及剝奪人身自由作為行為管教手段是否有所規範，若有，對違反規範行為之追究條件為何。

#### 中文回應

57. 依據《兒少法》第 83 條規定，兒童及少年福利機構不得虐待或妨害兒少身心健康，違反者由主管機關處新臺幣六萬元以上三十萬元以下罰鍰，並命其限期改善，情節嚴重者，得命其停辦一定期間並公布其名稱。
58. 少年矯正機關嚴禁體罰，對違反規定之矯正人員，法務部訂有《法務部所屬矯正機關人員獎懲標準表》，追究其行政責任，另《刑法》第 126 條、第 286 條分別定有凌虐人犯罪及妨害幼童發育罪之刑事處罰規定。剝奪人身自由之不法手段者，《刑法》第 302 條定有剝奪他人行動自由罪之刑事處罰規定。

#### 英文回應

57. According to Article 83 of the “Children and Youth Welfare Act,” maltreatment or danger to the physical and mental health of children and youth are not allowed in children and youth welfare institutes. Violator will be fined by the authorized agency a sum of no less than NT\$ 60,000 and no more than NT\$ 300,000 and will be informed to improve in a certain period; if it is a serious violation, the violator will be ordered to suspend for a period of time and its name will be announced to the public.
58. Corporal punishment is strictly forbidden in all juvenile correctional institutions. The correctional officers who violate the restriction will be held administratively responsible according to the “Reward and Punishment Standard for the Employees of the Correctional Facilities under the Ministry of Justice.” Furthermore, Articles 126 and 286 of the “Criminal Code” provide the offence of abuse and cruelty against prisoners and the offence of impairing physical or mental development of a minor, and the corresponding criminal penalties. Additionally, in juvenile correctional institutions, those who deprive him of his personal freedom of movement unlawfully will be accused of violating Article 302 of the “Criminal Code.”

## 第五章 家庭環境與替代性照顧

### CHAPTER 5 FAMILY ENVIRONMENT AND ALTERNATIVE CARE

點次	問題內容(原文)	中文參考翻譯
5.1	Please indicate if there is, or is planned to be, a national strategy for deinstitutionalising the alternative care system in RoC (Taiwan).	請說明中華民國(台灣)有無計畫或規劃，將替代性照顧系統去機構化。

#### 中文回應

59. 依《兒少法施行細則》第 10 條規定，地方政府依法安置無依、家遭變故及受虐、受疏忽等兒童及少年時，應循安置於親屬家庭、寄養家庭、兒童及少年安置及教養機構或其他安置機構之順序為原則。由前開規定可知，機構為家外安置最後一個選擇。
60. 有鑑於親屬安置可增進兒少與親族家庭及社區保持連結，並有利兒少穩定就學及生活，俾中、長期處遇，爰衛生福利部積極推動親屬安置，近 5 年重要作為如下：
- (1) 2012 年 5 月 3 日函頒《直轄市、縣(市)政府辦理兒童及少年親屬安置服務工作基準》供地方政府依循，以提供親屬家庭必要之協助及服務。
  - (2) 2012 年 5 月 4 日函頒《兒童及少年保護社工人員資格與訓練規定》，將親屬安置列入兒童及少年保護社工人員在職訓練核心課程，以強化社工人員親屬安置知能。
  - (3) 2012 年起迄今每年定期召開檢討會議，以督導地方政府積極辦理親屬安置業務，並邀請地方政府經驗分享。
  - (4) 2015 年委託國立暨南國際大學辦理「兒少保護親屬安置暨家庭處遇計畫講習暨研討活動」，強化兒少保護社工對於親屬安置認知，並建構國內兒少保護親屬安置工作模式。
  - (5) 2016 年 6 月召開「兒少保護親屬安置服務國際交流暨策進會議」，邀請新加坡兒童會代表來台交流家庭重整及親屬安置。
61. 另，隨著兒童及少年安置樣態的複雜與多元性，為有特殊照顧議題，不適宜在機構或寄養家庭安置的兒少，提供小規模、家庭化及個別化的照顧模式，衛生福利部社會及家庭署推動《特殊兒童及少年團體家庭實驗計畫》，未來亦將持續開發寄養家庭及團體家庭等安置資源，提供家庭式及社區化的替代性照顧，並精進服務品質，以滿足兒少成長需求。

#### 英文回應

59. According to Article 10 of the “Enforcement Rules of Children and Youth Welfare Act,” when local governments place children and youth with nobody to care for them, whose family encountering unforeseen incidents, who are being abused or neglected, the order for placement is the kinship family, foster families, children and youth placement institutions or other placement institutions. Accordingly, institutions are the last option for placement.
60. For the advantages of kinship care including enhancing the connections among the child,

family and community, stabilizing the living and learning environment of the child, and implementing the long-term treatment plan, The MOHW continues to promote the policy of kinship care for the child being abused or neglect during these five years:

- A. The “Service Guideline of Kingship Care for Municipal and County (City) Governments” was stipulated and promulgated on May 3, 2012, and local governments should provide necessary assistance and services for kinship care families pursuant to the Guideline.
  - B. The “Qualification and Training Program for Child Protective Social Worker” was stipulated and promulgated on May 4, 2012, and the kinship care is now one of the core lessons of on-job training for workers to strengthen the knowledge and skills for implanting the kinship care.
  - C. Since 2012, the MOHW holds the meeting with local governments annually to supervise them to implement the kinship care service and encourage them to share their experiences with each other in the meeting.
  - D. In 2015, the MOHW contracted with the National Chi Nan University to hold the workshops and the conference for promoting the importance of the kinship care and designing the working model of the kinship care for the child being abused or neglect.
  - E. In June 2016, the MOHW invited all local governments to have the national meeting for enhancing the quality and quantity of the kinship care service. The preventatives of The Children’s Society of Singapore also joined the meeting to share their experiences of promoting the family reunification service and the kinship care.
61. In addition, in consideration of the complexity and diversity of placement for children and youth, the government provide small-scale, family-oriented and personalized care for children and youth who require special care and are not suitable for institutions or foster families. Social and Family Affairs Administration under the MOHW promotes a “Group-family Experimental Program for Children and Youth with Special Needs” and will continually search for foster families and group-families, provide family-oriented and community-oriented alternative care and improve service quality to fit the growth needs of children and youth.

點次	問題內容(原文)	中文參考翻譯
5.2	Please specify the number, capacity (beds available) and occupancy (children actually in care) of residential child care facilities (“institutions”) that are run directly by the State or local governments, and the number, capacity and occupancy of those that are run by non-State care providers.	請分別提供國家或地方政府直接營運及其它非政府單位營運的兒童安置中心（機構）之數量、容量（床位）、使用量（實際照顧兒童數）。

**中文回應**

62. 相關數據如表 9：

表 9

**公私立兒童及少年安置及教養機構安置情形分列表**

單位：家，床，人

兒童及少年安置及教養機構												
年別	所數				核定床位數				實際安置數			
	合計	公立	公設 民營	私立	合計	公立	公設 民營	私立	合計	公立	公設 民營	私立
2011	120	11	16	93	4,577	980	322	3,275	3,609	873	235	2,501
2012	123	11	15	97	4,816	971	306	3,539	3,549	840	201	2,508
2013	126	10	16	100	4,985	955	330	3,700	3,542	826	253	2,463
2014	124	9	16	99	4,991	931	333	3,727	3,501	836	209	2,456
2015	122	9	16	97	5,004	931	330	3,743	3,475	806	219	2,450

資料來源：衛生福利部

**英文回應**

62. Related statistics are shown in Table 9.

Table 9

**Statistics on Public and Private Children and Youth Placement Institutions**

Unit: institution, bed, person

Children and Youth Placement Institutions												
Year	Number of Institutions				Number of Beds approved				Number of Placements			
	Total	Public	Government-owned, privately run	Private	Total	Public	Government-owned, privately run	Private	Total	Public	Government-owned, privately run	Private
2011	120	11	16	93	4,577	980	322	3,275	3,609	873	235	2,501
2012	123	11	15	97	4,816	971	306	3,539	3,549	840	201	2,508
2013	126	10	16	100	4,985	955	330	3,700	3,542	826	253	2,463
2014	124	9	16	99	4,991	931	333	3,727	3,501	836	209	2,456
2015	122	9	16	97	5,004	931	330	3,743	3,475	806	219	2,450

Source: Ministry of Health and Welfare

點次	問題內容(原文)	中文參考翻譯
5.3	Please provide information on the procedure for authorising and monitoring non-State residential care providers, including the basic requirements demanded and the precise criteria employed both for granting initial authorisation and for inspection and monitoring to ensure compliance with a view to continued or renewed authorisation.	請提供對非政府單位營運的安置機構之核准程序及監管措施，包含基本要求、初次許可立案及日後經營續約之稽查監管的確切標準。

### 中文回應

63. 私人或團體申請設立兒少安置教養機構，應依《私立兒童及少年福利機構設立許可及管理辦法》規定，檢具申請書及相關文件向機構所在地之地方主管機關申請設立許可，經地方主管機關審查其是否符合《兒童及少年福利機構設置標準》及《兒童及少年福利機構專業人員資格及訓練辦法》所定之設施與人員等標準及專業人員資格等規定後，並會同相關機關（如建管、衛生、消防）實地勘查其設備設施，符合設立要件者，發給許可證書。
64. 依據《兒少法》第 84 條第 2 項規定，主管機關應辦理輔導、監督、檢查、獎勵及定期評鑑兒童及少年福利機構並公布評鑑報告及結果。另《私立兒童及少年福利機構設立許可及管理辦法》第 16 條及第 19 條，亦規定兒童及少年福利機構應定期將業務計畫書、年度預算書、工作人員名冊、業務報告、年度決算及人事概況等函報主管機關備查；主管機關為瞭解兒童及少年福利機構之狀況，得隨時通知其提出業務及財務報告，並得派員查核之；兒童及少年福利機構不得規避、妨礙或拒絕。

### 英文回應

63. Individuals or groups who apply for establishing children and youth placement institutions should comply with “Regulations for the Establishment and Permission of Private Children and Youth Welfare Institutes” and apply for an establishment permit with an application document from the local authority where the institute located in; a local authority will inspect facilities and personnel and see if those fit “Standards for Establishing Children and Youth Welfare Institutes” and “Regulations for Governing Qualifications and Training of Professional Personnel of Children and Youth Welfare Institutes” and also will accompany relevant agencies (such as Building Administration, Public Health Bureau and Fire Department) to conduct a field investigation; if the institute fit all requirements, a permit will be issued.
64. According to Article 84, Paragraph 2 of the “Children and Youth Welfare Act,” authorities should counsel, supervise, inspect, reward and evaluate regularly on children and youth welfare institutes and also reveal the evaluation report and result. In addition, Articles 16 and 19 of “Regulations for the Establishment and Permission of Private Children and

Youth Welfare Institutes” stipulate that children and youth welfare institutes should submit a business plan, an annual budget report, a personnel roster, a business report, final annual accounts and personnel profiles to authorities for future reference. In order to understand the situations of children and youth welfare institutes, authorities should at any time notify them to present business and financial reports and assign personnel to audit them accordingly; children and youth welfare institutes should not evade, interfere or reject.

點次	問題內容(原文)	中文參考翻譯
5.4	Please provide information on the sources of funding for non-State residential care provision, including any State subsidies and the basis on which these are calculated, as well as any funding from abroad.	請提供非政府單位營運之安置機構的資金來源，包含政府補助及其計算之依據，以及其它國外資金。

#### 中文回應

65. 非政府單位營運之安置機構的資金來源包括：

- (1) 公務預算、公彩回饋金。
- (2) 地方主管機關依其與各該機構所簽訂之委託安置契約，按安置兒少人數支付機構委託安置費，費用包括兒少生活費、衛生保健費、學雜費等相關費用。
- (3) 除上述政府補助經費、委託安置費外，兒少安置教養機構主要經費來源尚包含接受外界捐款（物）等管道。

#### 英文回應

65. Non-Governmental placement institutions’ sources of capital include:

- A.General budget and public welfare lottery.
- B.Local authorities will pay placement costs for institutions based on the contract and numbers of placements, which include living expenses, healthcare costs, miscellaneous fees and other relevant costs.
- C.Except for above-mentioned subsidies and placement costs, donations are also included in the main source of capital.

點次	問題內容(原文)	中文參考翻譯
5.5	Please indicate if there is any legislative or policy provision whereby mothers of young children (or expecting mothers) convicted of an offence potentially punishable by a period of deprivation of liberty may or should receive a non-custodial sentence wherever possible, enabling them to continue to care for their child(ren).	請說明是否有任何法律或條款規定，育有幼兒的母親（或孕婦）在被判刑及可能被剝奪自由刑期間能獲得非監禁刑罰，使其得以持續照顧幼兒。



## 中文回應

66. 矯正法規有關育幼兒者（或孕婦）非監禁處遇之規定如下：

- (1) 《監獄行刑法》第 11 條第 1 項第 2 款規定，懷胎 5 月以上或分娩未滿 2 月之受刑人入監時，應拒絕收監。
- (2) 《監獄行刑法》第 58 條第 1 項規定，受刑人現罹疾病，在監內不能為適當之醫治者，得斟酌情形，報請監督機關許可保外醫治或移送病監或醫院。同條第 7 項規定，懷胎 5 月以上或分娩未滿 2 月者準用之。
- (3) 《羈押法》第 7-1 條第 2 款規定，懷胎 5 月以上，或生產後 2 月未滿之被告入所時，應收容於病室或隔離或護送醫院，並即陳報該管法院或檢察官處理。
- (4) 《保安處分執行法》第 6 條第 1 項規定，受處分人經檢查後，罹有急性傳染病或重大疾病者，檢察官不得命令解送，並應斟酌情形，先送醫院治療或責付於相當之人。同條第 2 項規定，懷胎 5 月以上或分娩未滿 2 月者準用之。
- (5) 《保安處分執行法》第 18 條第 2 項規定，保安處分處所，對於受處分人之疾病，認為不能施以適當之醫治，或無相當之醫療設備者，得呈請監督機關之許可，將其移送病院或保外醫治，於治癒後，繼續執行。同條第 5 款規定，懷胎 5 月以上或分娩未滿 2 月者準用之。
- (6) 《戒治處分執行條例》第 7 條第 1 項第 4 款規定，懷胎 5 月以上或分娩未滿 2 月之受戒治人入所時，應拒絕入所。
- (7) 《觀察勒戒處分執行條例》第 6 條第 2 項第 3 款規定，懷胎 5 月以上或分娩未滿 2 月之受觀察、勒戒人入所時，應拒絕入所。
- (8) 《少年矯正學校設置及教育實施通則》第 39 條第 1 項第 4 款規定，懷胎 5 月以上或分娩未滿 2 月之學生入校時，應令其暫緩入校，並敘明理由，請指揮執行機關或少年法庭斟酌情形送交其父母、監護人、醫院或轉送其他適當處所。
- (9) 《少年輔育院條例》第 24 條第 1 項第 4 款規定，懷胎 5 月以上或分娩未滿 2 月之學生入院時，應暫緩令其入院，並敘明理由，請由少年法庭斟酌情形送交醫院或交其父母或監護人，或交其他適當處所。
- (10) 《管收條例》第 7 條第 2 項規定，懷胎 6 月以上或生產後 2 月未滿之債務人、擔保人或其他依法得管收之人，不得管收；其情形發生於管收後者，應停止管收。另依《管收所規則》第 6 條第 2 款規定，管收所發覺被管收人有懷胎 5 月以上或生產後 2 月未滿之情形，應隨時陳報該管法院院長。

## 英文回應

66. The regulations governing the treatment of pregnant women or inmates with small children are provided below:

- A. According to Article 11, Paragraph 1, Subparagraph 2 of the “Prison Act,” correctional institutions do not admit women who are five months into the pregnancy or further along, or are within two months postpartum, as inmates.
- B. According to Article 58, Paragraph 1 of the “Prison Act,” for inmates who fall ill but the correctional institution cannot provide appropriate medical treatment for such illness, the institution may report the sick inmate to the supervisory authority for permission to a bail for medical treatment or transfer to an in- institution medical ward or hospital. Paragraph 7 of the same Article provides that the Article applies mutatis mutandis to women who are five months into the pregnancy or further along, or are within two

months postpartum.

- C. According to Article 7-1, Subparagraph 2 of the “Detention Act,” defendants who are five months into the pregnancy or further along, or are within two months postpartum shall be checked in to an in-institution medical ward or isolated room, or be transferred to the hospital at the time of admission. The institution must report such defendant to the competent court or prosecutor.
- D. According to Article 6, Paragraph 1 of the “Rehabilitative Disposition Execution Act,” when a physical check-up reveals that a sentenced person has contracted acute infectious disease or fallen seriously ill, the prosecutor shall refrain from ordering the transfer to a correctional institution. The sentenced person shall, at the prosecutor’s discretion, be sent to a hospital for treatment or entrusted to the care of an appropriate person. Paragraph 2 of the same Article provides that the Article applies mutatis mutandis to women who are five months into the pregnancy or further along, or are within two months postpartum.
- E. According to Article 18, Paragraph 2 of the “Rehabilitative Disposition Execution Act,” for an inmate who falls ill but the rehabilitative facility cannot provide appropriate medical treatment for such illness or does not have the appropriate medical equipment, the facility may report the sick inmate to the supervisory authority for permission to a bail for medical treatment or transfer to a hospital. The inmate resumes serving the sentence after being properly treated. Paragraph 5 of the same Article provides that the Article applies mutatis mutandis to women who are five months into the pregnancy or further along, or are within two months postpartum.
- F. According to Article 7, Paragraph 1, Subparagraph 4 of the “Act of Execution of Drug Abuser Treatment,” the drug treatment centers do not admit women who are five months into the pregnancy or further along, or are within two months postpartum, as inmates.
- G. According to Article 6, Paragraph 2, Subparagraph 3 of the “Act of Execution of Rehabilitation Treatment,” the rehabilitation treatment centers for observation and detoxification do not admit women who are five months into the pregnancy or further along, or are within two months postpartum, as inmates.
- H. According to Article 39, Paragraph 1, Subparagraph 4 of the “Act of the Establishment of Juvenile Reformatory Schools and Enforcement of Education,” the schools shall defer the admission of students who are five months into the pregnancy or further along, or are within two months postpartum. The school must provide the reason for the deferral, and report such student to the competent law enforcement or juvenile court, which in turn entrust the student to the care of the parents, guardian, hospital, or other appropriate facility at the discretion of the law enforcement or the court.
- I. According to Article 24, Paragraph 1, Subparagraph 4 of the “Organic Statute of Reform

Schools,” the schools shall defer the admission of students who are five months into the pregnancy or further along, or are within two months postpartum. The school must provide the reason for the deferral, and report such student to the competent juvenile court, which in turn entrusts the student to the care of the parents, guardian, hospital, or other appropriate facility at the court’s discretion.

J. According to Article 7, Paragraph 2, of the “Statute of Custody,” debtors, guarantors or women subject to custody by laws who are six months into the pregnancy or further along, or are within two months postpartum, shall not be taken into custody for compulsory enforcement. An inmate who has been taken into custody for compulsory enforcement shall be released when such circumstance occurs. Furthermore, according to Article 6, Paragraph 2 of the “Rules for Custodian Institutions,” a custodian institution must report an inmate who is five months into the pregnancy or further along, or are within two months postpartum immediately to the chief judge of the competent court.

點次	問題內容(原文)	中文參考翻譯
5.6	Please provide more detailed information on the adoption procedure, notably as regards the criteria for licensing an adoption agency, any required efforts to enable the original parents to retain responsibility for their child(ren) and any safeguards in place to ensure that parents who opt for the adoption of their child(ren) truly give their free and informed consent to that measure.	請提供收出養程序更詳盡的資料，特別是收出養媒合服務機構的審核標準、協助原生父母保有其撫養責任之措施，以及保障原生父母在知情下選擇出養之自由意志。

**中文回應**

67. 依據現行規定及收出養媒合服務機構執行現況，收出養程序如下：

- (1) 出養程序：出養人諮詢、會談、訪視或調查；出養可行性與必要性評估；出養兒少安置服務；媒合適當收養人；分離失落輔導；漸進式接觸及試養；試養後評估；聲請法院收養認可；出養人追蹤輔導。
- (2) 收養程序：收養人諮詢；收養人書面資料審核；收養人親職準備教育課程；收養人會談、訪視或調查；收養人審查；媒合適當被收養人；漸進式接觸及試養；試養後評估；聲請法院收養認可；收養家庭追蹤輔導及支持服務。

68. 收出養媒合服務機構審核收養家庭之標準包含家庭系統、人格特質（含成長背景與犯罪紀錄）、收養動機（含家人對收養的態度、收養動機與決定過程、對收養之態度）、身心狀況、經濟能力（含收入、存款、動產、不動產、負債）、居住環境、家庭狀況（含夫妻關係、家務分工、衝突處理）、兒童照顧經驗、照顧能力（含對收養子女的教養態度、對兒少生理與心理需求的認知及能力、支持系統）、親職能力、試養情形、

照顧規劃、身世告知計畫、資源狀況等。

69. 為協助原生父母保有撫養之責，已提供 0-2 歲幼兒的育兒津貼或部分托育費用補助、育嬰留職停薪（及津貼）、3 歲以下兒童醫療補助、5 歲幼兒免學費教育補助、5 歲以下幼兒家庭的學前特別扣除額…等育兒協助措施。另尚有低收入戶扶助、馬上關懷急難救助、弱勢家庭兒童及少年緊急生活扶助、中低收入戶兒童及少年健保費補助、弱勢兒童及少年醫療補助、特殊境遇家庭扶助等經濟扶助措施，減輕家庭照顧子女的壓力，協助家庭將子女優先留在原生家庭成長。
70. 為保障原生父母在知情下選擇出養之自由意志，機構於辦理出養評估時，已將出養動機與決定過程、家人對出養之態度等納入調查項目，以確保出養係原生父母審慎思考後之決定。此外，法院已將被收養人父母之同意書列為聲請收養認可之應備文件。

### 英文回應

67. According to the current regulations and situation of adoption agencies, the adoption procedures are in the following:
  - A. Procedures for adoption givers: consulting, interviews, visiting, investigation on adoption givers; assess availability and necessity of adoption; provide adoptees with placement services; assist matching between adoptees and adopters; provide guidance of separation and loss; gradual contact and adoption trials; conduct assessment after adoption trial; filing application for court's approval of adoption; follow-up counseling for adoption givers.
  - B. Procedures for adopters: conduct presentation for adopters; written examination on adopters; preparation courses for parental education for adopters; interviews, visiting, investigation on adopters; examination on adopters; assist matching between adoptees and adopters; gradual contact and adoption trials; assessment after adoption trial; filing application for court's approval of adoption; follow-up counseling of adoptive families and provide supporting services.
68. The criteria for adoptive families that is audited by adoption agencies includes family systems, personality traits (including background and criminal records), motivation (including family members' attitude toward adoption, motivation and decision process, attitude toward adoption), physical and mental condition, economic ability (including income, savings, personal property, real estate, liabilities), living environment, family status (including conjugal relationships, domestic division of labor, conflict-handling), childcare experience, ability to care others (including parental attitude toward adoptees, the cognition and ability toward mentally and physically needs of children and youth, supporting systems), parental ability, adoption trials, childcare plans, a plan of informing adoptees of their identities, status of resources.
69. In order to assist parents to have fostering responsibilities, provide childcare assistance, including child care allowance or child care subsidies for children aged 0-2, a parental leave (and allowance), medical subsidies for children under the age of 3, tuition exemption

for children aged 5, special deduction for families who have preschool children under the age of 5. In addition, subsidies for low-income households, emergency allowance, emergency living assistance for children and youth from disadvantaged families, national health insurance premiums subsidies for children and youth from low-to-middle income households, medical subsidies for disadvantaged children and youth, living assistance to families in hardship are also provided to assist families to let their children grow up in family of origin.

70. In order to protect free will of adoption givers, motivation and decision process and family members' attitude toward adoption have been included in the items of investigation during the assessment process, conducted by agencies, so as to ensure that adoption givers make a decision with second thoughts. In addition, a consent letter has to be included when filing application for court's approval of adoption.

點次	問題內容(原文)	中文參考翻譯
5.7	In light of the fact that the competent court “may order” (§ 164) supplementary reports, including on the basic aptitude and suitability of the prospective adopters, please explain why such aptitude and suitability would not have already been systematically established – by the licensed adoption agency and/or authorised professionals – prior to the court hearing at which the adoptive relationship is in principle to be approved.	鑑於法院得命主管機關(第164點)提出補充報告,包含收養人的基本條件及其適當性,請說明該基本條件及適當性,為何未於法院開庭審理收養案件之前,由立案收出養媒合服務機構和/或授權的專業人員確認。

### 中文回應

71. 依現行《兒少法》第16條、第17條及《家事事件法》第115條規定,收養人向法院聲請收養認可時,應檢附經收出養媒合服務機構為訪視調查後之評估報告。實務上,機構為收養人之訪視調查內容包含收養人與被收養人年齡差距、親等關係…等是否符合《民法》所訂資格條件,並透過對收養人之家庭系統、人格特質、收養動機、身心狀況、經濟能力、居住環境、家庭狀況、兒童照顧經驗、照顧能力、親職能力、試養情形、照顧規劃、身世告知計畫、資源狀況等之調查,以評估其是否適合收養兒少。因此,現行機制已由機構於法院開庭審理收養案件前確認收養人基本條件及適任性。

### 英文回應

71. According to Articles 16 and 17 of the “Children and Youth Welfare Act” and Article 115 of the “Family Act,” when adopters filing application for court's approval of adoption should submit an assessment report made after the adoption agency conducting an interview. Practically, the items of investigation include whether an age gap between adopters and adoptees and affinity relationships fit the requirements stipulated by the

“Civil Code,” and agencies will evaluate adopters’ family systems, personality traits, motivation, physical and mental condition, economic ability, living environment, family status, childcare experience, ability to care others, parental ability, adoption trials, childcare plans, a plan of informing adoptees of their identities, status of resources and so on to see if adopters are suitable for adoption. Therefore, the existing mechanism of adopters’ criteria and eligibility confirmed by agencies is before filing application for court’s approval of adoption.

點次	問題內容(原文)	中文參考翻譯
5.8	Please clarify the extent to which the formal adoption of children in RoC (Taiwan) is, or is not, a function of the religious persuasion of those involved (adopters and adoptees). Please provide as much information as possible on the number/proportion of adoptees by ethnic group, including in particular children of indigenous communities, with respect to domestic adoptions on the one hand, and intercountry adoptions on the other.	請說明在中華民國（台灣），是否因宗教信仰（收養人和被收養人）而正式收養兒童者的程度和情形。請依族群分類，提供國內及跨國境收養被收養人數／比率的資訊，尤其是原住民兒童。

#### 中文回應

72. 《兒童及少年收出養媒合服務者許可及管理辦法》第 10 條規定：「機構所定收養人條件，除應符合《民法》及其他相關法令規定外，並得包括身心狀況、人格特質、經濟能力、與被收養人之年齡差距、參與準備教育課程情形、試養之意願及有無犯罪紀錄等。但不得對收養人有相關歧視之限制。」明定機構不得有相關歧視之限制，包括宗教信仰。因此，依現行收出養實務，收養人及被收養人未有因宗教信仰而受差別待遇之情事，目前並無宗教信仰相關統計。
73. 2012 年至 2016 年計 1,480 位兒少經機構辦理非血緣關係收養媒合並取得法院裁定認可，其身份屬原住民者計 167 人，占被收養兒少 11.28%，請參表 10：

表 10

被收養兒少統計數據

年別	一般			原住民			合計
	國內收養	跨國境收養	小計	國內收養	跨國境收養	小計	
2012	70	179	249	10	14	24	273
2013	88	153	241	12	13	25	266
2014	127	174	301	28	18	46	347
2015	128	143	271	15	15	30	301
2016	105	146	251	20	22	42	293

單位：人

合計	518	795	1,313	85	82	167	1,480
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資料來源：衛生福利部

### 英文回應

72. According to Article 10 of the “Permit and Management Regulations for Children and Youth Adoption Service Providers,” “The terms of adopters shall not only conform to the “Civil Code” and other relevant laws, but also include health and mental conditions, personal characteristics, economic capability, the age gap between adopters and adopted children and youth, the condition of participating in preparation educational courses, adoption willingness and the existence of a criminal record or not, etc. However, any discrimination limit against adopters shall not be allowed.” Accordingly, agencies shall not have any discrimination limit, including religion. Thus, there were no relevant statistics regarding religions because no religious discrimination case was found.
73. From 2012 to 2016, there were 1,480 children and youth in total being adopted from agencies, and the adoption was approved by a court; there were 167 indigenous people, which accounts for 11.28% among adoptees; please refers to Table 10:

Table 10

### Statistics on Adopted Children and Youth

Unit: person

Year	Regular people			Indigenous people			Total
	Domestic adoption	Intercountry adoption	Subtotal	Domestic adoption	Intercountry adoption	Subtotal	
2012	70	179	249	10	14	24	273
2013	88	153	241	12	13	25	266
2014	127	174	301	28	18	46	347
2015	128	143	271	15	15	30	301
2016	105	146	251	20	22	42	293
Total	518	795	1,313	85	82	167	1,480

Source: Ministry of Health and Welfare

點次	問題內容(原文)	中文參考翻譯
5.9	Please indicate the steps that have to be taken to ensure application of the “subsidiarity principle” in relation to the adoption of RoC (Taiwan) children abroad (i.e. efforts made to secure an appropriate placement in RoC (Taiwan) before intercountry adoption is envisaged).	請說明為確保跨國境出養中華民國(台灣)兒童符合輔助性原則所訂定之必要措施(例如在考慮跨國境出養前,確保兒童於國內獲得適當安置之措施)。

### 中文回應

74. 現行於兒少出養前已由政府委託適當之安置及教養機構收容，或委託親屬家庭及寄養家庭照顧，並依其家庭經濟狀況協助連結低收入戶、中低收入戶生活扶助、弱勢兒童及少年生活扶助、醫療補助、育兒津貼、托育費用補助及特殊境遇家庭扶助等，提供兒少出養前相關所需相關福利服務資源，使兒少在出養前即於國內已獲得適當之安置措施。

### 英文回應

74. Currently, before adoption, children and youth have been properly placed in placement institutions or taken care of by the kinship family and foster families; also, living assistance for low-income or low-to-middle income households, living assistance for disadvantaged children and youth, medical subsidies, child care allowance, child care subsidies and living assistance to families in hardship are provided in order to make sure children and youth have been properly placed before adoption.

點次	問題內容(原文)	中文參考翻譯
5.10	Please provide data on <i>in-coming</i> intercountry adoptions to RoC (Taiwan) for 2013-2016 (numbers, gender, age, countries of origin). Please explain how the adoption of children from abroad is arranged and organised, including any roles played by licensed RoC adoption agencies, by any other non-State actors and by competent State authorities.	請提供2013至2016年中華民國(台灣)跨國收養境外兒童之數據(人數、性別、年齡、原籍國)。請說明跨國境收養如何安排，含中華民國立案收出養媒合服務機構、非政府行為者及主管機關扮演之角色。

### 中文回應

75. 2013年至2016年跨國收養境外兒少統計如表11。

76. 國人收養外籍兒少須依據《涉外民事法律適用法》第54條規定，持憑收養符合被收養兒少原住國規定之證明文件，即可向我國法院聲請收養認可，因此，收出養媒合服務機構在國人跨國收養境外兒少事件，尚無角色。另依據《兒少法》第17條、《民法》第1083條之1、《家事事件法》第106條及第119條規定，是類收養事件之認可過程中，主管機關有配合法院要求進行訪視，提出訪視報告及建議或調查兒少之身分資料之責。



表 11

跨國收養兒少統計表

單位：人

國家	0 歲至未滿 3 歲		3 歲至未滿 6 歲		6 歲至未滿 9 歲		9 歲至未滿 12 歲		12 歲至未滿 15 歲		15 歲至未滿 18 歲	
	男	女	男	女	男	女	男	女	男	女	男	女
越南	3	1	4	1	6	15	8	11	31	49	118	110
緬甸	0	0	0	0	1	0	0	0	1	0	0	1
印尼	0	0	0	0	1	1	1	0	0	0	1	2
菲律賓	0	1	0	0	2	0	0	0	1	0	0	0
馬來西亞	0	0	1	0	1	0	0	0	0	0	0	0
大陸地區	7	13	8	16	10	14	11	10	4	10	13	14
其他 <sup>註</sup>	0	0	3	0	2	2	1	2	1	0	0	2

資料來源：衛生福利部

註：含巴布亞紐幾內亞、烏茲別克、日本、美國、泰國、蒙古、巴西、加拿大、馬紹爾

**英文回應**

75. Statistics on intercountry adoption from 2013 to 2016 are shown in Table 11.

76. If ROC nationals adopted foreign children and youth, they must comply with Article 54 of “Act Governing the Choice of Law in Civil Matters Involving Foreign Elements,” which stipulates that ROC nationals can file application for court’s approval of adoption with certified documents that are in conformity with regulations, stipulated by the adoptee’s nation. Thus, adoption agencies don’t play an important role in intercountry adoption cases. In addition, according to Article 17 of the “Children and Youth Welfare Act,” Article 1083-1 of the “Civil Code,” Articles 106 and 119 of the “Family Act,” in the process of adoption, authorities are responsible for conducting an interview, required by a court, submitting an interview report, providing suggestions or investigating children and youth’s identities.

Table 11

**Statistics on Intercountry Adoption**

Unit: person

Country	Ages 0-3 (below)		Ages 3-6 (below)		Ages 6-9 (below)		Ages 9-12 (below)		Ages 12-15 (below)		Ages 15-18 (below)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Vietnam	3	1	4	1	6	15	8	11	31	49	118	110
Myanmar	0	0	0	0	1	0	0	0	1	0	0	1
Indonesia	0	0	0	0	1	1	1	0	0	0	1	2
Philippines	0	1	0	0	2	0	0	0	1	0	0	0
Malaysia	0	0	1	0	1	0	0	0	0	0	0	0
Mainland China	7	13	8	16	10	14	11	10	4	10	13	14
Other <sup>Note</sup>	0	0	3	0	2	2	1	2	1	0	0	2

Source: Ministry of Health and Welfare

Note: including Papua New Guinea, Uzbekistan, Japan, the United States, Thailand, Mongolia, Brazil, Canada, Marshall

點次	問題內容(原文)	中文參考翻譯
5.11	Please provide information on the activities and results of the task force on preventing serious cases of child or youth abuse (report para. 182).	請提供重大兒童及少年虐待事件防治小組工作資訊及成果（第 182 點）。

**中文回應**

77. 《重大兒童及少年虐待事件防治小組實施計畫》係針對父母、監護人、實際照顧者對兒童及少年有身體虐待、殺子自殺、嚴重疏忽等情事，致兒少重傷或死亡等事件，責請地方政府進行跨網絡檢討，並由衛生福利部後續彙整個案所涉議題及召開中央層級跨網絡會議，研議全國性兒少保護政策措施。

78. 自 2010 年起至 2016 年止，我國共檢視 138 件重大兒少虐待事件（包括 158 名兒少死亡或重傷），上開案件地方政府及衛生福利部均已召開會議檢討，以持續精進及推動兒少保護網絡體系，具體改善措施如下：

## (1) 兒少保護及高風險家庭整合服務：

鑑於屢有兒少保護及高風險家庭案件認定與轉銜爭議之案例，衛生福利部刻正研擬《強化社會安全網計畫》，規劃兒少保護及高風險家庭篩派案整合機制，期以單一案件評估工具、爭議案件處理機制等，解決現行兒少案件分處不同體系之困擾。

## (2) 建置兒少保護網絡資訊交換平臺：

涉及跨網絡議題之重大兒少虐待案件，往往有網絡間資訊流通不夠即時之問題，

爰此，衛生福利部於 2016 年建置「兒少保護網絡資訊交換平臺」，俾地方政府社工人員調查及處遇案件時，可參酌警政、教育、衛生、醫療等相關資訊，以綜合評估兒少受照顧情形。

(3) 強化《6 歲以下弱勢兒童主動關懷方案》：

重大兒虐案件檢討機制歷來發掘許多兒少未受適當照顧的風險因子，為擴大關懷是類 6 歲以下、無自保能力之兒童，衛生福利部《6 歲以下弱勢兒童主動關懷方案》新增逕遷戶籍至戶政事務所、父母年齡為 20 歲以下之兒少。

### 英文回應

77. The “Implement Plan of the Task Force on Preventing Serious Cases of Child or Youth Abuse” focus on the cases involving child abuse causes death due to parents, guardians, actual care givers’ action or inaction. The local government in the jurisdiction where the case happened should hold the first cross-departmental review meeting to examine the quality and function of the child protective service at local level. Then the MOHW would gather all cases from different counties and cities regularly and hold the second cross-departmental review meeting at national level to research and strengthen the national policy and measures for the child protection.

78. During 2010 to 2016, local governments and the MOHW reviewed 138 serious cases of child abuse (the casualties are 158), and after reviewing these cases, the governments at local and national level improved the policy measures and took actions. For examples:

A. The integration of child abuse service and service for family at risk of child abuse or neglect:

There is a fine line between child abuse case and family at risk case, and some fatal abuse case was receiving the service for family at risk. The MOHW is now planning the new policy to integrate these two services. To improve the service efficiency and coordinate with two service system, the integrated assessment tool and mediate mechanism will be developed for screening and allocating the reported cases.

B. Building the information exchange platform of child protection:

After reviewing some serious cases, the government found out that there were issues about the efficiency and transparency for exchange the information about the family risk factors (adult criminal records, child vaccine records, etc.) cross-departmentally. Thus, the MOHW built the online platform to gather information from police, education and health department. The child protective social worker in charge of investigation and treatment could assess the child and the family more comprehensively via this platform.

C. Strengthening the “Active Care Program for Disadvantaged Children Aged or Under”:

After reviewing and studying those serious cases longitudinally, the government discovered many risk factors that show the child may not be took care appropriately and could result in severe injury or death. Thus, we added more categories of the child in the Program. For example, the newborn whose parents are under age of 20 or the newborn

with no birth registration by his/her parents should be screened in to check the safety and well-being of the child.

## 第六章 基本健康與福利

### CHAPTER 6 BASIC HEALTH AND WELFARE

點次	問題內容(原文)	中文參考翻譯
6.1	In relation to the extensive measures adopted to address the health and welfare needs of children, is it possible to provide an indication of the resources allocated to these measures by the Government as a proportion of its annual budget over the past 5-10 years?	有關兒童健康與福利之推行，可否提供政府在過去 5 至 10 年間分配於此項目的資源相較於年度總預算之比率？

#### 中文回應

79. 刻正進行 2007 至 2011 年之兒少預、決算調查，爰先提供 2012 至 2016 年數據分析如下：

- (1) 兒少預算占全國總預算比率逐年上升，2012 年為 2.51%，2013 年有顯著成長，增加 0.75 個百分點，至 2016 年已達 3.87%。年度執行率均達 102%-107%。相關數據參表 12、13。
- (2) 我國兒少預算分為「發展」、「福利」、「健康」、「教育」、「保護」、「海外援助」及「其他」七大項目，各項目 2012-2016 年平均占比以「教育」最高，占 54.25%，其次依序為「福利」占 36.36%、「健康」占 5.82%、「保護」占 1.78%、「發展」占 1.30%、「其他」占 0.49%、「海外援助」占 0.01%。相關數據參表 13。

表 12

#### 2012-2016 年兒少預、決算趨勢分析

單位：千元

年別	數額		執行率	成長率	
	預算數	決算數		預算數	決算數
2012	48,692,635	51,307,623	105%		
2013	62,177,843	66,271,740	107%	28%	29%
2014	66,480,384	69,981,276	105%	7%	6%
2015	72,915,095	74,213,278	102%	10%	6%
2016	76,502,967	77,834,575	102%	5%	5%

資料來源：中央政府各機關提供、衛生福利部彙整

表 13

## 2012-2016 年兒少預算占總預算比率暨各項目占比

單位：千元

項目	年別	2012		2013		2014		2015		2016		歷年	歷年
		預算數	占比	預算數	占比	預算數	占比	預算數	占比	預算數	占比	平均預算數	平均占比
兒 少 預 算	發展	838,747	1.723%	682,184	1.097%	939,180	1.413%	894,636	1.227%	885,539	1.158%	848,057	1.30%
	福利	18,821,965	38.655%	21,732,505	34.952%	23,705,408	35.658%	26,511,686	36.360%	28,038,584	36.650%	23,762,030	36.36%
	健康	2,592,408	5.324%	3,130,411	5.035%	4,455,313	6.702%	4,575,921	6.276%	4,260,745	5.569%	3,802,959	5.82%
	教育	25,015,425	51.374%	35,142,173	56.519%	35,890,221	53.986%	39,441,496	54.092%	41,786,104	54.620%	35,455,084	54.25%
	保護	1,113,584	2.287%	1,171,294	1.884%	1,166,055	1.754%	1,160,268	1.591%	1,197,015	1.565%	1,161,643	1.78%
	海外援助	1,870	0.004%	4,756	0.008%	6,366	0.010%	8,801	0.012%	4,130	0.005%	5,185	0.01%
	其他	308,637	0.634%	314,520	0.506%	317,841	0.478%	322,287	0.442%	330,851	0.432%	318,827	0.49%
	合計	48,692,635	100.000%	62,177,843	100.000%	66,480,384	100.000%	72,915,095	100.000%	76,502,967	100.000%	65,353,786	100.00%
年度總預算		1,938,637,325		1,909,567,387		1,916,227,714		1,934,636,035		1,975,866,301			
兒少預算占 總預算比率		2.51%		3.26%		3.47%		3.77%		3.87%			

資料來源：中央政府各機關提供、衛生福利部彙整

### 英文回應

79. We are currently investigating budget and final accounts for children and youth from 2007 to 2011; thus, data analysis from 2012 to 2016 is provided in the following:

- (1) The rate of national expenditure on child and youth has been increasing over years. It was 2.51% in 2012, and has significantly increased by 0.75% in 2013; to 2016, it has already reached to 3.87%. Annual implementation rate has reached between 102% and 107%. For the related data, please refer to the Table 12-13.
- (2) The budget for child and youth was divided into 7 categories, including Development, Welfare, Health, Education, Protection, Overseas Aid, and Others. The highest proportion of annual budget from 2012 to 2016 is Education, which accounts for 54.25%. The rest in sequence are Welfare, 36.36%; Health, 5.82%; Protection, 1.78%; Development, 1.30%; Others, 0.49%, and Overseas Aid, which accounts for 0.01%. For the related data, please refer to the Table 13.

Table 12

### Trend Analysis of Budget and Final Accounts for Child and Youth from 2012 to 2016

Unit : NT\$1,000

Year	Amount		Implementation rate	Growth rate	
	Budget	Final accounts		Budget	Final accounts
2012	48,692,635	51,307,623	105%		
2013	62,177,843	66,271,740	107%	28%	29%
2014	66,480,384	69,981,276	105%	7%	6%
2015	72,915,095	74,213,278	102%	10%	6%
2016	76,502,967	77,834,575	102%	5%	5%

Source: Provided by central government agencies, and compiled by the Ministry of Health and Welfare.

Table 13

**The Ratio of the National Expenditure on Child and Youth and the Proportion of Each Category from 2012 to 2016**

Unit : NT\$1,000

Year		2012		2013		2014		2015		2016		Average budget of previous years	Average proportion of previous years
		Budget	Proportion	Budget	Proportion	Budget	Proportion	Budget	Proportion	Budget	Proportion		
Budget for Child and Youth	Development	838,747	1.723%	682,184	1.097%	939,180	1.413%	894,636	1.227%	885,539	1.158%	848,057	1.30%
	Welfare	18,821,965	38.655%	21,732,505	34.952%	23,705,408	35.658%	26,511,686	36.360%	28,038,584	36.650%	23,762,030	36.36%
	Health	2,592,408	5.324%	3,130,411	5.035%	4,455,313	6.702%	4,575,921	6.276%	4,260,745	5.569%	3,802,959	5.82%
	Education	25,015,425	51.374%	35,142,173	56.519%	35,890,221	53.986%	39,441,496	54.092%	41,786,104	54.620%	35,455,084	54.25%
	Protection	1,113,584	2.287%	1,171,294	1.884%	1,166,055	1.754%	1,160,268	1.591%	1,197,015	1.565%	1,161,643	1.78%
	Overseas Aid	1,870	0.004%	4,756	0.008%	6,366	0.010%	8,801	0.012%	4,130	0.005%	5,185	0.01%
	Others	308,637	0.634%	314,520	0.506%	317,841	0.478%	322,287	0.442%	330,851	0.432%	318,827	0.49%
	Total	48,692,635	100.000%	62,177,843	100.000%	66,480,384	100.000%	72,915,095	100.000%	76,502,967	100.000%	65,353,786	100.00%
Total annual budget		1,938,637,325		1,909,567,387		1,916,227,714		1,934,636,035		1,975,866,301			
The ratio of the national expenditure on Child and Youth		2.51%		3.26%		3.47%		3.77%		3.87%			

Source: Provided by central government agencies, and compiled by the Ministry of Health and Welfare.



點次	問題內容(原文)	中文參考翻譯
6.2	In relation to preventive health services and health education (para 189) please explain why these are only free for children aged 7 and under.	請說明為何僅 7 歲以下兒童享有免費預防保健服務及衛教指導(第 189 點)。

### 中文回應

80. 全民健康保險為強制性的社會保險，所有國民皆屬全民健康保險保障對象。為增進全國兒童健康，由衛生福利部編列預算，7 歲以下兒童均享有透過兒科或家庭醫學科醫師／院所提供的 7 次免費兒童預防保健及 7 次衛教指導，家長只需負擔醫療院所掛號費。至於 7 歲以上兒童及青少年之學生健康檢查已由教育部依《學校衛生法》針對各級學校（國小至大專及以上）全面實施學生健康檢查。

### 英文回應

80. National health insurance is a mandatory social insurance that guarantees health insurance to all citizens. To improve the health of children, the MOHW, through the department of pediatrics and family medicine provides free 7 preventive healthcare services and 7 sessions of health education and guidance to children below 7 years of age, while parents only need to pay for the medical registration fee. As for children above 7 years of age, and based on the "School Health Act," the MOE offers regular health checkups for children above 7 years of age from primary school till college.

點次	問題內容(原文)	中文參考翻譯
6.3	In relation to data concerning the health of children (attachment 6-1: 6-19) please indicate whether there is any further disaggregation according to attributes such as gender; geographical location (urban/rural) and indigenous/non-indigenous.	有關兒童健康的數據（附件 6-1：6-19），請說明能否進一步依性別、地理區域位置（城／鄉）及原住民／非原住民分列。

### 中文回應

81. 原住民族委員會原住民族人口及健康統計年報，年齡區間為 0-14 歲，目前無法提供 0-17 歲資料，規劃 2018 年度之委託案評估其可行性後，再納入需求。依據 2013 年原住民族人口及健康統計年報，原住民族主要死因概況分析，依年齡觀察，0-14 歲組中，男性的粗死亡率為每十萬人口 73.6 人，女性為 63.7 人，高出約 10 人，而其餘各年齡組男性粗死亡率也高於女性。

### 附件6-1

82. 衛生福利部統計處死因檔無原住民別資料，爰附件 6-1 無法提供該分類相關資料，惟提供性別及縣市別資料如表 14 至表 15。

#### 附件6-2

83. 附件 6-2 身心障礙兒少人數及百分比（表 16），已新增 2016 年度身心障礙兒少人數及百分比，另 2016 年度雖已新增原住民及非原住民身分別，尚無該身分別與身障年齡及類別等交叉分析統計，未來將研議納入統計項目。

#### 附件6-3

84. 附件 6-3 身心障礙兒少就學情形業依性別、區域及原住民／非原住民分列，如表 17 至表 20（已更新為特教通報網正確版本）。

#### 附件6-4

85. 附件 6-4 身心障礙者 15 至 18 歲接受技職教育及職業訓練專班人數，已依性別區分職業訓練專班人數。至技職教育範疇，該項統計經與特教通報網資源勾稽，併予更新 2013-2015 之人數，惟無進一步依性別、區域及原住民／非原住民分列之數據，如表 21。

#### 附件6-5

86. 附件 6-5 身心障礙兒少相關補助受益人數，詳如各直轄市、縣（市）別補助人數及金額一覽表（表 22），惟該表並未統計原住民人數，且自 2014 年起始增列對性別之統計。

#### 附件6-6

87. 附件 6-6 身心障礙者福利機構安置服務身心障礙兒少人數，目前身心障礙福利機構相關統計報表係以安置於機構之身心障礙者服務人數、年齡、性別、障礙等級及機構住所等作分類及統計，自 2016 年起業將身心障礙福利機構概況統計表增列鄉、鎮，報表上統計項目並未對於族群作區分，至於區分原住民與非原住民部分，未來將研議納入統計項目。

#### 附件6-7

88. 附件 6-7 兒少安置教養機構安置身心障礙兒少人數，進一步依性別、縣市別分列如表 23，惟該表未統計原住民身分人數，未來將研議納入統計項目。

#### 附件6-8

89. 附件 6-8 寄養安置身心障礙者服務人數，進一步依縣市別分列如表 24，惟該表未統計寄養安置身心障礙者之性別及原住民身分人數，未來將研議納入統計項目。

#### 附件6-9

90. 附件 6-9 身心障礙兒少家長支持措施，目前身心障礙者支持服務成果統計報表係以接受服務之身心障礙者服務人數、性別作分類及統計，尚無針對服務對象之地理區域位置（城／鄉）及原住民／非原住民身分別分列，未來將研議納入統計項目。

#### 附件6-10

91. 依 2015 年孕婦產前檢查利用情形，全國 10 次平均利用率達 94.8%。另以產婦戶籍地統計各縣市孕婦產前檢查平均利用率，最高為 97.4%（彰化縣），最低為 91.6%（臺北市），各縣市間無明顯差異。另此資料來自全民健康保險醫療費用核銷檔案及出生通報資料檔，無註記產婦是否具原住民身分之欄位，故無法區分原住民/非原住民。

*附件6-11*

92. 依 2015 年補助高危險群孕婦接受產前遺傳診斷費用利用率為 75.3%。此資料來自全國遺傳診斷系統，無原住民族註記欄位，故無法區分原住民/非原住民。

*附件6-12*

93. 我國兒童接種常規疫苗，不分性別均享有平等的疫苗接種權益，並無性別差異。有關各縣市之常規疫苗接種完成率資料，每年定期公開於衛生福利部統計處網頁。另現行全國性預防接種資訊管理系統(NIIS)並未針對原住民進行身分註記，故無原住民/非原住民之統計分析資料。

*附件6-13*

94. 依 2015 年新生兒聽力篩檢篩檢率已達 97.8%，另依縣市別及性別統計，無明顯差異。此資料來自婦幼健康管理系統，無原住民族註記欄位，故無法區分原住民/非原住民。

*附件6-14*

95. 依 2015 年全國之新生兒先天性代謝異常疾病篩檢率已達 99.8%，另依縣市別及性別統計，無明顯差異。此資料來自婦幼健康管理系統，無原住民族註記欄位，故無法區分原住民/非原住民。

*附件6-15*

96. 依 2015 年全國兒童預防保健服務 7 次利用率達 78.34%，各縣市別利用率最低為台東縣 56.25%，最高為宜蘭縣 81.31%。此資料來自兒童健康管理系統，無原住民族註記欄位，故無法區分原住民/非原住民。

*附件6-16*

97. 依 2015 年學齡前兒童視力、斜弱視篩檢率已達 99.8%，另依縣市別及性別統計，無明顯差異。此資料由地方政府衛生局提報，無法區分原住民/非原住民。

*附件6-17*

98. 附件 6-17 有關兒童健康的數據，提供 2011 至 2015 年兒少投保人數（根據性別、地理區域）如表 25。

*附件6-18*

99. 針對附件 6-18 國民年金遺屬年金受益人，並無進一步進行區域及原住民/非原住民之統計資料。

*附件6-19*

100.有關附件 6-19 低收入戶及中低收入戶兒童的數據，依性別、地理區域位置分列資料如表 26 至表 27，目前尚無原住民兒童統計資料。

表 14

## 兒少非自然死亡人數

單位：人

年別	合計			事故傷害											自殺	他殺	其他
	計	男性	女性	運輸 事故	機動車 事故	意外 中毒	意外 墜落	火及 火燄 所致	意外之 淹死及 溺水	呼吸的 其他意 外威脅	暴露於 自然力	其他及未 明示之非 運輸事故 與後遺症					
													2011	344			
2012	376	242	134	290	146	139	1	17	13	59	44	-	10	30	29	27	
2013	328	200	128	269	145	139	4	15	12	41	39	-	13	20	17	22	
2014	328	211	117	275	136	123	6	14	13	36	52	-	18	14	16	23	
2015	272	186	86	205	94	83	6	14	11	22	42	1	15	23	31	13	

資料來源：衛生福利部

表 15

## 兒少非自然死亡人數按縣市分

單位：人

縣市別	2011					2012					2013					2014					2015				
	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他
總計	344	287	24	15	18	376	290	30	29	27	328	269	20	17	22	328	275	14	16	23	272	205	23	31	13
新北市	60	43	8	6	3	53	36	6	6	5	44	37	1	2	4	48	37	3	6	2	35	27	4	2	2
臺北市	14	12	1	-	1	22	13	4	2	3	21	14	3	3	1	19	13	2	3	1	17	12	2	3	-
桃園市	31	25	2	1	3	36	26	5	1	4	37	30	3	-	4	36	32	1	2	1	24	15	2	5	2
臺中市	43	37	1	2	3	31	23	1	4	3	35	25	6	2	2	28	20	2	1	5	33	24	3	5	1
臺南市	22	19	2	-	1	23	18	1	2	2	31	27	2	-	2	16	15	1	-	-	12	9	-	2	1
高雄市	34	25	4	2	3	46	39	1	3	3	36	31	1	1	3	39	32	3	2	2	35	26	6	2	1
宜蘭縣	8	8	-	-	-	8	7	1	-	-	8	7	-	1	-	12	12	-	-	-	8	5	-	2	1
新竹縣	16	15	1	-	-	20	15	1	3	1	13	11	-	1	1	15	13	-	-	2	13	9	-	3	1
苗栗縣	16	14	-	-	2	20	17	1	1	1	16	11	-	3	2	13	8	-	2	3	6	5	-	1	-
彰化縣	17	17	-	-	-	27	26	-	1	-	18	16	-	1	1	15	14	1	-	-	13	12	1	-	-
南投縣	12	8	3	1	-	18	16	1	-	1	12	12	-	-	-	8	7	-	-	1	12	9	2	1	-
雲林縣	14	12	1	1	-	8	5	-	3	-	13	9	1	1	2	14	11	-	-	3	3	3	-	-	-
嘉義縣	5	5	-	-	-	8	7	1	-	-	7	7	-	-	-	16	16	-	-	-	8	6	1	-	1
屏東縣	21	21	-	-	-	20	14	2	-	4	10	9	1	-	-	16	16	-	-	-	14	12	-	2	-
臺東縣	8	8	-	-	-	6	3	2	1	-	4	4	-	-	-	5	5	-	-	-	10	9	-	-	1
花蓮縣	4	4	-	-	-	10	9	-	1	-	10	10	-	-	-	5	4	-	-	1	8	6	-	-	2
澎湖縣	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	7	1	-	-	-	-	-	-	-

縣市別	2011					2012					2013					2014					2015				
	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他	合計	事故 傷害	自殺	他殺	其他
基隆市	7	3	-	2	2	9	7	2	-	-	3	3	-	-	-	6	6	-	-	-	10	8	1	1	-
新竹市	9	9	-	-	-	6	5	-	1	-	5	2	2	1	-	7	5	-	-	2	8	5	1	2	-
嘉義市	3	2	1	-	-	5	4	1	-	-	3	2	-	1	-	-	-	-	-	-	2	2	-	-	-
金門縣	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	2	2	-	-	-	1	1	-	-	-
連江縣	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

資料來源：衛生福利部

表 16

## 身心障礙兒少人數及百分比

單位：人，%

障別 年別	合計		視覺障礙者		聽覺機能 障礙者		平衡機能 障礙者		聲音機能或語言 機能障礙者		肢體障礙者		智能障礙者		重要器官 失去功能者		顏面損傷者	
	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比
2011	61,833		1,377	2.23	3,427	5.54	38	0.06	1,677	2.71	6,038	9.77	23,228	37.57	3,098	5.01	269	0.44
2012	62,051		1,338	2.16	3,329	5.36	37	0.06	1,449	2.34	5,957	9.60	22,804	36.75	2,940	4.74	179	0.29
2013	59,570		1,243	2.09	3,194	5.36	29	0.05	1,327	2.23	5,726	9.61	20,970	35.20	2,815	4.73	149	0.25
2014	58,737		1,140	1.94	3,158	5.38	34	0.06	1,300	2.21	5,550	9.45	20,182	34.36	2,739	4.66	139	0.24
2015	56,885		1,054	1.85	3,107	5.46	31	0.05	1,393	2.45	5,264	9.25	18,871	33.17	2,620	4.61	140	0.25
2016	55,442		1,003	1.81	3,111	5.61	30	0.05	1,392	2.51	4,892	8.82	17,536	31.63	2,481	4.47	137	0.25%
障別 年別	植物人		失智症者		自閉症者		慢性精神病 患者		多重障礙者		頑性（難治型） 癲癇患者		因罕見疾病而致 身心功能障礙者		其他障礙者		新制類別無法對 應舊制類別者	
	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比	人數	百分比
2011	63	0.10	7	0.01	8,707	14.08	283	0.46	10,202	16.50	419	0.68	803	1.30	2,197	3.55	-	-
2012	59	0.10	15	0.02	9,635	15.53	369	0.59	9,831	15.84	419	0.68	940	1.51	1,994	3.21	756	1.22
2013	65	0.11	24	0.04	9,340	15.68	376	0.63	9,583	16.09	340	0.57	1,030	1.73	1,667	2.80	1,692	2.84
2014	59	0.10	18	0.03	9,069	15.44	344	0.59	9,526	16.22	315	0.54	1,066	1.81	1,503	2.56	2,595	4.42
2015	50	0.09	22	0.04	8,334	14.65	261	0.46	9,820	17.26	276	0.49	1,070	1.88	1,336	2.35	3,236	5.69
2016	47	0.08	18	0.03	8,096	14.60	219	0.40%	9,676	17.45	246	0.44	1,057	1.91	1,212	2.19	4,289	7.74

資料來源：衛生福利部

說明：百分比係指當年度該障礙類別兒童占身心障礙兒童合計人數之比率。



表 17

## 身心障礙兒少就學情形

單位：人

學年度	一般學校				特教學校				在家教育			
	合計	國小	國中	高中職	合計	國小	國中	高中職	合計	國小	國中	高中職
100	84,806	41,891	25,129	17,786	6,572	779	1,164	4,629	1,182	726	456	0
	18.08%				1.40%				0.25%			
101	85,911	41,962	25,217	18,732	6,500	750	1,201	4,549	1,105	654	451	0
	3.28%				0.25%				0.04%			
102	87,017	41,331	26,678	19,008	6,447	730	1,196	4,521	992	577	415	0
	3.45%				0.26%				0.04%			
103	87,630	41,299	27,038	19,293	6,197	723	1,190	4,284	946	534	412	0
	3.05%				0.22%				0.03%			
104	86,992	40,951	26,592	19,449	5,994	669	1,046	4,279	813	461	352	0
	3.16%				0.22%				0.03%			
105	86,771	40,246	25,805	20,720	5,948	648	967	4,333	849	429	289	131
	3.29%				0.23%				0.03%			

資料來源：教育部

表 18

## 各教育階段以性別統計

單位：人

學年度	一般學校											
	小計			國小			國中			高中職		
	合計	男	女	合計	男	女	合計	男	女	合計	男	女
101	85,911	57,486	28,425	41,962	28,233	13,729	25,217	16,832	8,385	18,732	12,421	6,311
102	87,017	58,619	28,398	41,331	28,018	13,313	26,678	17,931	8,747	19,008	12,670	6,338
103	87,630	59,464	28,166	41,299	28,125	13,174	27,038	18,303	8,735	19,293	13,036	6,257
104	86,992	59,379	27,613	40,951	28,054	12,897	26,592	18,011	8,581	19,449	13,314	6,135
105	86,771	59,643	27,128	40,246	27,748	12,498	25,805	17,620	8,185	20,720	14,275	6,445

學年度	特教學校											
	小計			國小			國中			高中職		
	合計	男	女	合計	男	女	合計	男	女	合計	男	女
101	6,500	3,944	2,556	750	462	288	1,201	733	468	4,549	2,749	1,800
102	6,447	4,007	2,440	730	463	267	1,196	720	476	4,521	2,824	1,697
103	6,197	3,874	2,323	723	460	263	1,190	743	447	4,284	2,671	1,613
104	5,994	3,718	2,276	669	432	237	1,046	656	390	4,279	2,630	1,649
105	5,948	3,677	2,271	648	421	227	967	610	357	4,333	2,646	1,687

學年度	在家教育											
	小計			國小			國中			高中職		
	合計	男	女	合計	男	女	合計	男	女	合計	男	女
101	1,105	600	505	654	352	302	451	248	203	0	0	0
102	992	526	466	577	311	266	415	215	200	0	0	0
103	946	504	442	534	283	251	412	221	191	0	0	0
104	813	451	362	461	259	202	352	192	160	0	0	0
105	863	467	396	440	239	201	292	159	133	131	69	62

資料來源：教育部

表 19

## 105 學年度身心障礙國小至高中職學生統計概況

單位：人

學校 人數 縣市	國小			國中			高中職			一般學 校合計	特教學 校合計	學生總數
	一般 學校	特教 學校	小計	一般 學校	特教 學校	小計	一般 學校	特教 學校	小計			
新北市	5575	4	5,579	3,612	8	3,620	2,536	381	2,917	11,723	393	12,116
臺北市	3799	79	3,878	2,157	127	2,284	2,871	492	3,363	8,827	698	9,525
桃園市	4,175	0	4,175	3,335	48	3,383	2,588	411	2,999	10,098	459	10,557
臺中市	4,650	98	4,748	2,197	110	2,307	1,801	682	2,483	8,648	890	9,538
臺南市	2,555	64	2,619	1,888	97	1,985	1,666	308	1,974	6,109	469	6,578
高雄市	5,469	95	5,564	3,229	122	3,351	2,250	443	2,693	10,948	660	11,608
宜蘭縣	521	0	521	509	19	528	433	99	532	1,463	118	1,581
新竹縣	1,258	40	1,298	860	21	881	537	171	708	2,655	232	2,887
苗栗縣	1,201	0	1,201	907	23	930	776	106	882	2,884	129	3,013
彰化縣	2,250	79	2,329	1,302	128	1,430	949	398	1,347	4,501	605	5,106
南投縣	875	24	899	662	26	688	415	98	513	1,952	148	2,100
雲林縣	1,212	44	1,256	1,000	39	1,039	708	114	822	2,920	197	3,117
嘉義縣	829	0	829	502	0	502	314	0	314	1,645	0	1,645
屏東縣	2,121	25	2,146	1,034	30	1,064	634	139	773	3,789	194	3,983
臺東縣	594	16	610	371	30	401	246	64	310	1,211	110	1,321
花蓮縣	590	26	616	503	46	549	345	102	447	1,438	174	1,612
澎湖縣	174	0	174	116	0	116	72	0	72	362	0	362
基隆市	462	6	468	321	16	337	280	135	415	1,063	157	1,220
新竹市	1,259	0	1,259	893	0	893	797	0	797	2,949	0	2,949
嘉義市	540	48	588	316	77	393	408	190	598	1,264	315	1,579
金門縣	122	0	122	76	0	76	84	0	84	282	0	282
連江縣	15	0	15	15	0	15	10	0	10	40	0	40
總計	40,246	648	40,894	25,805	967	26,772	20,720	4,333	25,053	86,771	5,948	92,719

資料來源：教育部

表 20

## 各教育階段以原住民/非原住民統計

單位：人

學年度	一般學校											
	小計			國小			國中			高中職		
	合計	一般	原住民	合計	一般	原住民	合計	一般	原住民	合計	一般	原住民
101	85,911	82,600	3,311	41,962	40,314	1,648	25,217	24,171	1,046	18,732	18,115	617
102	87,017	83,623	3,394	41,331	39,645	1,686	26,678	25,591	1,087	19,008	18,387	621
103	87,630	84,211	3,419	41,299	39,649	1,650	27,038	25,940	1,098	19,293	18,622	671
104	86,992	83,638	3,354	40,951	39,403	1,548	26,592	25,437	1,155	19,449	18,798	651
105	86,771	83,354	3,417	40,246	38,702	1,544	25,805	24,633	1,172	20,720	20,019	701

學年度	特教學校											
	小計			國小			國中			高中職		
	合計	一般	原住民	合計	一般	原住民	合計	一般	原住民	合計	一般	原住民
101	6,500	6,212	288	750	705	45	1,201	1,130	71	4,549	4,377	172
102	6,447	6,155	292	730	684	46	1,196	1,120	76	4,521	4,351	170
103	6,197	5,891	306	723	681	42	1,190	1,106	84	4,284	4,104	180
104	5,994	5,690	304	669	628	41	1,046	968	78	4,279	4,094	185
105	5,948	5,630	318	648	608	40	967	892	75	4,333	4,130	203

學年度	在家教育											
	小計			國小			國中			高中職		
	合計	一般	原住民	合計	一般	原住民	合計	一般	原住民	合計	一般	原住民
101	1,105	1,058	47	654	627	27	451	431	20	0	0	0
102	992	942	50	577	546	31	415	396	19	0	0	0
103	946	899	47	534	505	29	412	394	18	0	0	0
104	813	779	34	461	447	14	352	332	20	0	0	0
105	863	827	36	440	430	10	292	274	18	131	123	8

資料來源：教育部

表 21

## 身心障礙者 15 至 18 歲接受技職教育及職業訓練專班人數

單位：人

年別	技職教育		職業訓練專班	
	高職	特殊學校	男	女
2011	11,517	4,629	24	12
2012	11,997	4,549	16	11
2013	13,087	4,521	14	12
2014	13,489	4,284	19	18
2015	14,342	4,279	16	11
2016	15,274	4,333	13	14

資料來源：教育部、勞動部

表 22

## 身心障礙兒少生活補助一覽表

單位：人次，人，千元

縣市	2011			2012			2013			2014				
	總人次	月平均人數	經費	總人次	月平均人數	經費	總人次	月平均人數	經費	總人次	月平均人數	男	女	經費
新北市	30,186	2,516	121,323	30,964	2,580	148,910	30,628	2,552	147,679	29,937	2,495	17,904	12,033	143,651
臺北市	7,501	625	39,272	8,071	673	49,210	8,141	678	49,296	8,168	681	4,829	3,339	49,133
桃園市	13,736	1,145	53,662	13,878	1,157	63,845	13,289	1,107	61,477	13,092	1,091	7,908	5,184	60,607
臺中市	26,744	2,229	103,988	27,573	2,298	128,220	24,739	2,062	120,643	24,239	2,020	14,580	9,659	117,668
臺南市	22,359	1,863	89,048	22,500	1,875	106,044	21,758	1,813	102,522	21,241	1,770	12,893	8,348	100,433
高雄市	33,849	2,821	139,478	32,968	2,747	161,877	31,441	2,620	155,433	30,722	2,560	18,564	12,158	152,297
宜蘭縣	5,749	479	23,474	5,430	453	26,420	5,244	437	25,789	5,104	425	3,052	2,053	24,978
新竹縣	3,742	312	15,061	3,423	285	16,442	3,347	279	16,032	3,334	278	2,097	1,238	16,017
苗栗縣	7,773	648	31,061	7,177	598	34,504	6,728	561	33,038	6,455	538	4,001	2,455	31,584
彰化縣	14,976	1,248	59,286	15,123	1,260	70,932	14,523	1,210	69,209	14,290	1,191	8,793	5,498	67,772
南投縣	8,078	673	33,082	7,573	631	36,784	7,395	616	35,729	6,936	578	4,342	2,594	33,693
雲林縣	10,498	875	43,505	10,550	879	51,469	10,251	854	50,190	10,315	860	6,395	3,920	50,653
嘉義縣	8,523	710	32,513	8,410	701	38,035	8,054	671	36,749	7,829	652	5,066	2,763	35,644
屏東縣	14,838	1,237	62,457	14,749	1,229	72,541	13,322	1,110	66,952	12,833	1,069	8,037	4,796	64,091
臺東縣	4,497	375	19,836	4,457	371	23,382	4,074	340	22,491	3,991	333	2,589	1,402	21,543
花蓮縣	6,101	508	24,844	5,921	493	28,473	5,658	472	27,477	5,523	460	3,476	2,047	26,906
澎湖縣	1,712	143	7,697	1,586	132	8,434	1,528	127	8,002	1,480	123	942	538	7,698
基隆市	5,157	430	19,921	5,135	428	23,615	4,934	411	22,733	4,863	405	2,850	2,013	22,484

縣市	2011			2012			2013			2014				
	總人次	月平均人數	經費	總人次	月平均人數	經費	總人次	月平均人數	經費	總人次	月平均人數	男	女	經費
新竹市	2,857	238	11,423	2,936	245	14,031	2,872	239	13,891	2,774	231	1,639	1,135	13,468
嘉義市	3,110	259	12,505	3,096	258	14,546	2,920	243	13,925	2,812	234	1,727	1,085	13,410
金門縣	239	20	1,084	248	21	1,309	244	20	1,268	241	20	158	83	1,270
連江縣	24	2	118	23	2	131	22	2	126	23	2	15	8	126
總計	232,249	19,354	944,638	231,791	19,316	1,119,154	221,112	18,426	1,080,651	216,202	18,017	131,857	84,349	1,055,126

身心障礙兒少生活補助一覽表(續)

縣市	2015					2016				
	總人次	月平均人數	男	女	經費	總人次	月平均人數	男	女	經費
新北市	29,017	2,418	17,410	11,607	138,505	28,139	2,345	16,892	11,247	138,350
臺北市	8,029	669	4,752	3,278	47,878	7,864	655	4,668	3,196	48,322
桃園市	12,745	1,062	7,520	5,225	59,497	12,718	1,060	7,656	5,062	61,377
臺中市	23,263	1,939	13,985	9,278	113,802	22,812	1,901	13,702	9,111	115,994
臺南市	20,298	1,692	12,303	7,995	96,125	19,667	1,639	11,801	7,866	96,868
高雄市	29,169	2,431	17,627	11,542	144,498	27,844	2,320	16,831	11,012	142,715
宜蘭縣	4,743	395	2,826	1,917	22,976	4,588	382	2,745	1,843	22,938
新竹縣	3,219	268	2,015	1,204	15,371	3,104	259	1,931	1,173	15,327
苗栗縣	6,112	509	3,785	2,327	29,857	5,931	494	3,663	2,268	29,913
彰化縣	13,754	1,146	8,458	5,296	65,434	13,406	1,117	8,268	5,139	65,952
南投縣	6,709	559	4,195	2,514	32,393	6,089	507	3,809	2,280	30,412
雲林縣	9,676	806	6,033	3,643	47,555	9,250	771	5,825	3,424	47,273
嘉義縣	7,436	620	4,805	2,631	33,964	7,158	597	4,609	2,549	33,968
屏東縣	12,231	1,019	7,647	4,583	61,456	11,913	993	7,430	4,483	62,112
臺東縣	3,660	305	2,376	1,284	20,063	3,499	292	2,257	1,242	19,744
花蓮縣	5,327	444	3,350	1,977	25,959	5,189	432	3,256	1,934	26,238
澎湖縣	1,382	115	875	507	7,039	1,319	110	844	475	6,902
基隆市	4,659	388	2,719	1,939	21,621	4,527	377	2,637	1,891	21,730
新竹市	2,731	228	1,602	1,128	13,358	2,733	228	1,609	1,124	13,766
嘉義市	2,703	225	1,651	1,052	12,953	2,603	217	1,584	1,020	12,994
金門縣	234	20	153	81	1,218	227	19	142	85	1,228



縣市	2015					2016				
	總人次	月平均人數	男	女	經費	總人次	月平均人數	男	女	經費
連江縣	24	2	16	8	135	22	2	16	6	129
總計	207,121	17,260	126,103	81,016	1,011,657	200,602	16,717	122,175	78,430	1,014,252

資料來源：衛生福利部

說明：

- 1.2014 年起新增性別欄位。
- 2.計算方式以當年度「0-17 歲障礙人數占總障礙人口比率」推估當年度身心障礙兒少生活補助費總人數、月平均人數及經費。

表 23

## 兒少安置及教養機構收容身心障礙院生概況

單位：家、床、人

縣市別	2011						2012								2013							
	所數	核定床位數	安置人數				所數	核定床位數	安置人數						所數	核定床位數	安置人數					
			男	女	領有身心障礙手冊院生	發展遲緩院童(6歲以下)			男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)				男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)	
											男	女	男	女					男	女	男	女
新北市	7	336	129	114	23	10	7	337	122	98	13	6	6	2	7	337	126	100	13	10	4	1
臺北市	17	465	141	151	18	3	17	465	140	145	9	5	2	3	17	465	125	153	10	11	1	3
桃園市	10	499	250	220	27	6	11	512	249	203	20	14	4	2	12	544	245	210	19	17	1	1
臺中市	9	466	215	216	18	5	9	557	231	207	10	10	4	4	9	557	247	204	17	21	5	3
臺南市	7	315	86	51	0	0	8	372	90	51	0	1	0	1	7	351	95	56	4	3	1	3
高雄市	18	653	310	235	42	1	18	633	293	236	23	21	5	1	18	633	296	243	22	27	4	1
宜蘭縣	4	158	54	65	7	0	4	158	64	60	5	4	1	1	4	158	47	60	6	6	1	1
新竹縣	4	110	58	40	2	0	4	114	55	44	1	2	0	0	4	114	49	38	2	2	0	0
苗栗縣	5	106	52	47	0	0	5	110	42	37	0	0	0	0	5	110	36	24	3	2	1	0
彰化縣	3	41	4	25	1	0	3	55	15	31	1	1	0	0	3	55	13	31	0	7	0	0
南投縣	3	94	50	32	5	5	5	209	75	28	3	5	4	1	6	273	95	25	9	9	6	2
雲林縣	3	138	53	67	7	0	3	138	53	66	3	4	0	0	3	138	46	58	4	1	0	0
嘉義縣	1	6	2	4	2	0	1	6	2	4	0	1	1	0	1	42	5	6	1	1	1	0
屏東縣	8	288	104	94	6	0	8	260	114	91	4	5	0	0	10	316	124	106	6	4	0	0
臺東縣	5	159	48	73	14	0	4	147	51	73	7	7	0	0	4	149	48	77	5	10	0	1

年別	2011						2012								2013							
縣市別	所數	核定床位數	安置人數				所數	核定床位數	安置人數						所數	核定床位數	安置人數					
			男	女	領有身心障礙手冊院生	發展遲緩院童(6歲以下)			男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)				男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)	
											男	女	男	女					男	女	男	女
花蓮縣	8	305	166	104	6	3	8	305	156	92	5	5	3	1	8	305	143	91	18	11	3	4
澎湖縣	2	102	49	54	0	0	2	102	48	50	0	0	0	0	2	102	48	43	0	0	0	0
基隆市	1	23	4	18	0	0	1	23	6	17	0	0	0	0	1	23	9	11	1	0	0	0
新竹市	3	243	38	138	0	0	3	243	32	133	0	0	0	0	3	243	22	139	1	0	1	1
嘉義市	1	30	11	13	0	1	1	30	10	12	0	0	0	0	1	30	13	14	0	0	0	0
金門縣	1	40	13	11	1	0	1	40	10	13	1	0	0	0	1	40	10	11	1	1	0	0
連江縣	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
合計	120	4,577	1,837	1,772	179	34	123	4,816	1,858	1,691	105	91	30	16	126	4,985	1,842	1,700	142	143	29	21

兒少安置及教養機構收容身心障礙院生概況(續)

年別	2014								2015							
縣市別	所數	核定床位數	安置人數						所數	核定床位數	安置人數					
			男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)				男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)	
					男	女	男	女					男	女	男	女
新北市	7	322	118	96	15	10	5	0	7	322	109	90	14	8	1	1
臺北市	16	478	137	146	11	15	2	0	17	488	139	125	8	13	2	0
桃園市	12	558	244	211	18	15	4	1	11	549	234	226	17	14	5	6
臺中市	8	517	217	174	21	23	3	2	8	517	227	190	18	16	3	2
臺南市	7	351	109	58	6	0	0	0	7	351	95	77	4	6	0	0
高雄市	18	627	287	222	28	28	4	3	17	624	261	219	26	29	8	1
宜蘭縣	4	153	44	56	5	5	1	1	4	185	48	57	7	4	0	0
新竹縣	5	122	46	39	2	0	0	0	5	120	45	43	4	2	0	0
苗栗縣	4	102	31	21	3	1	0	0	3	84	31	24	3	1	0	0
彰化縣	3	55	15	24	0	4	0	0	3	55	15	24	0	4	0	0
南投縣	6	273	84	52	13	13	9	3	6	273	84	62	11	8	9	4
雲林縣	3	183	47	70	4	1	0	0	3	183	50	57	5	2	0	0
嘉義縣	1	42	15	14	4	3	1	1	1	42	19	16	3	3	2	0
屏東縣	10	316	117	94	7	6	0	0	10	316	125	87	3	4	0	0
臺東縣	4	149	51	65	7	6	1	0	4	149	45	66	5	10	1	0
花蓮縣	8	305	159	85	18	5	4	4	8	305	143	92	16	10	5	3
澎湖縣	2	102	39	51	0	0	0	0	2	105	42	57	0	0	0	0
基隆市	1	23	12	9	1	0	0	0	1	23	12	10	1	0	0	0
新竹市	3	243	28	170	1	0	1	1	3	243	27	159	1	0	1	1

年別	2014								2015							
縣市別	所數	核定床位數	安置人數						所數	核定床位數	安置人數					
			男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)				男	女	領有身心障礙手冊院生		發展遲緩院童(6歲以下)	
					男	女	男	女					男	女	男	女
嘉義市	1	30	8	16	0	0	0	0	1	30	10	14	0	0	0	0
金門縣	1	40	10	10	1	1	0	0	1	40	10	9	1	1	0	0
連江縣	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
合計	124	4,991	1,818	1,683	165	136	35	16	122	5,004	1,771	1,704	147	135	37	18

資料來源：衛生福利部

表 24

## 領有身心障礙手冊寄養個案

單位：人

縣市別 \ 年別	2011	2012	2013	2014
新北市	34	33	42	38
臺北市	49	42	43	44
桃園市	9	20	13	16
臺中市	35	29	37	34
臺南市	19	15	15	13
高雄市	42	45	39	49
宜蘭縣	13	13	14	15
新竹縣	0	1	2	3
苗栗縣	15	13	8	5
彰化縣	8	7	11	11
南投縣	7	7	6	7
雲林縣	9	8	9	9
嘉義縣	4	4	6	6
屏東縣	14	23	22	21
臺東縣	18	17	20	19
花蓮縣	15	8	4	5
澎湖縣	0	0	0	0
基隆市	4	7	5	2
新竹市	1	1	5	4
嘉義市	4	3	3	3
金門縣	0	0	0	0
連江縣	0	0	0	0
合計	300	296	304	304

資料來源：衛生福利部

表 25

## 2011 至 2015 年兒童及少年投保人數

單位：人

縣市	2011								2012								2013							
	兒少投保人數		補助兒少健保費人數						兒少投保人數		補助兒少健保費人數						兒少投保人數		補助兒少健保費人數					
			身心障礙 兒少		原住民兒少		弱勢 兒少				身心障礙 兒少		原住民兒少		弱勢 兒少				身心障礙 兒少		原住民兒少		弱勢 兒少	
	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女
新北市	313,749	287,410	4,866	2,806	1,962	1,846	232	236	308,615	283,128	4,756	2,658	1,829	1,738	161	173	301,137	276,202	4,686	2,595	1,790	1,703	96	140
臺北市	390,627	358,599	5,995	3,239	382	404	48	58	385,867	354,572	5,996	3,117	364	358	59	76	380,532	349,532	5,919	3,018	331	352	56	53
桃園市	208,988	191,428	3,284	1,991	2,674	2,320	81	86	205,104	188,254	3,232	1,924	2,672	2,355	90	75	201,201	184,201	3,187	1,879	2,624	2,335	77	109
臺中市	267,722	246,955	4,200	2,587	1,205	1,092	78	72	263,693	243,414	3,994	2,385	1,041	956	73	75	258,041	238,413	3,954	2,344	1,021	948	25	30
臺南市	163,089	150,008	2,214	1,433	189	187	4	4	159,410	146,311	2,140	1,339	167	187	13	10	154,046	141,501	2,078	1,244	177	179	14	24
高雄市	237,074	219,285	3,570	2,047	1,208	1,105	75	95	231,173	214,016	3,390	1,932	1,066	981	85	85	224,133	207,682	3,338	1,889	1,065	985	66	75
宜蘭縣	42,964	39,368	845	509	543	450	19	30	41,313	37,688	795	452	523	436	52	51	39,840	36,191	739	446	501	404	13	27
新竹縣	50,159	45,984	772	465	880	791	13	12	50,638	46,709	758	441	812	766	6	11	49,735	45,993	774	451	771	733	7	6
苗栗縣	48,745	43,943	850	518	500	449	17	21	47,806	43,169	849	482	455	432	4	5	45,932	41,550	824	472	480	426	12	20
彰化縣	126,515	114,887	1,884	1,212	188	202	10	8	123,083	111,762	1,791	1,109	144	164	26	32	118,719	107,800	1,733	1,071	148	146	13	9
南投縣	47,754	44,496	736	442	1,127	994	2	9	45,762	42,726	689	396	995	891	15	13	43,862	40,790	667	380	967	878	3	0
雲林縣	73,963	67,030	1,108	680	66	40	70	74	71,860	64,982	1,067	653	52	46	55	59	69,114	62,412	1,066	641	55	53	14	23
嘉義縣	47,663	43,453	741	485	184	157	10	14	45,535	41,672	698	454	173	142	17	22	43,288	39,574	713	450	177	129	6	5
屏東縣	72,579	66,960	1,145	608	1,836	1,695	4	4	69,627	64,117	1,060	570	1,625	1,517	5	9	66,229	60,971	1,024	553	1,493	1,363	10	9
臺東縣	20,710	19,120	274	156	2,814	2,528	1	1	19,907	18,392	272	172	2,451	2,221	1	0	19,178	17,680	275	161	2,306	2,098	1	1
花蓮縣	30,066	27,662	561	348	3,832	3,393	22	19	28,974	26,537	526	300	3,570	3,133	8	12	27,855	25,452	474	263	3,350	2,944	5	6

縣市	2011								2012								2013							
	兒少投保人數		補助兒少健保費人數						兒少投保人數		補助兒少健保費人數						兒少投保人數		補助兒少健保費人數					
			身心障礙 兒少		原住民兒少		弱勢 兒少				身心障礙 兒少		原住民兒少		弱勢 兒少				身心障礙 兒少		原住民兒少		弱勢 兒少	
	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女
澎湖縣	8,222	7,499	116	64	10	8	4	10	7,985	7,303	117	56	7	4	15	11	7,747	7,016	117	58	9	7	3	2
基隆市	27,445	25,423	536	308	368	330	3	2	26,212	24,257	488	288	328	298	5	5	24,839	22,967	478	272	294	305	4	5
新竹市	66,943	61,058	886	480	158	124	14	7	66,740	60,790	833	456	155	118	14	8	66,935	60,925	849	438	147	110	7	8
嘉義市	28,171	25,751	467	277	33	40	45	45	27,350	24,970	450	245	34	33	102	110	26,483	24,104	460	240	38	41	68	56
金門縣	6,085	5,538	97	85	18	23	5	8	6,165	5,541	98	82	22	19	2	0	6,162	5,577	111	75	20	24	8	5
連江縣	787	697	16	8	3	3		2	785	684	14	7	4	4	1	3	768	681	14	6	1	4	3	2
合計	2,280,020	2,092,554	35,163	20,748	20,180	18,181	757	817	2,233,604	2,050,994	34,013	19,518	18,489	16,799	809	845	2,175,776	1,997,214	33,480	18,946	17,765	16,167	511	615



2011 至 2015 年兒童及少年投保人數 (續)

單位：人

縣市	2014								2015							
	兒少投保人數		補助兒少健保費人數						兒少投保人數		補助兒少健保費人數					
			身心障礙兒少		原住民兒少		弱勢兒少				身心障礙兒少		原住民兒少		弱勢兒少	
	男	女	男	女	男	女	男	女	男	女	男	女	男	女	男	女
新北市	294,724	270,842	4,579	2,455	1,810	1,735	118	118	286,715	263,176	4,882	2,517	1,687	1,696	93	83
臺北市	375,222	345,300	5,767	2,852	337	326	53	58	370,155	341,117	5,889	2,958	330	310	45	38
桃園市	197,592	180,998	3,129	1,760	2,652	2,437	70	70	194,364	178,408	3,210	1,780	2,693	2,429	90	124
臺中市	252,312	232,936	3,742	2,168	960	959	47	48	246,158	227,433	3,784	2,156	994	956	18	17
臺南市	148,143	136,867	2,007	1,126	194	181	11	22	144,068	132,671	2,067	1,183	208	187	32	27
高雄市	217,543	201,594	3,184	1,707	1,041	955	28	30	211,194	195,059	3,175	1,740	1,004	951	18	24
宜蘭縣	38,160	34,823	693	409	489	421	8	15	36,335	33,105	681	402	495	398	6	6
新竹縣	49,562	45,859	765	431	854	732	6	8	49,011	45,057	765	406	848	773	18	14
苗栗縣	44,222	40,017	796	450	461	435	16	14	42,991	38,841	788	429	445	412	6	3
彰化縣	114,199	103,880	1,686	1,032	151	137	8	6	110,028	100,045	1,555	983	140	137	13	16
南投縣	41,800	38,854	625	358	965	864	0	1	39,965	36,998	599	359	946	869	3	2
雲林縣	66,261	59,905	1,010	610	56	61	121	132	63,010	56,878	1,020	609	63	74	122	137
嘉義縣	41,211	37,526	692	433	194	140	14	16	38,963	35,402	685	405	192	144	14	14
屏東縣	62,821	57,999	970	524	1,427	1,335	7	5	59,727	55,150	939	515	1,340	1,300	4	8
臺東縣	18,399	16,806	276	159	2,275	2,048	1	0	17,674	16,230	270	172	2,239	2,075	1	0
花蓮縣	26,705	24,442	437	251	3,169	2,804	3	3	25,575	23,270	427	242	2,917	2,565	3	4
澎湖縣	7,530	6,812	115	56	7	9	1	2	7,203	6,529	118	57	8	11	0	3
基隆市	23,738	21,965	476	247	294	296	1	3	22,553	20,954	452	251	298	271	3	4

新竹市	67,183	61,101	884	443	147	112	2	4	67,477	61,800	863	465	146	123	2	0
嘉義市	25,541	23,094	454	229	34	41	82	92	24,647	22,356	450	233	28	38	40	53
金門縣	6,145	5,665	115	74	23	28	11	12	6,045	5,593	124	73	23	25	0	1
連江縣	759	672	15	6	3	3	1	2	728	653	17	5	4	4	0	4
合計	2,119,772	1,947,957	32,417	17,780	17,543	16,059	609	661	2,064,586	1,896,725	32,760	17,940	17,048	15,748	531	582

資料來源：衛生福利部

表 26

## 2012 至 2016 年中低收入戶兒少人數及性別

單位：人

區域別		2012		2013		2014		2015		2016	
		未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲
總計	計	75,315	49,106	81,555	60,341	78,762	61,906	75,790	62,524	73,213	62,606
	男	38,567	24,615	42,023	30,440	40,724	31,456	39,215	31,787	37,911	32,012
	女	36,748	24,491	39,532	29,901	38,038	30,450	36,575	30,737	35,302	30,594
新北市	計	5,985	3,664	6,495	4,770	6,316	4,999	5,770	4,855	5,504	4,933
	男	3,132	1,801	3,423	2,427	3,310	2,532	2,964	2,458	2,849	2,478
	女	2,853	1,863	3,072	2,343	3,006	2,467	2,806	2,397	2,655	2,455
臺北市	計	2,002	916	2,184	1,195	2,182	1,350	2,078	1,414	2,084	1,521
	男	1,059	455	1,162	610	1,145	719	1,112	736	1,114	806
	女	943	461	1,022	585	1,037	631	966	678	970	715
桃園市	計	1,345	1,217	1,573	1,521	1,399	1,439	1,171	1,153	1,234	1,193
	男	693	608	836	759	737	690	631	564	640	592
	女	652	609	737	762	662	749	540	589	594	601
臺中市	計	7,186	4,878	8,067	5,776	7,912	5,724	8,038	5,817	8,361	5,646
	男	3,628	2,482	4,071	2,945	4,019	2,925	4,127	2,994	4,332	2,892
	女	3,558	2,396	3,996	2,831	3,893	2,799	3,911	2,823	4,029	2,754
臺南市	計	6,748	5,378	7,023	6,292	6,558	5,939	6,060	5,732	5,804	5,643
	男	3,459	2,729	3,602	3,168	3,409	3,016	3,133	2,862	2,970	2,845
	女	3,289	2,649	3,421	3,124	3,149	2,923	2,927	2,870	2,834	2,798
高雄市	計	15,850	10,180	16,766	12,196	16,065	12,568	15,175	12,745	13,968	12,454
	男	8,140	5,124	8,688	6,149	8,333	6,428	7,824	6,571	7,157	6,434
	女	7,710	5,056	8,078	6,047	7,732	6,140	7,351	6,174	6,811	6,020
宜蘭縣	計	984	741	1,255	1,041	1,265	1,107	1,218	1,083	1,101	1,045
	男	511	356	657	508	650	570	629	554	569	551
	女	473	385	598	533	615	537	589	529	532	494
新竹縣	計	730	526	617	575	645	629	550	569	520	572
	男	374	289	314	323	339	342	274	283	261	285
	女	356	237	303	252	306	287	276	286	259	287
苗栗縣	計	1,009	706	997	838	900	835	823	839	730	804
	男	537	341	528	409	469	424	427	438	386	427
	女	472	365	469	429	431	411	396	401	344	377
彰化縣	計	8,152	4,236	10,350	6,542	10,850	7,467	11,179	8,260	11,620	8,581
	男	4,148	2,092	5,249	3,221	5,556	3,737	5,777	4,148	6,024	4,357

區域別	2012		2013		2014		2015		2016		
	未滿12歲	12-17歲	未滿12歲	12-17歲	未滿12歲	12-17歲	未滿12歲	12-17歲	未滿12歲	12-17歲	
	女	4,004	2,144	5,101	3,321	5,294	3,730	5,402	4,112	5,596	4,224
南投縣	計	3,947	2,799	4,429	3,328	4,339	3,539	4,099	3,527	3,700	3,571
	男	1,982	1,352	2,207	1,666	2,210	1,779	2,090	1,790	1,916	1,803
	女	1,965	1,447	2,222	1,662	2,129	1,760	2,009	1,737	1,784	1,768
雲林縣	計	1,720	1,201	1,804	1,424	1,451	1,295	1,458	1,354	1,281	1,338
	男	898	655	946	754	713	659	747	685	653	705
	女	822	546	858	670	738	636	711	669	628	633
嘉義縣	計	3,197	1,943	3,368	2,470	3,064	2,625	2,710	2,609	2,408	2,598
	男	1,587	953	1,682	1,202	1,567	1,268	1,382	1,257	1,242	1,258
	女	1,610	990	1,686	1,268	1,497	1,357	1,328	1,352	1,166	1,340
屏東縣	計	12,093	7,611	11,562	8,293	11,096	8,377	10,551	8,282	10,127	8,331
	男	6,191	3,844	5,981	4,223	5,777	4,289	5,494	4,245	5,258	4,296
	女	5,902	3,767	5,581	4,070	5,319	4,088	5,057	4,037	4,869	4,035
臺東縣	計	829	470	1,147	752	1,090	776	1,278	997	1,242	1,006
	男	447	232	652	386	580	409	690	532	677	550
	女	382	238	495	366	510	367	588	465	565	456
花蓮縣	計	813	655	1,078	875	923	762	1,043	859	1,032	847
	男	398	313	560	435	517	414	573	451	551	453
	女	415	342	518	440	406	348	470	408	481	394
澎湖縣	計	559	296	531	400	457	400	332	346	277	352
	男	308	144	291	199	247	215	184	188	154	185
	女	251	152	240	201	210	185	148	158	123	167
基隆市	計	686	535	767	741	740	699	805	707	722	673
	男	334	257	387	382	369	356	389	353	352	351
	女	352	278	380	359	371	343	416	354	370	322
新竹市	計	396	315	423	386	483	411	541	427	567	499
	男	195	170	223	207	253	216	292	212	307	252
	女	201	145	200	179	230	195	249	215	260	247
嘉義市	計	1,001	787	996	855	918	885	826	877	833	901
	男	503	393	501	431	468	430	433	432	448	447
	女	498	394	495	424	450	455	393	445	385	454
金門縣	計	64	32	90	51	86	57	66	54	76	75
	男	32	16	48	27	45	26	34	26	38	35
	女	32	16	42	24	41	31	32	28	38	40
連江縣	計	19	20	33	20	23	23	19	18	22	23

區域別	2012		2013		2014		2015		2016	
	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲
男	11	9	15	9	11	12	9	8	13	10
女	8	11	18	11	12	11	10	10	9	13

資料來源：衛生福利部

表 27

## 2011 至 2016 年低收入戶兒少人數及性別

單位：人

區域別		2011		2012		2013		2014		2015		2016	
		未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲
總計	計	57,619	68,140	64,219	77,209	62,475	76,953	59,012	73,277	54,825	68,195	52,118	64,894
	男	29,603	33,620	32,748	37,932	32,177	38,343	30,469	36,721	28,243	34,087	26,690	32,640
	女	28,016	34,520	31,471	39,277	30,298	38,610	28,543	36,556	26,582	34,108	25,428	32,254
新北市	計	9,485	10,536	11,522	12,908	11,298	13,046	9,943	11,258	8,767	10,946	7,214	9,634
	男	4,856	5,278	5,975	6,486	5,887	6,599	5,179	5,684	4,554	5,512	3,704	4,938
	女	4,629	5,258	5,547	6,422	5,411	6,447	4,764	5,574	4,213	5,434	3,510	4,696
臺北市	計	8,119	7,909	8,767	8,959	8,163	8,819	7,647	8,479	7,197	8,013	6,742	7,732
	男	4,194	4,012	4,214	4,235	4,218	4,480	3,951	4,299	3,711	4,102	3,454	4,014
	女	3,925	3,897	4,553	4,724	3,945	4,339	3,696	4,180	3,486	3,911	3,288	3,718
桃園市	計	3,204	3,689	3,332	3,950	3,320	3,877	3,669	4,145	3,837	4,209	4,166	4,502
	男	1,674	1,805	1,722	1,934	1,705	1,944	2,012	2,248	1,981	2,133	2,155	2,289
	女	1,530	1,884	1,610	2,016	1,615	1,933	1,657	1,897	1,856	2,076	2,011	2,213
臺中市	計	4,034	4,934	5,713	7,027	7,181	8,670	7,367	8,749	7,111	8,353	7,857	8,968
	男	2,030	2,358	2,943	3,447	3,686	4,277	3,780	4,355	3,670	4,141	4,033	4,471
	女	2,004	2,576	2,770	3,580	3,495	4,393	3,587	4,394	3,441	4,212	3,824	4,497
臺南市	計	3,422	4,917	3,923	5,535	3,675	5,472	3,344	5,090	2,895	4,248	2,748	4,038
	男	1,725	2,352	1,970	2,669	1,873	2,651	1,699	2,473	1,473	2,098	1,387	2,007
	女	1,697	2,565	1,953	2,866	1,802	2,821	1,645	2,617	1,422	2,150	1,361	2,031
高雄市	計	9,306	11,236	10,674	12,884	9,988	12,628	9,299	11,937	8,425	10,778	7,136	9,455
	男	4,797	5,450	5,504	6,313	5,130	6,307	4,735	5,945	4,323	5,327	3,661	4,710
	女	4,509	5,786	5,170	6,571	4,858	6,321	4,564	5,992	4,102	5,451	3,475	4,745
宜蘭縣	計	1,487	1,667	1,546	1,574	1,498	1,470	1,294	1,355	1,008	1,109	971	1,084
	男	747	781	793	750	774	738	662	678	527	571	491	546
	女	740	886	753	824	724	732	632	677	481	538	480	538
新竹縣	計	1,156	1,126	1,305	1,224	1,224	1,269	1,059	1,167	993	1,018	952	967
	男	565	607	650	608	612	624	515	585	499	533	471	496
	女	591	519	655	616	612	645	544	582	494	485	481	471
苗栗縣	計	1,167	1,471	1,432	1,720	1,316	1,629	1,209	1,583	1,141	1,401	1,033	1,325
	男	593	717	738	832	679	791	608	786	559	700	508	651
	女	574	754	694	888	637	838	601	797	582	701	525	674
彰化縣	計	1,349	2,409	1,289	2,526	1,279	2,504	1,251	2,489	1,052	2,300	1,043	2,169
	男	710	1,173	685	1,241	674	1,241	648	1,242	562	1,143	559	1,097

區域別	2011		2012		2013		2014		2015		2016		
	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	
	女	639	1,236	604	1,285	605	1,263	603	1,247	490	1,157	484	1,072
南投縣	計	975	1,826	940	1,815	836	1,694	731	1,591	750	1,402	704	1,128
	男	490	888	455	884	405	833	363	782	369	706	339	570
	女	485	938	485	931	431	861	368	809	381	696	365	558
雲林縣	計	2,344	2,586	2,197	2,670	2,038	2,600	1,912	2,795	1,858	2,636	1,847	2,520
	男	1,229	1,316	1,073	1,325	998	1,289	986	1,372	936	1,293	914	1,256
	女	1,115	1,270	1,124	1,345	1,040	1,311	926	1,423	922	1,343	933	1,264
嘉義縣	計	444	766	518	870	523	849	537	811	547	819	530	809
	男	225	338	266	390	279	401	272	385	281	391	278	388
	女	219	428	252	480	244	448	265	426	266	428	252	421
屏東縣	計	3,695	4,915	3,325	4,744	2,858	4,083	2,763	3,894	2,763	3,665	2,899	3,617
	男	1,944	2,406	1,721	2,359	1,508	2,004	1,474	1,935	1,478	1,809	1,528	1,810
	女	1,751	2,509	1,604	2,385	1,350	2,079	1,289	1,959	1,285	1,856	1,371	1,807
臺東縣	計	3,101	3,038	3,174	3,224	2,969	3,076	2,767	2,860	2,332	2,348	2,033	2,066
	男	1,623	1,598	1,673	1,679	1,571	1,576	1,463	1,468	1,227	1,183	1,077	1,030
	女	1,478	1,440	1,501	1,545	1,398	1,500	1,304	1,392	1,105	1,165	956	1,036
花蓮縣	計	1,606	1,902	1,605	1,960	1,460	1,729	1,709	1,826	1,744	1,813	1,829	1,835
	男	832	949	820	971	752	838	873	885	888	899	923	913
	女	774	953	785	989	708	891	836	941	856	914	906	922
澎湖縣	計	507	658	638	775	471	677	394	578	264	462	244	412
	男	238	330	313	387	228	344	192	285	124	234	122	196
	女	269	328	325	388	243	333	202	293	140	228	122	216
基隆市	計	1,017	1,158	1,008	1,239	1,247	1,373	962	1,221	969	1,236	1,008	1,251
	男	512	567	518	612	599	665	467	597	475	589	495	604
	女	505	591	490	627	648	708	495	624	494	647	513	647
新竹市	計	738	779	751	900	694	830	678	813	648	796	669	765
	男	377	382	378	439	356	410	358	398	342	389	343	354
	女	361	397	373	461	338	420	320	415	306	407	326	411
嘉義市	計	353	490	434	552	348	504	377	496	397	495	378	494
	男	181	253	276	298	193	260	175	252	191	260	183	237
	女	172	237	158	254	155	244	202	244	206	235	195	257
金門縣	計	95	106	107	127	77	124	85	117	99	122	86	105
	男	54	50	52	62	43	58	49	57	58	60	50	51
	女	41	56	55	65	34	66	36	60	41	62	36	54
連江縣	計	15	22	19	26	12	30	15	23	28	26	29	18

區域別	2011		2012		2013		2014		2015		2016	
	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲	未滿 12 歲	12-17 歲
男	7	10	9	11	7	13	8	10	15	14	15	12
女	8	12	10	15	5	17	7	13	13	12	14	6

資料來源：衛生福利部



## 英文回應

81. The target of annual demographic and health statistic of indigenous peoples published by CIP ranges from age 0 to 14. Currently, we are unable to provide information of age 0 to 17; however, the data will be included after it is deemed feasible by the commission case of 2018. According to 2013 Health Statistics of Taiwan Indigenous Peoples, the analysis of the main cause of indigenous peoples' death shows that the crude death rate of men in group of age 0-14 was 73.6 per 100,000 population while 63.7 per 100,000 population for women in the same age group. The results also shows that in the rest age groups, men's crude death rate are commonly higher than women's.

### *Attachment 6-1*

82. There are no indigenous/non-indigenous information in cause of death, so this category in Attachment 6-1 is not available. The Department of Statistics, MOHW, have provided gender and county information in attachment 6-1 (Table 14-15).

### *Attachment 6-2*

83. Numbers and percentages of children and youth with disability in 2016 have been included in Attachment 6-2 (Table 16). In addition, indigenous and non-indigenous identities are included in 2016, but cross analysis statistics regarding identities, ages of disabilities and categories are not available, yet, it is still under discussion whether they may be included in the future or not.

### *Attachment 6-3*

84. The classification of the enrollment of physical and mental disabled children based on their gender, the geographic region and indigenous and non-indigenous identities are shown in Table 17-20 (updated with the correct version on the Special Education Transmit Net (SET) website).

### *Attachment 6-4*

85. Number of students with disabilities aged 15-18 receiving vocational training has been categorized by gender. And the statistics of the vocational education has been crosschecked with the information offered on SET website and are updated with the data of 2013-2015, as Table 21. However no statistics based on their gender, the geographic region and indigenous and non-indigenous identities are provided.

### *Attachment 6-5*

86. Numbers of for children and youth with disabilities are shown in Table 22, including details such as numbers of beneficiaries and amounts of subsidies from each municipality, county (city); numbers of indigenous people are yet included and starting from 2014, statistics on gender was included.

*Attachment 6-6*

87. Attachment 6-6 is statistics on children and youth with disabilities placed in welfare institutes exclusively for disabilities; the current statistics are classified and collected based on numbers of disabilities placed in welfare institutions, age, gender, individual's impairment level and institutes' location. Starting from 2016, township and town will be added in institutional profile; there is no distinction between ethnic groups, yet, as for distinction between indigenous and non-indigenous people, it is still under discussion whether it may be included in the future or not.

*Attachment 6-7*

88. Attachment 6-7 is statistics on children and youth with disabilities placed in placement institutions and statistics on gender, county and city are listed in Table 23; numbers of aboriginals are not included, yet, it is still under discussion whether it may be included in the future or not.

*Attachment 6-8*

89. Attachment 6-8 is statistics on children and youth with disabilities in foster care and statistics on county and city are listed in Table 24; gender and numbers of indigenous people of disabilities placed in children and youth placement institutions are not included, yet, it is still under discussion whether they may be included in the future or not.

*Attachment 6-9*

90. Attachment 6-9 is statistics on supportive measures for parents of children and youth with disabilities; the statistics are classified and collected based on numbers of children and youth with disabilities who benefited from supportive measures and gender; geographical location (urban/rural) and indigenous or non-indigenous people are not listed, yet, it is under discussion whether they may be included in the future or not.

*Attachment 6-10*

91. According to the utilization rate of prenatal examinations in 2015, the national average utilization rate of 10 prenatal examinations was 94.8%. In addition, when disaggregated according to the maternal residence into cities and counties, the highest utilization rate was 97.4% in Changhua County, and lowest was 91.6% in Taipei City. There was no significant difference between counties and cities. The data source used was National Health Insurance Medical Reimbursement database and National Birth Registry database that does not register indigenous identities, thus, it is impossible to distinguish between indigenous and non-indigenous people.

*Attachment 6-11*

92. In 2015, the utilization rate of subsidies for prenatal genetic screening for high risk group

pregnant women was 75.3%. The data source used was National Genetic Diagnostic System that does not register aborigines status, thus, it is impossible to distinguish between indigenous and non-indigenous people.

*Attachment 6-12*

93. Taiwan Centers for Disease Control (CDC) provides routine immunizations for all children in Taiwan, regardless of gender. Therefore, the immunization coverage rate is no different between genders. The national and subnational immunization coverage rates are published annually on the website of the MOHW. Because the identity of indigenous people is not specified in the National Immunization Information System (NIIS), the immunization coverage rates of indigenous and non-indigenous people are unavailable.

*Attachment 6-13*

94. In 2015, the newborn hearing screening rate was 97.8%. There was no significant difference by county and gender. The data source used was Maternal and Child Health Management System that does not register indigenous identities, thus, it is impossible to distinguish between indigenous and non-indigenous people.

*Attachment 6-14*

95. In 2015, the coverage rate of screening for congenital metabolic disorders in newborns was 99.8%. There were no significant difference in statistics by county and gender. The data source used was Maternal and Child Health Management System that does not register indigenous identities, thus, it is impossible to distinguish between indigenous and non-indigenous people.

*Attachment 6-15*

96. In 2015, the utilization rate of children's preventive health checkups was 78.34%. The lowest utilization rate was 56.25% in Taitung County and highest was 81.31% is Yilan County. The data source used was Children's Health Management System that does not register indigenous identities, thus, it is impossible to distinguish between indigenous and non-indigenous people.

*Attachment 6-16*

97. In 2015, the screening rate for eyesight, strabismus and amblyopia in preschool children was 99.8%. There was no significant difference by county and gender. The data used was provided by the local health bureau's report that cannot distinguish people between indigenous and non-indigenous.

*Attachment 6-17*

98. In relation to data concerning the health of children (Attachment 6-17), provided 2011 till

2015 Number of Children and Youth Covered by national health insurance. (According to attributes by gender and geographical location. Refer to Table 25)

*Attachment 6-18*

99. In relation to Attachment 6-18 Beneficiaries receiving National Pension payment for surviving family members, there is no distinguishing data according to geographical location and indigenous and non-indigenous people.

*Attachment 6-19*

100. In relation to data concerning low-income households and low-to-middle income households children (Attachment 6-19), data on gender and geographical location are shown in Table 26-27. There is no statistics on indigenous children.

Table 14

## Statistics on Unnatural Deaths of Children and Youth

Unit: persons

Year	Total			Deaths from Accidents										Deaths from Suicide	Deaths from Homicide	Others
				Traffic Accidents		Poisoning	Falling	Burning by Fire	Drowning	Accidents Related to Breathing	Exposure to Natural Forces	Other Unspecified Accidents Not Related to Traffic Accidents and Their Sequela				
	Total	Male	Female	Auto-mobile Accidents												
2011	344	234	110	287	158	148	6	27	7	41	33	1	14	24	15	18
2012	376	242	134	290	146	139	1	17	13	59	44	-	10	30	29	27
2013	328	200	128	269	145	139	4	15	12	41	39	-	13	20	17	22
2014	328	211	117	275	136	123	6	14	13	36	52	-	18	14	16	23
2015	272	186	86	205	94	83	6	14	11	22	42	1	15	23	31	13

Source: Ministry of Health and Welfare

Table 15

## Statistics on Unnatural Deaths of Children and Youth by County/City

Unit: person

County/City	2011					2012					2013					2014					2015				
	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others
Total	344	287	24	15	18	376	290	30	29	27	328	269	20	17	22	328	275	14	16	23	272	205	23	31	13
New Taipei City	60	43	8	6	3	53	36	6	6	5	44	37	1	2	4	48	37	3	6	2	35	27	4	2	2
Taipei City	14	12	1	-	1	22	13	4	2	3	21	14	3	3	1	19	13	2	3	1	17	12	2	3	-
Taoyuan City	31	25	2	1	3	36	26	5	1	4	37	30	3	-	4	36	32	1	2	1	24	15	2	5	2
Taichung City	43	37	1	2	3	31	23	1	4	3	35	25	6	2	2	28	20	2	1	5	33	24	3	5	1
Tainan City	22	19	2	-	1	23	18	1	2	2	31	27	2	-	2	16	15	1	-	-	12	9	-	2	1
Kaohsiung City	34	25	4	2	3	46	39	1	3	3	36	31	1	1	3	39	32	3	2	2	35	26	6	2	1
Yilan County	8	8	-	-	-	8	7	1	-	-	8	7	-	1	-	12	12	-	-	-	8	5	-	2	1
Hsinchu County	16	15	1	-	-	20	15	1	3	1	13	11	-	1	1	15	13	-	-	2	13	9	-	3	1

County/City	2011					2012					2013					2014					2015				
	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others	Total	Deaths from Accidents	Deaths from Suicide	Deaths from Homicide	Others
Miaoli County	16	14	-	-	2	20	17	1	1	1	16	11	-	3	2	13	8	-	2	3	6	5	-	1	-
Changhua County	17	17	-	-	-	27	26	-	1	-	18	16	-	1	1	15	14	1	-	-	13	12	1	-	-
Nantou County	12	8	3	1	-	18	16	-	-	1	12	12	-	-	-	8	7	-	-	1	12	9	2	1	-
Yunlin County	14	12	1	1	-	8	5	-	3	-	13	9	1	1	2	14	11	-	-	3	3	3	-	-	-
Chiayi County	5	5	-	-	-	8	7	-	-	-	7	7	-	-	-	16	16	-	-	-	8	6	1	-	1
Pingtung County	21	21	-	-	-	20	14	-	-	4	10	9	1	-	-	16	16	-	-	-	14	12	-	2	-
Taitung County	8	8	-	-	-	6	3	-	1	-	4	4	-	-	-	5	5	-	-	-	10	9	-	-	1
Hualien County	4	4	-	-	-	10	9	-	1	-	10	10	-	-	-	5	4	-	-	1	8	6	-	-	2
Penghu County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	7	1	-	-	-	-	-	-	-
Keelung City	7	3	-	2	2	9	7	-	-	-	3	3	-	-	-	6	6	-	-	-	10	8	1	1	-

<i>County/City</i>	<i>2011</i>					<i>2012</i>					<i>2013</i>					<i>2014</i>					<i>2015</i>				
	<i>Total</i>	<i>Deaths from Accidents</i>	<i>Deaths from Suicide</i>	<i>Deaths from Homicide</i>	<i>Others</i>	<i>Total</i>	<i>Deaths from Accidents</i>	<i>Deaths from Suicide</i>	<i>Deaths from Homicide</i>	<i>Others</i>	<i>Total</i>	<i>Deaths from Accidents</i>	<i>Deaths from Suicide</i>	<i>Deaths from Homicide</i>	<i>Others</i>	<i>Total</i>	<i>Deaths from Accidents</i>	<i>Deaths from Suicide</i>	<i>Deaths from Homicide</i>	<i>Others</i>	<i>Total</i>	<i>Deaths from Accidents</i>	<i>Deaths from Suicide</i>	<i>Deaths from Homicide</i>	<i>Others</i>
Hsinchu City	9	9	-	-	-	6	5	-	1	-	5	2	2	1	-	7	5	-	-	2	8	5	1	2	-
Chiayi City	3	2	1	-	-	5	4	-	-	-	3	2	-	1	-	-	-	-	-	-	2	2	-	-	-
Kinmen County	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	2	2	-	-	-	1	1	-	-	-
Lienchiang County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: Ministry of Health and Welfare



Table 16

**Statistics on Children and Youth with Disabilities and Breakdown of Disabilities by Category**

Unit: person, %

Year \ Category	Total		Visual Disabilities		Hearing Disabilities		Balance Disabilities		Speech or Language Disabilities		Physical Disabilities		Intellectual Disabilities		Organ Dysfunction		Face Injury	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
2011	61,833		1,377	2.23	3,427	5.54	38	0.06	1,677	2.71	6,038	9.77	23,228	37.57	3,098	5.01	269	0.44
2012	62,051		1,338	2.16	3,329	5.36	37	0.06	1,449	2.34	5,957	9.60	22,804	36.75	2,940	4.74	179	0.29
2013	59,570		1,243	2.09	3,194	5.36	29	0.05	1,327	2.23	5,726	9.61	20,970	35.20	2,815	4.73	149	0.25
2014	58,737		1,140	1.94	3,158	5.38	34	0.06	1,300	2.21	5,550	9.45	20,182	34.36	2,739	4.66	139	0.24
2015	56,885		1,054	1.85	3,107	5.46	31	0.05	1,393	2.45	5,264	9.25	18,871	33.17	2,620	4.61	140	0.25
2016	55,442		1,003	1.81	3,111	5.61	30	0.05	1,392	2.51	4,892	8.82	17,536	31.63	2,481	4.47	137	0.25%
Year \ Category	persistent Vegetative State		Dementia		Autism		Chronic Psychosis		Multiple Disabilities		Refractory Epilepsy		Disabilities Caused by Rare Disease		Other Disabilities		Under the new system, Disabilities that Cannot be Categorized by the Old System	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
2011	63	0.10	7	0.01	8,707	14.08	283	0.46	10,202	16.50	419	0.68	803	1.30	2,197	3.55	-	-
2012	59	0.10	15	0.02	9,635	15.53	369	0.59	9,831	15.84	419	0.68	940	1.51	1,994	3.21	756	1.22
2013	65	0.11	24	0.04	9,340	15.68	376	0.63	9,583	16.09	340	0.57	1,030	1.73	1,667	2.80	1,692	2.84
2014	59	0.10	18	0.03	9,069	15.44	344	0.59	9,526	16.22	315	0.54	1,066	1.81	1,503	2.56	2,595	4.42
2015	50	0.09	22	0.04	8,334	14.65	261	0.46	9,820	17.26	276	0.49	1,070	1.88	1,336	2.35	3,236	5.69
2016	47	0.08	18	0.03	8,096	14.60	219	0.40%	9,676	17.45	246	0.44	1,057	1.91	1,212	2.19	4,289	7.74

Source: Ministry of Health and Welfare

Note: “%” indicates the *percentage* of people in each disability category compared to the total number of children and youth with disabilities in the same year.

Table 17

**Statistics on the Schooling of Children and Youth with Disabilities**

Unit: person

<i>School Year</i>	<i>Regular Schools</i>				<i>Special Education Schools</i>				<i>Schooling at Home</i>			
	<i>Total</i>	<i>Primary level</i>	<i>Junior high level</i>	<i>High level and vocational senior level</i>	<i>Total</i>	<i>Primary level</i>	<i>Junior high level</i>	<i>High level and vocational senior level</i>	<i>Total</i>	<i>Primary level</i>	<i>Junior high level</i>	<i>High level and vocational senior level</i>
2011	84,806	41,891	25,129	17,786	6,572	779	1,164	4,629	1,182	726	456	0
	18.08%				1.40%				0.25%			
2012	85,911	41,962	25,217	18,732	6,500	750	1,201	4,549	1,105	654	451	0
	3.28%				0.25%				0.04%			
2013	87,017	41,331	26,678	19,008	6,447	730	1,196	4,521	992	577	415	0
	3.45%				0.26%				0.04%			
2014	87,630	41,299	27,038	19,293	6,197	723	1,190	4,284	946	534	412	0
	3.05%				0.22%				0.03%			
2015	86,992	40,951	26,592	19,449	5,994	669	1,046	4,279	813	461	352	0
	3.16%				0.22%				0.03%			
2016	86,771	40,246	25,805	20,720	5,948	648	967	4,333	849	429	289	131
	3.29%				0.23%				0.03%			

*Source:* Ministry of Education

Note: A “school year” in Taiwan is made up of two semesters and begins in August and ends in July the next year. For instance, the 2011 school year began in August 2011 and ended in July 2012.

Table 18

**Education at Different Levels, by Gender**

Unit: person

School Year	<i>Regular schools</i>											
	<i>Sub-total</i>			<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>		
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2012	85,911	57,486	28,425	41,962	28,233	13,729	25,217	16,832	8,385	18,732	12,421	6,311
2013	87,017	58,619	28,398	41,331	28,018	13,313	26,678	17,931	8,747	19,008	12,670	6,338
2014	87,630	59,464	28,166	41,299	28,125	13,174	27,038	18,303	8,735	19,293	13,036	6,257
2015	86,992	59,379	27,613	40,951	28,054	12,897	26,592	18,011	8,581	19,449	13,314	6,135
2016	86,771	59,643	27,128	40,246	27,748	12,498	25,805	17,620	8,185	20,720	14,275	6,445

School Year	<i>Special education schools</i>											
	<i>Sub-total</i>			<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>		
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2012	6,500	3,944	2,556	750	462	288	1,201	733	468	4,549	2,749	1,800
2013	6,447	4,007	2,440	730	463	267	1,196	720	476	4,521	2,824	1,697
2014	6,197	3,874	2,323	723	460	263	1,190	743	447	4,284	2,671	1,613
2015	5,994	3,718	2,276	669	432	237	1,046	656	390	4,279	2,630	1,649
2016	5,948	3,677	2,271	648	421	227	967	610	357	4,333	2,646	1,687

School Year	<i>Schooling at home</i>											
	<i>Sub-total</i>			<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>		
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
2012	1,105	600	505	654	352	302	451	248	203	0	0	0
2013	992	526	466	577	311	266	415	215	200	0	0	0
2014	946	504	442	534	283	251	412	221	191	0	0	0
2015	813	451	362	461	259	202	352	192	160	0	0	0
2016	863	467	396	440	239	201	292	159	133	131	69	62

Source: Ministry of Education

Table 19

**Statistics of Physically or Mentally Disabled Students from Primary School to Senior High and Vocational Schools in School Year 2016**

Unit: person

No. County/city	Primary level			Junior high level			High level and vocational senior level			Regular schools total	Special education schools total	Total student number
	Regular schools	Special education schools	Sub-total	Regular schools	Special education schools	Sub-total	Regular schools	Special education schools	Sub-total			
New Taipei City	5,575	4	5,579	3,612	8	3,620	2,536	381	2,917	11,723	393	12,116
Taipei City	3,799	79	3,878	2,157	127	2,284	2,871	492	3,363	8,827	698	9,525
Taoyuan City	4,175	0	4,175	3,335	48	3,383	2,588	411	2,999	10,098	459	10,557
Taichung City	4,650	98	4,748	2,197	110	2,307	1,801	682	2,483	8,648	890	9,538
Tainan City	2,555	64	2,619	1,888	97	1,985	1,666	308	1,974	6,109	469	6,578
Kaohsiung City	5,469	95	5,564	3,229	122	3,351	2,250	443	2,693	10,948	660	11,608
Yilan County	521	0	521	509	19	528	433	99	532	1,463	118	1,581
Hsinchu County	1,258	40	1,298	860	21	881	537	171	708	2,655	232	2,887
Miaoli County	1,201	0	1,201	907	23	930	776	106	882	2,884	129	3,013
Changhua County	2,250	79	2,329	1,302	128	1,430	949	398	1,347	4,501	605	5,106
Nantou County	875	24	899	662	26	688	415	98	513	1,952	148	2,100
Yunlin County	1,212	44	1,256	1,000	39	1,039	708	114	822	2,920	197	3,117
Chiayi County	829	0	829	502	0	502	314	0	314	1,645	0	1,645
Pingtung County	2,121	25	2,146	1,034	30	1,064	634	139	773	3,789	194	3,983
Taitung County	594	16	610	371	30	401	246	64	310	1,211	110	1,321

<i>No.</i> <i>County/city</i>	<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>			<i>Regular schools total</i>	<i>Special education schools total</i>	<i>Total student number</i>
	<i>Regular schools</i>	<i>Special education schools</i>	<i>Sub-total</i>	<i>Regular schools</i>	<i>Special education schools</i>	<i>Sub-total</i>	<i>Regular schools</i>	<i>Special education schools</i>	<i>Sub-total</i>			
Hualian County	590	26	616	503	46	549	345	102	447	1,438	174	1,612
Penghu County	174	0	174	116	0	116	72	0	72	362	0	362
Keelung City	462	6	468	321	16	337	280	135	415	1,063	157	1,220
Hsinchu City	1,259	0	1,259	893	0	893	797	0	797	2,949	0	2,949
Chiayi City	540	48	588	316	77	393	408	190	598	1,264	315	1,579
Kinmen County	122	0	122	76	0	76	84	0	84	282	0	282
Lianjiang County	15	0	15	15	0	15	10	0	10	40	0	40
Total	40,246	648	40,894	25,805	967	26,772	20,720	4,333	25,053	86,771	5,948	92,719

Source: Ministry of Education

Table 20

**Statistics of Different Education Levels, by Indigenous/Non-indigenous People**

Unit: person

School year	<i>Regular schools</i>											
	<i>Sub-total</i>			<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>		
	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>
2012	85,911	82,600	3,311	41,962	40,314	1,648	25,217	24,171	1,046	18,732	18,115	617
2013	87,017	83,623	3,394	41,331	39,645	1,686	26,678	25,591	1,087	19,008	18,387	621
2014	87,630	84,211	3,419	41,299	39,649	1,650	27,038	25,940	1,098	19,293	18,622	671
2015	86,992	83,638	3,354	40,951	39,403	1,548	26,592	25,437	1,155	19,449	18,798	651
2016	86,771	83,354	3,417	40,246	38,702	1,544	25,805	24,633	1,172	20,720	20,019	701
School year	<i>Special education schools</i>											
	<i>Sub-total</i>			<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>		
	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>
2012	6,500	6,212	288	750	705	45	1,201	1,130	71	4,549	4,377	172
2013	6,447	6,155	292	730	684	46	1,196	1,120	76	4,521	4,351	170
2014	6,197	5,891	306	723	681	42	1,190	1,106	84	4,284	4,104	180
2015	5,994	5,690	304	669	628	41	1,046	968	78	4,279	4,094	185
2016	5,948	5,630	318	648	608	40	967	892	75	4,333	4,130	203
School year	<i>Schooling at home</i>											
	<i>Sub-total</i>			<i>Primary level</i>			<i>Junior high level</i>			<i>High level and vocational senior level</i>		
	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>	<i>Total</i>	<i>General</i>	<i>Indigenous</i>
2012	1,105	1,058	47	654	627	27	451	431	20	0	0	0
2013	992	942	50	577	546	31	415	396	19	0	0	0
2014	946	899	47	534	505	29	412	394	18	0	0	0
2015	813	779	34	461	447	14	352	332	20	0	0	0
2016	863	827	36	440	430	10	292	274	18	131	123	8

Source: Ministry of Education

Table 21

**Statistics on Individuals with Disabilities Between the Ages of 15 and 18 Receiving Vocational Training or Attending Special Vocational Training Classes**

Unit: person

<i>Year</i>	<i>Vocational Schools</i>		<i>Vocational Training class</i>	
	<i>Vocational Senior School</i>	<i>School of Special Education</i>	<i>Male</i>	<i>Female</i>
2011	11,517	4,629	24	12
2012	11,997	4,549	16	11
2013	13,087	4,521	14	12
2014	13,489	4,284	19	18
2015	14,342	4,279	16	11
2016	15,274	4,333	13	14

*Source:* Ministry of Education, Ministry of Labor

Table 22

## Statistics on Living Subsidies for Children and Youth with Disabilities (part I)

Unit: person/time, person, NT\$1000

County/City	2011			2012			2013			2014				
	Total (person/time)	Average number, monthly	Budget	Total (person/time)	Average number, monthly	Budget	Total (person/time)	Average number, monthly	Budget	Total (person/time)	Average number, monthly	Male	Female	Budget
New Taipei City	30,186	2,516	121,323	30,964	2,580	148,910	30,628	2,552	147,679	29,937	2,495	17,904	12,033	143,651
Taipei City	7,501	625	39,272	8,071	673	49,210	8,141	678	49,296	8,168	681	4,829	3,339	49,133
Taoyuan City	13,736	1,145	53,662	13,878	1,157	63,845	13,289	1,107	61,477	13,092	1,091	7,908	5,184	60,607
Taichung City	26,744	2,229	103,988	27,573	2,298	128,220	24,739	2,062	120,643	24,239	2,020	14,580	9,659	117,668
Tainan City	22,359	1,863	89,048	22,500	1,875	106,044	21,758	1,813	102,522	21,241	1,770	12,893	8,348	100,433
Kaohsiung City	33,849	2,821	139,478	32,968	2,747	161,877	31,441	2,620	155,433	30,722	2,560	18,564	12,158	152,297
Yilan County	5,749	479	23,474	5,430	453	26,420	5,244	437	25,789	5,104	425	3,052	2,053	24,978
Hsinchu County	3,742	312	15,061	3,423	285	16,442	3,347	279	16,032	3,334	278	2,097	1,238	16,017
Miaoli County	7,773	648	31,061	7,177	598	34,504	6,728	561	33,038	6,455	538	4,001	2,455	31,584



County/City	2011			2012			2013			2014				
	Total (person/time)	Average number, monthly	Budget	Total (person/time)	Average number, monthly	Budget	Total (person/time)	Average number, monthly	Budget	Total (person/time)	Average number, monthly	Male	Female	Budget
Changhua County	14,976	1,248	59,286	15,123	1,260	70,932	14,523	1,210	69,209	14,290	1,191	8,793	5,498	67,772
Nantou County	8,078	673	33,082	7,573	631	36,784	7,395	616	35,729	6,936	578	4,342	2,594	33,693
Yunlin County	10,498	875	43,505	10,550	879	51,469	10,251	854	50,190	10,315	860	6,395	3,920	50,653
Chiayi County	8,523	710	32,513	8,410	701	38,035	8,054	671	36,749	7,829	652	5,066	2,763	35,644
Pingtung County	14,838	1,237	62,457	14,749	1,229	72,541	13,322	1,110	66,952	12,833	1,069	8,037	4,796	64,091
Taitung County	4,497	375	19,836	4,457	371	23,382	4,074	340	22,491	3,991	333	2,589	1,402	21,543
Hualien County	6,101	508	24,844	5,921	493	28,473	5,658	472	27,477	5,523	460	3,476	2,047	26,906
Penghu County	1,712	143	7,697	1,586	132	8,434	1,528	127	8,002	1,480	123	942	538	7,698
Keelung City	5,157	430	19,921	5,135	428	23,615	4,934	411	22,733	4,863	405	2,850	2,013	22,484
Hsinchu City	2,857	238	11,423	2,936	245	14,031	2,872	239	13,891	2,774	231	1,639	1,135	13,468
Chiayi	3,110	259	12,505	3,096	258	14,546	2,920	243	13,925	2,812	234	1,727	1,085	13,410

<i>County/City</i>	<i>2011</i>			<i>2012</i>			<i>2013</i>			<i>2014</i>				
	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Budget</i>	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Budget</i>	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Budget</i>	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>
<i>City</i>														
<i>Kinmen County</i>	239	20	1,084	248	21	1,309	244	20	1,268	241	20	158	83	1,270
<i>Lienchiang County</i>	24	2	118	23	2	131	22	2	126	23	2	15	8	126
<i>Total</i>	232,249	19,354	944,638	231,791	19,316	1,119,154	221,112	18,426	1,080,651	216,202	18,017	131,857	84,349	1,055,126

**Statistics on Living Subsidies for Children and Youth with Disabilities (part II)**

<i>County/City</i>	<i>2015</i>					<i>2016</i>				
	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>
New Taipei City	29,017	2,418	17,410	11,607	138,505	28,139	2,345	16,892	11,247	138,350
Taipei City	8,029	669	4,752	3,278	47,878	7,864	655	4,668	3,196	48,322
Taoyuan City	12,745	1,062	7,520	5,225	59,497	12,718	1,060	7,656	5,062	61,377
Taichung City	23,263	1,939	13,985	9,278	113,802	22,812	1,901	13,702	9,111	115,994
Tainan City	20,298	1,692	12,303	7,995	96,125	19,667	1,639	11,801	7,866	96,868
Kaohsiung City	29,169	2,431	17,627	11,542	144,498	27,844	2,320	16,831	11,012	142,715
Yilan County	4,743	395	2,826	1,917	22,976	4,588	382	2,745	1,843	22,938
Hsinchu County	3,219	268	2,015	1,204	15,371	3,104	259	1,931	1,173	15,327
Miaoli County	6,112	509	3,785	2,327	29,857	5,931	494	3,663	2,268	29,913
Changhua County	13,754	1,146	8,458	5,296	65,434	13,406	1,117	8,268	5,139	65,952

<i>County/City</i>	<i>2015</i>					<i>2016</i>				
	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>
Nantou County	6,709	559	4,195	2,514	32,393	6,089	507	3,809	2,280	30,412
Yunlin County	9,676	806	6,033	3,643	47,555	9,250	771	5,825	3,424	47,273
Chiayi County	7,436	620	4,805	2,631	33,964	7,158	597	4,609	2,549	33,968
Pingtung County	12,231	1,019	7,647	4,583	61,456	11,913	993	7,430	4,483	62,112
Taitung County	3,660	305	2,376	1,284	20,063	3,499	292	2,257	1,242	19,744
Hualien County	5,327	444	3,350	1,977	25,959	5,189	432	3,256	1,934	26,238
Penghu County	1,382	115	875	507	7,039	1,319	110	844	475	6,902
Keelung City	4,659	388	2,719	1,939	21,621	4,527	377	2,637	1,891	21,730
Hsinchu City	2,731	228	1,602	1,128	13,358	2,733	228	1,609	1,124	13,766
Chiayi City	2,703	225	1,651	1,052	12,953	2,603	217	1,584	1,020	12,994
Kinmen	234	20	153	81	1,218	227	19	142	85	1,228

<i>County/City</i>	<i>2015</i>					<i>2016</i>				
	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>	<i>Total (person/time)</i>	<i>Average number, monthly</i>	<i>Male</i>	<i>Female</i>	<i>Budget</i>
<i>County</i>										
<i>Lienchiang County</i>	24	2	16	8	135	22	2	16	6	129
<i>Total</i>	207,121	17,260	126,103	81,016	1,011,657	200,602	16,717	122,175	78,430	1,014,252

*Source:* Ministry of Health and Welfare

Note:

1. Starting from 2014, statistics on gender will be included.
2. Calculation of numbers of living subsidies for children and youth with disabilities, average number per month and budget are based on “the ratio of the population of disabilities who is under 17 years old to the total population of disabilities” in the current year.

Table 23

## Statistics on Disabilities Placed in Children and Youth Placement and Welfare Institutes (part I)

Unit: institute, bed, person

Year	2011						2012								2013							
	County/City	Number of Institutes	Number of Beds Approved	Persons Accommodated			Number of Institutes	Number of Beds Approved	Persons Accommodated				Number of Institutes	Number of Beds Approved	Persons Accommodated							
				Male	Female	Children or Youth with Disability Identification Cards			Children Aged 6 or Under with Developmental Delay	Male	Female	Children or Youth with Disability Identification Cards			Children Aged 6 or Under with Developmental Delay	Male	Female	Children or Youth with Disability Identification Cards	Children Aged 6 or Under with Developmental Delay			
New Taipei City	7	336	129	114	23	10	7	337	122	98	13	6	6	2	7	337	126	100	13	10	4	1
Taipei City	17	465	141	151	18	3	17	465	140	145	9	5	2	3	17	465	125	153	10	11	1	3
Taoyuan City	10	499	250	220	27	6	11	512	249	203	20	14	4	2	12	544	245	210	19	17	1	1
Taichung City	9	466	215	216	18	5	9	557	231	207	10	10	4	4	9	557	247	204	17	21	5	3
Tainan City	7	315	86	51	0	0	8	372	90	51	0	1	0	1	7	351	95	56	4	3	1	3
Kaohsiung City	18	653	310	235	42	1	18	633	293	236	23	21	5	1	18	633	296	243	22	27	4	1
Yilan County	4	158	54	65	7	0	4	158	64	60	5	4	1	1	4	158	47	60	6	6	1	1
Hsinchu County	4	110	58	40	2	0	4	114	55	44	1	2	0	0	4	114	49	38	2	2	0	0
Miaoli County	5	106	52	47	0	0	5	110	42	37	0	0	0	0	5	110	36	24	3	2	1	0
Changhua County	3	41	4	25	1	0	3	55	15	31	1	1	0	0	3	55	13	31	0	7	0	0
Nantou County	3	94	50	32	5	5	5	209	75	28	3	5	4	1	6	273	95	25	9	9	6	2
Yunlin County	3	138	53	67	7	0	3	138	53	66	3	4	0	0	3	138	46	58	4	1	0	0
Chiayi County	1	6	2	4	2	0	1	6	2	4	0	1	1	0	1	42	5	6	1	1	1	0
Pingtung County	8	288	104	94	6	0	8	260	114	91	4	5	0	0	10	316	124	106	6	4	0	0

Year	2011						2012								2013								
County/City	Number of Institutes	Number of Beds Approved	Persons Accommodated				Number of Institutes	Number of Beds Approved	Persons Accommodated						Number of Institutes	Number of Beds Approved	Persons Accommodated						
			Male	Female	Children or Youth with Disability Identification Cards	Children Aged 6 or Under with Developmental Delay			Male	Female	Children or Youth with Disability Identification Cards		Children Aged 6 or Under with Developmental Delay	Male			Female	Male	Female	Children or Youth with Disability Identification Cards	Children Aged 6 or Under with Developmental Delay	Male	Female
											Male	Female											
Taitung County	5	159	48	73	14	0	4	147	51	73	7	7	0	0	4	149	48	77	5	10	0	1	
Hualien County	8	305	166	104	6	3	8	305	156	92	5	5	3	1	8	305	143	91	18	11	3	4	
Penghu County	2	102	49	54	0	0	2	102	48	50	0	0	0	0	2	102	48	43	0	0	0	0	
Keelung City	1	23	4	18	0	0	1	23	6	17	0	0	0	0	1	23	9	11	1	0	0	0	
Hsinchu City	3	243	38	138	0	0	3	243	32	133	0	0	0	0	3	243	22	139	1	0	1	1	
Chiayi City	1	30	11	13	0	1	1	30	10	12	0	0	0	0	1	30	13	14	0	0	0	0	
Kinmen County	1	40	13	11	1	0	1	40	10	13	1	0	0	0	1	40	10	11	1	1	0	0	
Lienchiang County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	120	4,577	1,837	1,772	179	34	123	4,816	1,858	1,691	105	91	30	16	126	4,985	1,842	1,700	142	143	29	21	

**Statistics on Disabilities Placed in Children and Youth Placement and Welfare Institutes (part II)**

Year	2014								2015								
	County/City	Number of Institutes	Number of Beds Approved	Persons Accommodated				Number of Institutes	Number of Beds Approved	Persons Accommodated							
				Male	Female	Children or Youth with Disability Identification Cards				Children Aged 6 or Under with Developmental Delay		Male	Female	Children or Youth with Disability Identification Cards		Children Aged 6 or Under with Developmental Delay	
						Male	Female			Male	Female			Male	Female	Male	Female
New Taipei City	7	322	118	96	15	10	5	0	7	322	109	90	14	8	1	1	
Taipei City	16	478	137	146	11	15	2	0	17	488	139	125	8	13	2	0	
Taoyuan City	12	558	244	211	18	15	4	1	11	549	234	226	17	14	5	6	
Taichung City	8	517	217	174	21	23	3	2	8	517	227	190	18	16	3	2	
Tainan City	7	351	109	58	6	0	0	0	7	351	95	77	4	6	0	0	
Kaohsiung City	18	627	287	222	28	28	4	3	17	624	261	219	26	29	8	1	
Yilan County	4	153	44	56	5	5	1	1	4	185	48	57	7	4	0	0	
Hsinchu County	5	122	46	39	2	0	0	0	5	120	45	43	4	2	0	0	
Miaoli County	4	102	31	21	3	1	0	0	3	84	31	24	3	1	0	0	
Changhua County	3	55	15	24	0	4	0	0	3	55	15	24	0	4	0	0	
Nantou County	6	273	84	52	13	13	9	3	6	273	84	62	11	8	9	4	
Yunlin County	3	183	47	70	4	1	0	0	3	183	50	57	5	2	0	0	
Chiayi County	1	42	15	14	4	3	1	1	1	42	19	16	3	3	2	0	
Pingtung County	10	316	117	94	7	6	0	0	10	316	125	87	3	4	0	0	



Year	2014								2015								
	County/City	Number of Institutes	Number of Beds Approved	Persons Accommodated					Number of Institutes	Number of Beds Approved	Persons Accommodated						
				Male	Female	Children or Youth with Disability Identification Cards		Children Aged 6 or Under with Developmental Delay			Male	Female	Children or Youth with Disability Identification Cards		Children Aged 6 or Under with Developmental Delay		
						Male	Female	Male					Female	Male	Female	Male	Female
Taitung County	4	149	51	65	7	6	1	0	4	149	45	66	5	10	1	0	
Hualien County	8	305	159	85	18	5	4	4	8	305	143	92	16	10	5	3	
Penghu County	2	102	39	51	0	0	0	0	2	105	42	57	0	0	0	0	
Keelung City	1	23	12	9	1	0	0	0	1	23	12	10	1	0	0	0	
Hsinchu City	3	243	28	170	1	0	1	1	3	243	27	159	1	0	1	1	
Chiayi City	1	30	8	16	0	0	0	0	1	30	10	14	0	0	0	0	
Kinmen County	1	40	10	10	1	1	0	0	1	40	10	9	1	1	0	0	
Lienchiang County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	124	4,991	1,818	1,683	165	136	35	16	122	5,004	1,771	1,704	147	135	37	18	

Source: Ministry of Health and Welfare

Table 24

**Fostering Cases Regarding Children and Youth with Disability Identification Cards**

Unit: person

<i>County/City</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
New Taipei City	34	33	42	38
Taipei City	49	42	43	44
Taoyuan City	9	20	13	16
Taichung City	35	29	37	34
Tainan City	19	15	15	13
Kaohsiung City	42	45	39	49
Yilan County	13	13	14	15
Hsinchu County	0	1	2	3
Miaoli County	15	13	8	5
Changhua County	8	7	11	11
Nantou County	7	7	6	7
Yunlin County	9	8	9	9
Chiayi County	4	4	6	6
Pingtung County	14	23	22	21
Taitung County	18	17	20	19
Hualien County	15	8	4	5
Penghu County	0	0	0	0
Keelung City	4	7	5	2
Hsinchu City	1	1	5	4
Chiayi City	4	3	3	3
Kinmen County	0	0	0	0
Lienchiang County	0	0	0	0
Total	300	296	304	304

*Source:* Ministry of Health and Welfare

Table 25

## 2011-2015 Number of Children and Youth Covered by National Health Insurance (part I)

Unit: person

County/City	2011								2012								2013							
	Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance					
			Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
New Taipei City	313,749	287,410	4,866	2,806	1,962	1,846	232	236	308,615	283,128	4,756	2,658	1,829	1,738	161	173	301,137	276,202	4,686	2,595	1,790	1,703	96	140
Taipei City	390,627	358,599	5,995	3,239	382	404	48	58	385,867	354,572	5,996	3,117	364	358	59	76	380,532	349,532	5,919	3,018	331	352	56	53
Taoyuan City	208,988	191,428	3,284	1,991	2,674	2,320	81	86	205,104	188,254	3,232	1,924	2,672	2,355	90	75	201,201	184,201	3,187	1,879	2,624	2,335	77	109
Taichung City	267,722	246,955	4,200	2,587	1,205	1,092	78	72	263,693	243,414	3,994	2,385	1,041	956	73	75	258,041	238,413	3,954	2,344	1,021	948	25	30
Tainan City	163,089	150,008	2,214	1,433	189	187	4	4	159,410	146,311	2,140	1,339	167	187	13	10	154,046	141,501	2,078	1,244	177	179	14	24
Kaohsiung City	237,074	219,285	3,570	2,047	1,208	1,105	75	95	231,173	214,016	3,390	1,932	1,066	981	85	85	224,133	207,682	3,338	1,889	1,065	985	66	75
Yilan	42,964	39,368	845	509	543	450	19	30	41,313	37,688	795	452	523	436	52	51	39,840	36,191	739	446	501	404	13	27

County/City	2011								2012								2013								
	Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						
			Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
County																									
Hsinchu County	50,159	45,984	772	465	880	791	13	12	50,638	46,709	758	441	812	766	6	11	49,735	45,993	774	451	771	733	7	6	
Miaoli County	48,745	43,943	850	518	500	449	17	21	47,806	43,169	849	482	455	432	4	5	45,932	41,550	824	472	480	426	12	20	
Changhua County	126,515	114,887	1,884	1,212	188	202	10	8	123,083	111,762	1,791	1,109	144	164	26	32	118,719	107,800	1,733	1,071	148	146	13	9	
Nantou County	47,754	44,496	736	442	1,127	994	2	9	45,762	42,726	689	396	995	891	15	13	43,862	40,790	667	380	967	878	3	0	
Yunlin County	73,963	67,030	1,108	680	66	40	70	74	71,860	64,982	1,067	653	52	46	55	59	69,114	62,412	1,066	641	55	53	14	23	
Chiayi County	47,663	43,453	741	485	184	157	10	14	45,535	41,672	698	454	173	142	17	22	43,288	39,574	713	450	177	129	6	5	
Pingtung County	72,579	66,960	1,145	608	1,836	1,695	4	4	69,627	64,117	1,060	570	1,625	1,517	5	9	66,229	60,971	1,024	553	1,493	1,363	10	9	
Taitung County	20,710	19,120	274	156	2,814	2,528	1	1	19,907	18,392	272	172	2,451	2,221	1	0	19,178	17,680	275	161	2,306	2,098	1	1	

County/City	2011								2012								2013							
	Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance					
			Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Hualien County	30,066	27,662	561	348	3,832	3,393	22	19	28,974	26,537	526	300	3,570	3,133	8	12	27,855	25,452	474	263	3,350	2,944	5	6
Penghu County	8,222	7,499	116	64	10	8	4	10	7,985	7,303	117	56	7	4	15	11	7,747	7,016	117	58	9	7	3	2
Keelung City	27,445	25,423	536	308	368	330	3	2	26,212	24,257	488	288	328	298	5	5	24,839	22,967	478	272	294	305	4	5
Hsinchu City	66,943	61,058	886	480	158	124	14	7	66,740	60,790	833	456	155	118	14	8	66,935	60,925	849	438	147	110	7	8
Chiayi City	28,171	25,751	467	277	33	40	45	45	27,350	24,970	450	245	34	33	102	110	26,483	24,104	460	240	38	41	68	56
Kinmen County	6,085	5,538	97	85	18	23	5	8	6,165	5,541	98	82	22	19	2	0	6,162	5,577	111	75	20	24	8	5
Lienchiang County	787	697	16	8	3	3		2	785	684	14	7	4	4	1	3	768	681	14	6	1	4	3	2
Total	2,280,020	2,092,554	35,163	20,748	20,180	18,181	757	817	2,233,604	2,050,994	34,013	19,518	18,489	16,799	809	845	2,175,776	1,997,214	33,480	18,946	17,765	16,167	511	615

**2011-2015 Number of Children and Youth Covered by National Health Insurance (part II)**

Unit: person

County/City	2014								2015							
	Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance					
			Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
New Taipei City	294,724	270,842	4,579	2,455	1,810	1,735	118	118	286,715	263,176	4,882	2,517	1,687	1,696	93	83
Taipei City	375,222	345,300	5,767	2,852	337	326	53	58	370,155	341,117	5,889	2,958	330	310	45	38
Taoyuan City	197,592	180,998	3,129	1,760	2,652	2,437	70	70	194,364	178,408	3,210	1,780	2,693	2,429	90	124
Taichung City	252,312	232,936	3,742	2,168	960	959	47	48	246,158	227,433	3,784	2,156	994	956	18	17
Tainan City	148,143	136,867	2,007	1,126	194	181	11	22	144,068	132,671	2,067	1,183	208	187	32	27
Kaohsiung City	217,543	201,594	3,184	1,707	1,041	955	28	30	211,194	195,059	3,175	1,740	1,004	951	18	24
Yilan County	38,160	34,823	693	409	489	421	8	15	36,335	33,105	681	402	495	398	6	6
Hsinchu County	49,562	45,859	765	431	854	732	6	8	49,011	45,057	765	406	848	773	18	14
Miaoli County	44,222	40,017	796	450	461	435	16	14	42,991	38,841	788	429	445	412	6	3
Changhua County	114,199	103,880	1,686	1,032	151	137	8	6	110,028	100,045	1,555	983	140	137	13	16
Nantou County	41,800	38,854	625	358	965	864	0	1	39,965	36,998	599	359	946	869	3	2
Yunlin County	66,261	59,905	1,010	610	56	61	121	132	63,010	56,878	1,020	609	63	74	122	137
Chiayi County	41,211	37,526	692	433	194	140	14	16	38,963	35,402	685	405	192	144	14	14
Pingtung County	62,821	57,999	970	524	1,427	1,335	7	5	59,727	55,150	939	515	1,340	1,300	4	8
Taitung County	18,399	16,806	276	159	2,275	2,048	1	0	17,674	16,230	270	172	2,239	2,075	1	0

County/City	2014								2015							
	Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance						Insured Children and Youth		Number of Children and Youth Receiving Subsidies for Health Insurance					
			Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families				Children and Youth with Disabilities		Children and Youth from Indigenous Families		Children and Youth from Disadvantaged Families	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Hualien County	26,705	24,442	437	251	3,169	2,804	3	3	25,575	23,270	427	242	2,917	2,565	3	4
Penghu County	7,530	6,812	115	56	7	9	1	2	7,203	6,529	118	57	8	11	0	3
Keelung City	23,738	21,965	476	247	294	296	1	3	22,553	20,954	452	251	298	271	3	4
Hsinchu City	67,183	61,101	884	443	147	112	2	4	67,477	61,800	863	465	146	123	2	0
Chiayi City	25,541	23,094	454	229	34	41	82	92	24,647	22,356	450	233	28	38	40	53
Kinmen County	6,145	5,665	115	74	23	28	11	12	6,045	5,593	124	73	23	25	0	1
Lienchiang County	759	672	15	6	3	3	1	2	728	653	17	5	4	4	0	4
Total	2,119,772	1,947,957	32,417	17,780	17,543	16,059	609	661	2,064,586	1,896,725	32,760	17,940	17,048	15,748	531	582

Source: Ministry of Health and Welfare

Table 26

## 2012-2016 Number and Gender of Low-to-Middle Income Household Children

Unit: person

County/City		2012		2013		2014		2015		2016	
		Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years
Total	Subtotal	75,315	49,106	81,555	60,341	78,762	61,906	75,790	62,524	73,213	62,606
	Male	38,567	24,615	42,023	30,440	40,724	31,456	39,215	31,787	37,911	32,012
	Female	36,748	24,491	39,532	29,901	38,038	30,450	36,575	30,737	35,302	30,594
New Taipei City	Subtotal	5,985	3,664	6,495	4,770	6,316	4,999	5,770	4,855	5,504	4,933
	Male	3,132	1,801	3,423	2,427	3,310	2,532	2,964	2,458	2,849	2,478
	Female	2,853	1,863	3,072	2,343	3,006	2,467	2,806	2,397	2,655	2,455
Taipei City	Subtotal	2,002	916	2,184	1,195	2,182	1,350	2,078	1,414	2,084	1,521
	Male	1,059	455	1,162	610	1,145	719	1,112	736	1,114	806
	Female	943	461	1,022	585	1,037	631	966	678	970	715
Taoyuan County	Subtotal	1,345	1,217	1,573	1,521	1,399	1,439	1,171	1,153	1,234	1,193
	Male	693	608	836	759	737	690	631	564	640	592
	Female	652	609	737	762	662	749	540	589	594	601
Taichung City	Subtotal	7,186	4,878	8,067	5,776	7,912	5,724	8,038	5,817	8,361	5,646
	Male	3,628	2,482	4,071	2,945	4,019	2,925	4,127	2,994	4,332	2,892
	Female	3,558	2,396	3,996	2,831	3,893	2,799	3,911	2,823	4,029	2,754
Tainan City	Subtotal	6,748	5,378	7,023	6,292	6,558	5,939	6,060	5,732	5,804	5,643
	Male	3,459	2,729	3,602	3,168	3,409	3,016	3,133	2,862	2,970	2,845
	Female	3,289	2,649	3,421	3,124	3,149	2,923	2,927	2,870	2,834	2,798
Kaohsiung City	Subtotal	15,850	10,180	16,766	12,196	16,065	12,568	15,175	12,745	13,968	12,454
	Male	8,140	5,124	8,688	6,149	8,333	6,428	7,824	6,571	7,157	6,434
	Female	7,710	5,056	8,078	6,047	7,732	6,140	7,351	6,174	6,811	6,020
Yilan County	Subtotal	984	741	1,255	1,041	1,265	1,107	1,218	1,083	1,101	1,045
	Male	511	356	657	508	650	570	629	554	569	551
	Female	473	385	598	533	615	537	589	529	532	494
Hsinchu County	Subtotal	730	526	617	575	645	629	550	569	520	572
	Male	374	289	314	323	339	342	274	283	261	285
	Female	356	237	303	252	306	287	276	286	259	287
Miaoli County	Subtotal	1,009	706	997	838	900	835	823	839	730	804
	Male	537	341	528	409	469	424	427	438	386	427
	Female	472	365	469	429	431	411	396	401	344	377
Changhua	Subtotal	8,152	4,236	10,350	6,542	10,850	7,467	11,179	8,260	11,620	8,581



County/City		2012		2013		2014		2015		2016	
		Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years
County	Male	4,148	2,092	5,249	3,221	5,556	3,737	5,777	4,148	6,024	4,357
	Female	4,004	2,144	5,101	3,321	5,294	3,730	5,402	4,112	5,596	4,224
Nantou County	Subtotal	3,947	2,799	4,429	3,328	4,339	3,539	4,099	3,527	3,700	3,571
	Male	1,982	1,352	2,207	1,666	2,210	1,779	2,090	1,790	1,916	1,803
	Female	1,965	1,447	2,222	1,662	2,129	1,760	2,009	1,737	1,784	1,768
Yunlin County	Subtotal	1,720	1,201	1,804	1,424	1,451	1,295	1,458	1,354	1,281	1,338
	Male	898	655	946	754	713	659	747	685	653	705
	Female	822	546	858	670	738	636	711	669	628	633
Chiayi County	Subtotal	3,197	1,943	3,368	2,470	3,064	2,625	2,710	2,609	2,408	2,598
	Male	1,587	953	1,682	1,202	1,567	1,268	1,382	1,257	1,242	1,258
	Female	1,610	990	1,686	1,268	1,497	1,357	1,328	1,352	1,166	1,340
Pingtung County	Subtotal	12,093	7,611	11,562	8,293	11,096	8,377	10,551	8,282	10,127	8,331
	Male	6,191	3,844	5,981	4,223	5,777	4,289	5,494	4,245	5,258	4,296
	Female	5,902	3,767	5,581	4,070	5,319	4,088	5,057	4,037	4,869	4,035
Taitung County	Subtotal	829	470	1,147	752	1,090	776	1,278	997	1,242	1,006
	Male	447	232	652	386	580	409	690	532	677	550
	Female	382	238	495	366	510	367	588	465	565	456
Hualien County	Subtotal	813	655	1,078	875	923	762	1,043	859	1,032	847
	Male	398	313	560	435	517	414	573	451	551	453
	Female	415	342	518	440	406	348	470	408	481	394
Penghu County	Subtotal	559	296	531	400	457	400	332	346	277	352
	Male	308	144	291	199	247	215	184	188	154	185
	Female	251	152	240	201	210	185	148	158	123	167
Keelung City	Subtotal	686	535	767	741	740	699	805	707	722	673
	Male	334	257	387	382	369	356	389	353	352	351
	Female	352	278	380	359	371	343	416	354	370	322
Hsinchu City	Subtotal	396	315	423	386	483	411	541	427	567	499
	Male	195	170	223	207	253	216	292	212	307	252
	Female	201	145	200	179	230	195	249	215	260	247
Chiayi City	Subtotal	1,001	787	996	855	918	885	826	877	833	901
	Male	503	393	501	431	468	430	433	432	448	447
	Female	498	394	495	424	450	455	393	445	385	454
Kinmen County	Subtotal	64	32	90	51	86	57	66	54	76	75
	Male	32	16	48	27	45	26	34	26	38	35

<i>County/City</i>		<i>2012</i>		<i>2013</i>		<i>2014</i>		<i>2015</i>		<i>2016</i>	
		<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>
	Female	32	16	42	24	41	31	32	28	38	40
Lienchiang County	Subtotal	19	20	33	20	23	23	19	18	22	23
	Male	11	9	15	9	11	12	9	8	13	10
	Female	8	11	18	11	12	11	10	10	9	13

*Source:* Ministry of Health and Welfare

Table 26

## 2011-2016 Number and Gender of Low-Income Household Children

Unit: person

County/City		2011		2012		2013		2014		2015		2016	
		Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years	Under 12 Years	12-17 Years
Total	Subtotal	57,619	68,140	64,219	77,209	62,475	76,953	59,012	73,277	54,825	68,195	52,118	64,894
	Male	29,603	33,620	32,748	37,932	32,177	38,343	30,469	36,721	28,243	34,087	26,690	32,640
	Female	28,016	34,520	31,471	39,277	30,298	38,610	28,543	36,556	26,582	34,108	25,428	32,254
New Taipei City	Subtotal	9,485	10,536	11,522	12,908	11,298	13,046	9,943	11,258	8,767	10,946	7,214	9,634
	Male	4,856	5,278	5,975	6,486	5,887	6,599	5,179	5,684	4,554	5,512	3,704	4,938
	Female	4,629	5,258	5,547	6,422	5,411	6,447	4,764	5,574	4,213	5,434	3,510	4,696
Taipei City	Subtotal	8,119	7,909	8,767	8,959	8,163	8,819	7,647	8,479	7,197	8,013	6,742	7,732
	Male	4,194	4,012	4,214	4,235	4,218	4,480	3,951	4,299	3,711	4,102	3,454	4,014
	Female	3,925	3,897	4,553	4,724	3,945	4,339	3,696	4,180	3,486	3,911	3,288	3,718
Taoyuan County	Subtotal	3,204	3,689	3,332	3,950	3,320	3,877	3,669	4,145	3,837	4,209	4,166	4,502
	Male	1,674	1,805	1,722	1,934	1,705	1,944	2,012	2,248	1,981	2,133	2,155	2,289
	Female	1,530	1,884	1,610	2,016	1,615	1,933	1,657	1,897	1,856	2,076	2,011	2,213
Taichung City	Subtotal	4,034	4,934	5,713	7,027	7,181	8,670	7,367	8,749	7,111	8,353	7,857	8,968
	Male	2,030	2,358	2,943	3,447	3,686	4,277	3,780	4,355	3,670	4,141	4,033	4,471
	Female	2,004	2,576	2,770	3,580	3,495	4,393	3,587	4,394	3,441	4,212	3,824	4,497
Tainan City	Subtotal	3,422	4,917	3,923	5,535	3,675	5,472	3,344	5,090	2,895	4,248	2,748	4,038
	Male	1,725	2,352	1,970	2,669	1,873	2,651	1,699	2,473	1,473	2,098	1,387	2,007
	Female	1,697	2,565	1,953	2,866	1,802	2,821	1,645	2,617	1,422	2,150	1,361	2,031
Kaohsiung City	Subtotal	9,306	11,236	10,674	12,884	9,988	12,628	9,299	11,937	8,425	10,778	7,136	9,455
	Male	4,797	5,450	5,504	6,313	5,130	6,307	4,735	5,945	4,323	5,327	3,661	4,710
	Female	4,509	5,786	5,170	6,571	4,858	6,321	4,564	5,992	4,102	5,451	3,475	4,745
Yilan County	Subtotal	1,487	1,667	1,546	1,574	1,498	1,470	1,294	1,355	1,008	1,109	971	1,084
	Male	747	781	793	750	774	738	662	678	527	571	491	546
	Female	740	886	753	824	724	732	632	677	481	538	480	538
Hsinchu County	Subtotal	1,156	1,126	1,305	1,224	1,224	1,269	1,059	1,167	993	1,018	952	967
	Male	565	607	650	608	612	624	515	585	499	533	471	496
	Female	591	519	655	616	612	645	544	582	494	485	481	471
Miaoli County	Subtotal	1,167	1,471	1,432	1,720	1,316	1,629	1,209	1,583	1,141	1,401	1,033	1,325
	Male	593	717	738	832	679	791	608	786	559	700	508	651
	Female	574	754	694	888	637	838	601	797	582	701	525	674
Changhua	Subtotal	1,349	2,409	1,289	2,526	1,279	2,504	1,251	2,489	1,052	2,300	1,043	2,169

<i>County/City</i>		2011		2012		2013		2014		2015		2016	
		<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>
County	Male	710	1,173	685	1,241	674	1,241	648	1,242	562	1,143	559	1,097
	Female	639	1,236	604	1,285	605	1,263	603	1,247	490	1,157	484	1,072
Nantou County	Subtotal	975	1,826	940	1,815	836	1,694	731	1,591	750	1,402	704	1,128
	Male	490	888	455	884	405	833	363	782	369	706	339	570
	Female	485	938	485	931	431	861	368	809	381	696	365	558
Yunlin County	Subtotal	2,344	2,586	2,197	2,670	2,038	2,600	1,912	2,795	1,858	2,636	1,847	2,520
	Male	1,229	1,316	1,073	1,325	998	1,289	986	1,372	936	1,293	914	1,256
	Female	1,115	1,270	1,124	1,345	1,040	1,311	926	1,423	922	1,343	933	1,264
Chiayi County	Subtotal	444	766	518	870	523	849	537	811	547	819	530	809
	Male	225	338	266	390	279	401	272	385	281	391	278	388
	Female	219	428	252	480	244	448	265	426	266	428	252	421
Pingtung County	Subtotal	3,695	4,915	3,325	4,744	2,858	4,083	2,763	3,894	2,763	3,665	2,899	3,617
	Male	1,944	2,406	1,721	2,359	1,508	2,004	1,474	1,935	1,478	1,809	1,528	1,810
	Female	1,751	2,509	1,604	2,385	1,350	2,079	1,289	1,959	1,285	1,856	1,371	1,807
Taitung County	Subtotal	3,101	3,038	3,174	3,224	2,969	3,076	2,767	2,860	2,332	2,348	2,033	2,066
	Male	1,623	1,598	1,673	1,679	1,571	1,576	1,463	1,468	1,227	1,183	1,077	1,030
	Female	1,478	1,440	1,501	1,545	1,398	1,500	1,304	1,392	1,105	1,165	956	1,036
Hualien County	Subtotal	1,606	1,902	1,605	1,960	1,460	1,729	1,709	1,826	1,744	1,813	1,829	1,835
	Male	832	949	820	971	752	838	873	885	888	899	923	913
	Female	774	953	785	989	708	891	836	941	856	914	906	922
Penghu County	Subtotal	507	658	638	775	471	677	394	578	264	462	244	412
	Male	238	330	313	387	228	344	192	285	124	234	122	196
	Female	269	328	325	388	243	333	202	293	140	228	122	216
Keelung City	Subtotal	1,017	1,158	1,008	1,239	1,247	1,373	962	1,221	969	1,236	1,008	1,251
	Male	512	567	518	612	599	665	467	597	475	589	495	604
	Female	505	591	490	627	648	708	495	624	494	647	513	647
Hsinchu City	Subtotal	738	779	751	900	694	830	678	813	648	796	669	765
	Male	377	382	378	439	356	410	358	398	342	389	343	354
	Female	361	397	373	461	338	420	320	415	306	407	326	411
Chiayi City	Subtotal	353	490	434	552	348	504	377	496	397	495	378	494
	Male	181	253	276	298	193	260	175	252	191	260	183	237
	Female	172	237	158	254	155	244	202	244	206	235	195	257
Kinmen County	Subtotal	95	106	107	127	77	124	85	117	99	122	86	105
	Male	54	50	52	62	43	58	49	57	58	60	50	51

<i>County/City</i>	2011		2012		2013		2014		2015		2016		
	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	<i>Under 12 Years</i>	<i>12-17 Years</i>	
Female	41	56	55	65	34	66	36	60	41	62	36	54	
Lienchiang County	Subtotal	15	22	19	26	12	30	15	23	28	26	29	18
	Male	7	10	9	11	7	13	8	10	15	14	15	12
	Female	8	12	10	15	5	17	7	13	13	12	14	6

Source: Ministry of Health and Welfare

點次	問題內容(原文)	中文參考翻譯
6.4	In relation to measures to address the health of children please indicate the extent to which these measures are developed in consultation with children, for example, in relation to issues such as youth suicide (para 191) and the sexual health of children (para 227). Please also indicate the extent to which they are developed in consultation with medical professionals and research bodies and whether such measures are subject to monitoring and evaluation to assess their effectiveness.	有關兒童健康的推行，請說明在制定這些措施時與兒童協商之程度，例如與青少年自殺（第 191 點）和性健康有關的議題（第 227 點）。並請說明在制定這些措施時與醫護人員及研究機構協商之程度，以及這些措施是否受到監控和考核以評估其效益。

### 中文回應

101. 衛生福利部補助各縣市提供自殺關懷訪視服務，並於電訪、家訪後，依個案需求適時提供資源轉介，對象包含兒童、青少年；另，為推動自殺防治相關政策，邀集自殺防治相關領域專家共同協商制定，青少年自殺議題部分包括：兒童精神醫學及自殺防治相關專家。
102. 依《學生輔導法》第 6 條規定，由各級學校視學生身心狀況及需求，提供發展性、介入性或處遇性之三級輔導，有關青少年自殺或性健康議題，為有效推動校園學生自我傷害三級預防工作及減少校園自我傷害事件之發生，教育部訂有《校園學生自我傷害三級預防工作計畫》，研訂時已邀集相關學者專家共同討論，納入學生自殺成因分析，考量學生權益，計畫分為 6 項推動策略與 15 項工作（包含與社區資源及民間機構聯結事項），由各教育主管機關共同執行，明訂計畫管考、督考機制及獎勵措施，並進行教育宣導、發現處置與輔導介入等三級預防作為，以期透過校園執行學生自我傷害防治工作之過程，體認生命之可貴，促使師生尊重生命、關懷生命與珍愛生命，推動策略如下：
- (1) 研究發展：蒐集學生自我傷害防治相關資料，提供教育部國民及學前教育署、各地方政府及各級學校參閱運用及定期分析通報案例，探討校園自我傷害行為成因，作為研擬校園自我傷害防治工作參考。
  - (2) 強化組織運作：各教育主管機關定期督導所轄學校執行成果、設置學生自我傷害三級預防推動小組並運用網絡資源（四區大專校院學生事務工作協調聯絡中心與輔導工作協調諮詢中心、各地方政府學生輔導諮商中心），提供區域學校處理學生自我傷害三級預防工作之相關諮詢協助。
  - (3) 培訓防治人才：補助各級學校辦理自殺防治人員培訓計畫、培訓各級學校專業輔導人員成為種子教師及督導辦理學校執行學生自我傷害防治之經驗分享與觀摩，並精進推動策略與行動方案。
  - (4) 課程推動：將學生課業減壓、提升挫折容忍力及情緒管理等議題融入教學課程及生命體驗活動計畫；將增進學生挫折容忍力及情緒管理相關議題納入課程綱要。

- (5) 推動與實施防治計畫：擬定學生自我傷害防治計畫，據以執行並定期檢討修正；各級學校執行初級預防、二級預防、三級預防工作。
- (6) 自我傷害防治社會宣導教育：結合民間團體資源辦理學校人員或家長為對象之生命教育及自我傷害相關活動。
103. 另針對性健康議題，教育部國民及學前教育署制訂《校園性教育（含愛滋病防治）計畫》，委由財團法人杏陵基金會辦理相關性教育（含愛滋病防治）宣導，該計畫主持人為輔仁大學醫學院公共衛生學系副教授，並邀請專家學者共同研商（含中山醫學大學公衛系、交通大學衛生保健組、長庚科技大學健康照護研究所及台灣性教育學會…等）提供專業意見，另經營「性教育教學資源網」、「性教育諮詢專線」等。透過前開資源分享，定期監控其使用之頻率以確保使用效益。
104. 透過青少年親善門診，分析診療服務內容、青少年使用滿意度及辦理青少年焦點團體座談會，瞭解青少年對於青少年親善門診及生育保健衛教的需求、滿意度與建議。另於青少年性健康促進校園講座及專業醫師訓練課程或於性福e學園—青少年網站，調查分析青少年、醫師、教師及家長，於運用上述服務措施的需求、滿意度及建議，供規劃、改善服務及考核評估相關措施效益之參考，使青少年獲得更友善及全方位的保健服務。

#### 英文回應

101. The MOHW subsidizing county and city government to offer visit service for suicide attempt cases, and children and youth are included. After telephone/home visits, case managers offer relative referrals which cases in needs timely. The MOHW developed suicide prevention policies which are in consultation with a variety field of experts, and experts of juvenile suicide include: child psychiatry and suicide prevention related experts.
102. According to Article 6 of the “Student Guidance and Counseling Act,” schools shall provide three levels of guidance and counseling—developmental guidance, intervention counseling, and remedial counseling—based on students’ physical and psychological status and needs. About the juvenile suicide or sexual health issues, to promote the three-level students’ self-injury prevention and reduce the occurrence of self-injury, the MOE has established the “Plan for Three-level Students’ Self-injury Prevention.” Scholars were invited to discuss the causes of juvenile suicide by considering students’ rights and interests. The Plan is divided into six strategies and 15 tasks (including integration of community resource and private institutions) to be implemented by education authorities. The Plan has also set up the management evaluation and supervision evaluation mechanisms and incentives to take three preventive measures: education, handling, and intervention in the hopes of emphasizing the value of life and enabling the faculty to respect, care for, and cherish life. The strategies for implementation are as follows:
- A. Research and development: Collect students’ self-injury data for the K-12 Education Administration, MOE, local governments and schools at all levels to review, analyze the reported cases regularly, and discuss the causes of self-injury as a reference to the

- study of self-injury prevention on campus.
- B.Strengthen organizational operation: Education authorities supervise the results of implementation regularly, establish the three-level students' self-injury prevention task force and use network resources (Student Affairs Centers for Northern, Central, Southern and Eastern Colleges and Universities, Coordinating and Consultation Centers for Counseling Work of Technological Universities and Colleges, and Student Counseling Centers in each city/county) to provide consultation for regional schools on performing three-level students' self-injury prevention.
  - C.Cultivate talents: Help schools at all levels organize the suicide prevention personnel training programs to train professional counselors to become seed teachers, supervise schools to organize experience sharing and observation, and improve the strategies for implementation and action plans.
  - D.Promote the curriculum: Integrate students' issues like pressure relief, frustration tolerance and emotional management into the curriculum and life experience activity plan; include the issues related to improving frustration tolerance and emotional management in the course outline.
  - E.Promote and implement the Plan: Draft, implement, and regularly revise the students' self-injury prevention plan; schools at all levels implement the primary, prevention, secondary prevention, and tertiary prevention.
  - F.Social education on self-injury prevention: Integrate private resources to organize life education and self-injury prevention activities for school staff or parents.
103. In terms of sexual health, K-12 Education Administration, MOE has established the "Sex Education (including AIDS prevention) Plan" and authorizes Xing Ling Foundation to promote sex education (including AIDS prevention). An associate professor from FJU Department of Public Health acts as the investigator to invite experts and scholars (Department of Public Health, Chung Shan Medical University, Division of Health Services, National Chiao Tung University, Institute of Healthcare, Chang Gung University of Science and Technology, and Taiwan Association for Sexuality Education) to provide professional advice, set up the sex education website and the sex education hotline, and monitor the frequency of use of the above resources on a regular basis.
104. Through Teenager-friendly Outpatients, the contents of the clinical services, the use of adolescents' satisfaction and focus group discussion on young people was analyzed to understand the needs, satisfaction and suggestions of adolescents for youth friendly outpatient and reproductive health educational services. In addition, through adolescents' sexual health promotional lectures or professional physician training courses or youth friendly website the needs, satisfaction and suggestions of adolescents, physicians, lecturers and parents were surveyed and analyzed as a reference for the planning of improvement services and assessment of effectiveness of evaluation measures to provide



adolescents with a more friendly and comprehensive healthcare services.

點次	問題內容(原文)	中文參考翻譯
6.5	In relation to the appointment of professionals to provide health care services to children, for example, school counsellors (para 191) and paediatricians (para 217) please indicate whether they receive any training on children's rights.	請說明提供兒童保健服務之專業人員，例如學校輔導人員（第 191 點）和兒科醫師（第 217 點），是否接受有關兒童權利的訓練課程。

### 中文回應

105. 依《學生輔導法》第 14 條規定，教育部國民及學前教育署訂有「初任輔導主任或組長、輔導教師及初聘專業輔導人員職前 40 小時」暨「輔導主任或組長、輔導教師及專業輔導人員在職 18 小時訓練課程」；並納入「兒少保護與權益」相關課程，以提升各級學校學生輔導工作相關人員輔導知能。另自 2014 年起針對高級中等學校和各縣市政府業務承辦人及國中、國小輔導人員辦理年度《CRC》暨兒童及少年保護專業知能研習，辦理議題含《CRC》、《兒少法》等，提升輔導人員辨識通報之敏感度，加強學校輔導暨危機處理機制及有關兒童權利之宣導。
106. 衛生福利部自 2011 年起實施一年期醫師畢業後一般醫學訓練（PGY 訓練）計畫，醫學系畢業生應先完成一年之 PGY 訓練，始得接續專科，其中訓練課程包含 1 個月兒科訓練，課程中除加強一般學訓練外，在病人照顧之訓練部分，包含幼兒事故及兒童虐待，學員於訓練完畢時，至少應(1)能辨識兒童受虐線索/篩檢危險因子；(2)能對被虐兒童做初步處置及通報；(3)可以衛教兒童常見意外傷害的預防等。
107. 另在兒科專科醫師訓練課程部分，衛生福利部公告之《兒科專科醫師訓練課程基準》，訓練計畫內容第 17 項有關社區照顧者任務之內容，已包含弱勢兒童照顧、兒童虐待及了解與運用促進兒童健康有關之社會資源與其功能之訓練，至牽涉兒童相關之衛生行政法令之課程，對於因職務上所知悉之秘密或隱私及所製作或持有之文書，應予保密，非有正當理由，不得洩漏或公開。醫事人員繼續教育內容包含兒童醫療專業課程。
108. 衛生福利部在《醫事機構辦理口腔預防保健服務注意事項》明定，特定年齡之兒童得接受牙齒塗氟及白齒窩溝封填服務之補助，並針對弱勢族群加強服務頻率，另提供適當口腔衛教課程予父母及其子女，確保社會各階層皆能得到良好完善的口腔照護。
109. 護理人員於進入職場執業時，服務機構（單位）均會提供其所任職科別種類所需職前與在職繼續教育訓練及相關重要法令規章之宣導。（如於兒科相關單位工作者，即會針對兒科護理專業、倫理及性平等提供在職繼續教育）。
110. 持續提升衛生所人員專業知能及服務品質，並使衛生所醫護人員能夠不受時間、地點等限制進行學習，已提供包括兒童預防保健服務、兒童發展與健康篩檢服務、兒童視力保健以及兒童及青少年口腔保健等青少年兒童健康主題之數位學習課程，讓衛生所醫護人員得以不再受限於傳統上課與進修方式，可彈性配合閱聽者所處時間、地點及需求進行學習。未來將結合相關醫學會，規劃於兒科或家庭醫學科醫師訓練課程納入《CRC》議題課程。

## 英文回應

105. According to Article 14 of the “Student Guidance and Counseling Act,” K-12 Education Administration, MOE, has arranged at least 40 hours of scheduled pre-service basic training courses for newly appointed directors of counseling or counseling section chiefs, newly appointed guidance counselors, and newly assigned professional guidance counselors; in addition, directors of counseling or counseling section chiefs, guidance counselors, and professional guidance counselors shall receive at least 18 hours of in-service further training each year. Courses like protection of children and juveniles and their interests and rights have been included to improve guidance counselors’ knowledge. Starting from 2014, seminars on the CRC and the protection of children and juveniles, which cover the CRC and the “Children and Youth Welfare Act,” have been held for the responsible staff from senior high schools and city (county) governments and guidance counselors from primary and junior high schools to improve their reporting sensitivity, schools’ counseling and risk handling mechanisms and promotion of children’s rights.
106. A one-year postgraduate general medical training (postgraduate year (PGY) training) program for physicians has been implemented since 2011. Graduates of medical schools are required to complete the one-year PGY training before continuing their specialist study. The training includes a one-month pediatric course. This course not only reinforces general medical training, but also incorporates “child accidents” and “child abuse” in the patient care training session. Upon completion of the training, students are expected to be able to: 1. identify child abuse clues/screen risk factors; 2. give initial treatment and make a report for an abused child; and 3. offer health education on prevention of commonly seen child accidents and injuries.
107. Besides, pursuant to the pediatrics training standard announced by the MOHW, Paragraph 17 of the training program for specialists in pediatrics concerning the duty of community caregivers has already covered courses on the care for disadvantaged children, child abuse, knowledge and use of social resources for promoting child health and their functions. Regarding the course on health administration laws involving children, it is mentioned that physicians are expected to keep confidential the secret that comes to their knowledge or documents they prepare or possess in the course of their practice; such information shall not be released or disclosed to the public unless on reasonable grounds. Continuing education for medical personnel includes professional courses on child health care.
108. “The principle of oral disease prevention and health care” formulated by the MOHW regulated that all the age-specific children can accept the subsidy in the provision of teeth cleaning with fluoride and fissure sealers, and the frequency of provision will be increased for the vulnerable children, the knowledge of oral education is also provided to the children and their parents by the doctors or teachers. All of these strategies make sure that the children at different social level will get favorable oral disease prevention and health

care.

109. When nursing personnel enter into the workplace and practice nursing, the institution (agency) will provide the necessary pre-job training and continuing education for the department the personnel is in. Moreover, the institution will also promote and advocate the related rules and regulations to the nursing personnel. (As an example, for those who work in Pediatrics, the institution will provide continuing education regarding the nursing profession, ethics, and gender equality.)
110. To improve public health center staff's professional knowledge and service quality, and decrease time and location restriction when they are learning, the government has offered several digital learning courses, including children preventive health care service, children development and health screening service, children vision health, and children and adolescents oral health. Therefore, public health center staff can learn flexibly in the requirements, time and location without traditional way. In collaboration with related Medical Associations, we plan to incorporate CRC courses into Pediatrics and Family Medicine training courses.

點次	問題內容(原文)	中文參考翻譯
6.6	In relation to the provision of assistance to children with a disability (paras 195 – 203), please clarify the basis on which their needs are classified and indicate whether there is a procedure which enables review of a child's classification and entitlements.	有關身心障礙兒少之協助(第 195 點—第 203 點), 請說明對身心障礙兒少需求評估與分類的依據, 以及是否有對兒少鑑定分類及其權益之審查機制。

### 中文回應

111. 身心障礙鑑定與需求評估新制於 2012 年 7 月 11 日起全面實施, 係依據《身權法》第 5 條至第 7 條規定, 並參考世界衛生組織公布之「國際健康功能與身心障礙分類系統 (ICF)」, 由鑑定醫師及鑑定人員依《身心障礙者鑑定作業辦法》第 5 條附表二「身心障礙鑑定類別、鑑定向度、程度分級及其基準」(以下稱身障基準), 以其專業分別就身體結構及功能、活動參與及環境因素進行判定; 其中, 身心障礙鑑定功能量表係參考「世界衛生組織障礙評估手冊 2.0」與「兒童與家庭追蹤調查表」設計, 特別針對兒少鑑定設計身心障礙鑑定功能量表兒童版, 兒童版包括四大部份: 兒童健康概況、家庭及社區的參與、身體功能的問題、環境因素, 其中家庭及社區的參與 4 個領域(居家生活、鄰里及社區生活、學校生活、家庭及社區生活)皆有參與獨立性(在生活情境下能力)與參與頻率(表現)面向之題項。
112. 依《身權法》第 5 條規定略以, 本法所稱身心障礙者, 係指 8 大類各款身體系統構造或功能, 有損傷或不全導致顯著偏離或喪失, 影響其活動與參與社會生活, 經醫事、社會工作、特殊教育與職業輔導評量等相關專業人員組成之專業團隊鑑定及評估, 領有身心障礙證明者; 另依據《身權法》第 7 條規定略以, 直轄市、縣(市)主管機關

應於取得衛生主管機關所核轉之身心障礙鑑定報告後，籌組專業團隊進行需求評估。故無論在兒少身心障礙鑑定分類或需求評估階段，均設有專業團隊之審查機制，以保障兒少身心障礙者之權益。

### 英文回應

111. The new system on the evaluation and needs assessment of physical and mental disability was promulgated on July 11th, 2012. In accordance with Articles 5 and 7 of the “Physically and Mentally Disabled Citizens Protection Act” and in reference of the International Classification of Functioning, Disability and Health (ICF) announced by the WHO, the evaluation physician and evaluation personnel will engage in assessments according to table 2 under Article 5 of the “Rules governing the evaluation operation of the physically and mentally disabled.” The table includes items such as the evaluation category of the physical and mental disabled, evaluation dimensions, level, and standard (standards for the physically and mentally disabled in short), and evaluation personnel will also consider the factors of profession category, physical structure and function, activity participation, and environment. Furthermore, the function chart for the evaluation of the physically and mentally disabled is designed in reference of the “World Health Organization Disability Assessment Schedule 2.0” and the “Tracking survey of children and the family” to include the children’s version of the function chart for the evaluation of the physically and mentally disabled. The child version of the evaluation consists of four aspects: child health status, family and community participation, issues regarding physical function, and environmental factors. Under family and community participation, the four areas listed (family life, neighborhood and community life, school life, family and community life) are evaluated according to participatory independence (ability to cope in daily life) and participation frequency (performance).
112. According to Article 5 of “People with Disabilities Rights Protection Act,” people with disabilities in this Act refer to those who are with deviation or loss resulting from physical or mental impairments, are limited or restricted to be engaged in the ordinary living activities and participation in the society; and they, after processes of evaluation and assessment by the committee composed of professionals from medicine, social work, special education and employment counseling and evaluation, can be regarded as suffering one of the 8 main malfunction categories and issued a disability identification. In addition, according to Article 7 of “People with Disabilities Rights Protection Act,” the municipal and county (city) competent authorities shall assemble assessment teams to evaluate the living need of people with disabilities upon receiving the evaluation reports transferred from the competent authorities in charge of health. Thus, no matter in processes of evaluation or assessment, there are professional assessment teams to conduct the evaluation, which means that welfare and rights for children and youth with disabilities are well-protected.

點次	問題內容(原文)	中文參考翻譯
6.7	In relation to the provision of health services (paras 204 – 230) please clarify the meaning of universal health insurance and whether it means free access to all health care services for all children and if not, what are the limitations on access to free services and how are these limitations determined.	有關兒少保健措施(第 204 點—第 230 點)，請說明全民健康保險的含義及是否表示所有兒童可以免費獲得所有保健服務，如否，免費服務有何限制及該限制如何決定。

### 中文回應

113. 為增進全體國民健康，辦理全民健康保險，以提供醫療服務。全民健康保險為強制性之社會保險，於保險對象在保險有效期間，發生疾病、傷害、生育事故時，依《全民健康保險法》規定給與保險給付。
114. 全民健康保險為強制性的社會保險，所有國民皆屬全民健康保險保障對象，獲得醫療給付保障。政府為依《優生保健法》第 7 條至第 11 條明定應實施生育調節服務及指導、孕前、產前、產期、產後衛生保健服務及指導、嬰幼兒健康服務，編列預算補助提供全國懷孕婦女 10 次免費產前檢查、1 次超音波檢查、補助 35~37 週孕婦接受 1 次乙型鏈球菌篩檢，及 2 次孕婦產前健康照護衛教指導。補助全國新生兒先天性代謝異常疾病篩檢、聽力篩檢、7 歲以下兒童 7 次兒童預防保健及衛教指導，及結合縣市衛生局辦理學齡前滿 4 歲及滿 5 歲視力篩檢、輔導醫院辦理兒童發展聯合評估等。另，補助新住民懷孕婦女設籍未納健保前，與國人相同之產檢服務及全面提供新住民生育諮詢建卡管理。對於在臺外籍或逾期居停留之無戶籍國民之 7 歲以下子女，於未獲健保前，如符合 7 歲以下之兒童預防保健服務對象，均責請地方轄區衛生局，由轄下衛生所協助提供免費兒童預防保健服務。

### 英文回應

113. “National Health Insurance Act” is enacted to promote the health of all nationals, to administer national health insurance and to provide health services. This insurance is compulsory social insurance. Benefits shall be provided during the insured term under the provisions of the Act, in case of illness, injury, or maternity occurred to the beneficiary.
114. National health insurance in a mandatory social insurance that guarantees health insurance to all citizens (including children). In accordance to Article 7 to 11 of the “Genetic Health Act” which stipulates the enforcement of fertility regulation services and instructions, pregestational, prenatal, perinatal and postnatal health care services and instructions, and infants and toddlers healthcare services, the government budgets and provides free 10 prenatal examinations, 1 ultrasound examination, 1 Group B Streptococcus screening test subsidy for 35-37 weeks pregnant women and 2 health education guidance for all pregnant women. The government also subsidizes newborn congenital metabolic disorder screening, newborn hearing screening, 7 preventive healthcare services and 7 sessions of health

education guidance to children below 7 years of age, and integrated city and county Health Bureau’s provision on vision screening for preschool children below 4 or 5 years old and guidance to hospitals on child development joint assessment. Similar to local residents, the government also subsidizes pregnancy healthcare services and comprehensive reproductive health management services to new resident pregnant women before they are registered in the national health insurance. Moreover, local health bureau will assist in providing preventive healthcare services to those children of foreigners below 7 years of age before they acquire national health insurance.

點次	問題內容(原文)	中文參考翻譯
6.8	In relation to the obligation under the National Health Insurance Act to protect a child’s right to medical care (para 204) please clarify what measures have been taken to provide such protection and whether children have a right to defend their right before the courts.	有關《全民健康保險法》保障兒童接受醫療照護之權利（第 204 點），請說明已有哪些措施可提供這種保護，以及兒童是否有權依法捍衛其權益。

#### 中文回應

115. 依據《全民健康保險法》第 1 條規定：為增進全體國民健康，辦理全民健康保險，以提供醫療服務。全民健康保險為強制性之社會保險，於保險對象在保險有效期間，發生疾病、傷害、生育事故時，依《全民健康保險法》規定給與保險給付。

116. 各級政府對弱勢兒童的保險費補助，項目如下：

- (1) 中低收入戶未滿 18 歲兒童，由衛生福利部社會及家庭署補助自付健保費全額。
- (2) 弱勢兒童未投保，中斷投保或有健保費欠費，由各縣市政府每年補助每名兒童 1 次。
- (3) 設籍澎湖縣 6 歲以下幼童，由澎湖縣政府每月補助自付健保費上限 749 元。

#### 英文回應

115. According to Article 1 of the “National Health Insurance Act”:

The Act is enacted to promote the health of all nationals, to administer national health insurance and to provide health services. The Insurance is compulsory social insurance. Benefits shall be provided during the insured term under the provisions of this Act, in case of illness, injury, or maternity occurred to the beneficiary.

116. Premiums Subsidized for the Disadvantaged Children:

- A. Children under the age of 18 from low-to-middle income households have their premiums fully subsidized by Social and Family Affairs Administration, MOHW.
- B. In the event that the premium paid at own cost for disadvantaged children according to the “National health insurance Act” that was previously uninsured, interrupted or unpaid, competent authorities of the county (city) government shall appropriate partial subsidy to each of the children and limited to one subsidy only each year.

C.Children 6 and under living in Penghu County have their premiums maximum subsidized is currently NT\$749 by Penghu County Government each month.

點次	問題內容(原文)	中文參考翻譯
6.9	In relation to the provision of services under the Genetic Health Act (para 205) please indicate what measures are available to require the authorities to comply with their obligations if they fail to do so.	有關《優生保健法》之服務（第 205 點），請說明若主管機關未履行其義務，有何應對措施得要求主管機關履行其義務。

#### 中文回應

- 117.依《優生保健法》第 7 條規定，主管機關（含縣（市）及直轄市政府）依法應實施生育保健相關服務。相關主管機關，應本於法定職權及依法執行及推動業務。
- 118.依《訴願法》第 2 條：人民因中央或地方機關對其依法申請之案件，於法定期間內應作為而不作為，認為損害其權利或利益者，亦得提起訴願。前項期間，法令未規定者，自機關受理申請之日起為二個月。民眾亦可透過多元管道（如機關網站、民意信箱、公文書或電話）向主管機關反映。

#### 英文回應

117. According to Article 7 of “Genetic Health Act”, the competent authorities (including county (city) and municipal governments) shall enforce the Genetic Health-related services. The related competent authorities shall, in accordance with the statutory powers and law, implement and promote health related services.
118. According to Article 2 of “Administrative Appeal Act”: When a petition in accordance to this Act has been applied in a central or local government and when the petition has not been settled within the statutory period stipulated in the Act, it shall be deemed to have harmed the rights and interest of the person and he/she is entitled to file an administrative appeal. The statutory period shall be a period of 2 months from the acceptance of the application provided that there are no other stipulation in other Acts or Regulations. If people have questions about the contents of the services, or if their rights and interests are unprotected, they can appeal to the authorities through multiple ways such as e-mail, letters or telephone.

點次	問題內容(原文)	中文參考翻譯
6.10	In relation to the regulation of contraceptive devices and drugs and induced abortion (para 205) please clarify the status of abortion within RoC (Taiwan) and the extent to which contraceptive devices and drugs and	有關避孕器材與藥品之使用及施行人工流產之規範（第 205 點），請說明中華民國（台灣）人工流產狀況，以及依法或現實中青少年取得避孕器材與藥品及接受人工流產之情況。

點次	問題內容(原文)	中文參考翻譯
	induced abortion are available both in law and practice to adolescent children.	

### 中文回應

119. 有關避孕器材與藥品使用之規範，須符合《藥事法》相關規定。我國已將 RU486 列為管制藥品，依《管制藥品管理條例》規定，醫療院所、藥局需申領管制藥品登記證才能購買及調劑使用 RU486，且須設置簿冊登載藥品之流向，並應定期申報。另依《優生保健法》第 5 條規定，施行人工流產之醫師，須為領有婦產科專科醫師證書或依法登記執業科別為婦產科者。
120. 在中華民國（台灣）施行人工流產，須符合《優生保健法》第 9 條規定之要件，經診斷或證明有可能影響胎兒或孕婦身心健康情形者，孕婦得依其自願施行人工流產。若屬未成年人、受監護或輔助宣告之人，亦應得法定代理人或輔助人之同意，協助作決定。
121. 我國未立法授權設立人工流產通報制度。經以 2015 年「高中、高職、五專學生健康行為調查」資料（每二年調查一次），在有效樣本數為 2,576 人中，估計 15 歲至 17 歲青少年曾有過性行為的比率為 11.1%，最近一次性經驗有避孕比率為 83.9%，曾經人工流產比率為 0.5%。
122. 為利民眾（含青少年）取得避孕器材之可近性，業透過《政府採購法》辦理保險套及口服避孕藥之共同供應契約，協助地方政府衛生局（所）提供民眾（含青少年）購買平價保險套或依醫師處方可至衛生所購買平價口服避孕藥。

### 英文回應

119. All contraceptive devices and drugs should meet the requirements of “Pharmaceutical Affairs Act”. In Taiwan, RU486 has been listed as a controlled drug and according to “Controlled Drugs Act”, medical institutions and pharmacy need to apply for control drug registration certificate to purchase and use RU486. Moreover, this drug needs maintenance of purchase and selling details, and requires regular declaration. In addition, according to Article 5 of “Genetic Health Act”, physicians to perform abortions must have a certificate of obstetrics and gynecology specialist or must be registered as obstetrics and gynecology physician.
120. According to Article 9 of “Genetic Health Act”, if in Taiwan a diagnosis indicates potential risk to the fetus or pregnant woman’s physical or mental health, the pregnant woman can request an induced abortion subjected to her own accord. Induced abortion in a minor or a woman under guardianship or assistance shall be subjected to her statutory agent's or assistant's consent.
121. Taiwan has no established legislative system for notification of abortion. The data on “Student Health Survey in high school, vocational and junior college students” in 2015 shows that, in a total sample of 2,576 students, 11.1% students between the age of 15 to 17



had experienced sexual behavior, 83.9% students experienced 1st time contraception and 0.5% students underwent induced abortion.

122. For better accessibility of contraceptive devices for the people (including adolescent), condoms and oral contraceptives available for all contract was implemented through the “Government Procurement Act”, assisting Local Governments and Health Bureaus in providing people (including adolescent) with condoms at a lower price and oral contraceptives at health bureaus with appropriate physicians prescription.

點次	問題內容(原文)	中文參考翻譯
6.11	In relation to the provision of health services within schools under the School Health Act (para 215) please explain what measures have been taken to resource schools effectively to allow them to deliver the relevant services and what measures have been taken to assess the extent to which schools are providing such services.	有關依據《學校衛生法》提供之保健服務（第 215 點），請說明已有何措施能有效提供學校資源以利其提供相關服務，及有何措施來評估學校提供服務之程度。

### 中文回應

123. 依據《學校衛生法》提供之保健服務，提供教職員工生安全、衛生、高品質的膳食及友善的哺（集）乳室環境，依 2015 年最新修訂法規說明如下：

- (1) 提升學校衛生委員會對學校衛生政策等具諮詢指導功能：賦予學校衛生員會提供學校衛生政策及法規興革、學校衛生計畫、學校衛生教育與活動、學校健康保健服務、學校衛生環境管理規劃等之諮詢指導意見。
- (2) 明定學校應實施健康飲食教育並鼓勵學生參與學校餐飲準備過程：高級中等以下學校應開設健康飲食教育課程、結合家庭與社區之人力及資源，共同辦理社區健康飲食教育；學校供應膳食應實施健康飲食教育，並由營養師督導及執行。為讓學生透過親身體驗了解食物的原貌，培養選擇食物的能力，鼓勵學生參與學校餐飲準備過程。
- (3) 明定學校應提供哺育母乳環境設施：學校應提供哺育母乳環境設施，提供友善的哺（集）乳室環境，降低哺育母乳障礙。
- (4) 落實學校餐飲衛生自主管理機制、強化聯合抽查學校餐飲衛生及稽查學校午餐辦理情形：各級教育主管機關應會同農業及衛生主管機關定期抽查學校餐飲衛生，每學年至少 1 次，並由農業或衛生主管機關抽驗學校食品衛生安全及品質。中央主管機關應定期會同直轄市、縣（市）政府稽查學校午餐辦理情形並派員訪視；其稽查項目、校數等執行方式由中央主管機關會商直轄市、縣（市）政府訂定。
- (5) 禁止使用含基因改造生鮮食材及初級加工品：學校供應膳食，應優先採用中央農業主管機關認證的在地優良農業產品，並禁止使用含基因改造生鮮食材及其初級加工品。

- (6) 明定學校午餐供應會應有現任家長參與：高級中等以下學校辦理午餐應成立學校午餐供應會或相當性質之組織，其成員組成，現任家長應占四分之一以上。
- (7) 明定主管機關應補助國民中小學設置廚房及會商農業主管機關協助在地食材供應：主管機關應補助國民中小學設置廚房，因應山地、偏遠及離島地區需要，補助高級中等以下學校辦理午餐，並會同農業主管機關協助在地食材供應事宜。
124. 健康是學習的基礎，教育部一向以學生健康為優先考量，並重視學校供餐品質，持續邀請食品衛生及營養專家輔導訪視學校膳食辦理情形，會同衛生及農業主管機關聯合稽查團膳及食材供應廠商，確保學校供餐衛生安全及提供高品質膳食，落實健康飲食教育。並持續與行政院農業委員會、衛生福利部、地方政府及學校合作，共同維護與促進學生健康並由各級主管機關應對所屬學校辦理學校衛生工作評鑑，成績優異者，應予獎勵；辦理不善者，應令其限期改善，屆期不改善或情節重大者，由主管機關議處。
125. 少年矯正學校內設有醫護室，學生入校即實施健康檢查，建立體檢表及相關病歷資料，定期辦理學生健康檢查以了解學生健康狀況，並利用集會時間向學生宣導以加強個人衛生保健觀念。二代健保施行後，學生於機關內即可接受健保門診醫療服務，視其病況在校內不能為適當之醫治者，得安排戒送醫院或保外醫治。
126. 地方衛生主管機關依《學校衛生法》第 27 條規定，定期至少年矯正學校辦理衛生工作評鑑，確保學校提供少年收容人醫療照護符合規定。

### 英文回應

123. According to the “School Health Act,” the school faculty are provided with safe, healthy, and high-quality meals and friendly breastfeeding facilities. The latest amendments to the Act made in 2015 were as follows:
- A. Improve the school health committee’s consultation, guidance, and advice regarding school health policies: The school health committee is empowered to provide consultation, guidance, and advice regarding school health policies and regulations, school health planning, school health education and activities, school health and healthcare services, and health-related management of school environments.
- B. Prescribe that schools shall implement healthy eating education and encourage students to participate in the preparation of school meals: Schools at the senior secondary and lower levels shall set up healthy eating education and work together with students’ families and the community to integrate the human and other resources that they can contribute, and jointly undertake community-based healthy eating education; schools that provide meals shall provide nutrition education that is supervised and undertaken by dietitians; schools shall encourage students to participate in the preparation of school meals, so as to understand the original appearance of food and develop the ability to choose healthy food.
- C. Prescribe that schools shall establish breastfeeding facilities: Schools shall establish friendly breastfeeding facilities to reduce barriers to breastfeeding.

- D. Establish food hygiene self-management mechanisms and improve food hygiene inspections and meals of schools: The competent education authority at each level shall collaborate with the competent agriculture and health authorities to conduct regular food hygiene inspections of educational institutions randomly selected at least once each year, and the competent agriculture authority or competent health authority shall perform checks of the hygiene, safety, and quality of their randomly sampled foods. The central competent authority shall regularly collaborate with municipal and city (county) governments to review the operation of school lunch programs and send personnel to undertake on-site inspections. The way the review will be conducted, the specific items to be reviewed, and the number of schools to be reviewed shall be determined through joint consultation by the competent authority in consultation with the municipal and city (county) governments.
- E. Prohibit the use of raw and fresh foods that contain genetically modified ingredients or primary products made with them: Schools shall give priority to using quality local agricultural products accredited by the central competent agricultural authority for the meals that they provide and are prohibited from using raw and fresh foods that contain genetically modified ingredients or primary products made with them.
- F. Prescribe that the school lunch council shall consist of parents of current students: Schools at the senior secondary and lower levels that serve lunch shall establish a School Lunch Council or an organization of the same nature; parents of current students shall account for at least one-fourth of the members.
- G. Prescribe that the competent authority shall provide subsidies for junior high schools and elementary schools to establish kitchens and shall collaborate with the competent agricultural authorities with regard to the supply of local ingredients: The competent authority shall provide subsidies for junior high schools and elementary schools to establish kitchens, and shall provide subsidies for schools at the senior secondary and lower levels that are located in mountainous, remote, or outlying island areas to operate a lunch program that is needed because of their location, and shall collaborate with the competent agricultural authorities with regard to the supply of local ingredients.
124. Health is the foundation of learning. The MOE has always prioritized students' health and attaches great importance to quality of school meals by continuously inviting experts in food hygiene and nutrition to review school meals and cooperating with health and agricultural authorities to audit the group meals and ingredient suppliers, so as to ensure the health, safety, and high quality of school meals. The MOE also implements healthy eating education and continues to work with Council of Agriculture, Executive Yuan, MOHW, and local governments and schools to maintain and promote students' health. Competent authorities also carry out the evaluation of schools' hygiene and reward those with excellent performance and request those with poor performance to make

improvement within the given time limit; those failing to make improvement within the given time limit or having serious violation will be punished by competent authorities.

125. Youth reformatory schools have first aid rooms. Students will receive a physical check-up upon admission and have their own health reports and medical history files. The schools regularly check on the students' health to update on the students' conditions. Students are taught the concepts and practice of personal hygiene and health promotion at school meetings. The second-generation national health insurance program, as soon as it became effective, allows the students to receive medical services under the national health insurance coverage. The school may arrange a student whose illness cannot be properly treated in school be escorted to a hospital for treatment or released on bail for medical treatment.
126. According to Article 27 of the "School Health Act," the regional health authorities are required to perform on-site assessments of the juvenile reformatory schools to ensure the juvenile inmates receive proper health and medical care in conformity with the corresponding regulations.

點次	問題內容(原文)	中文參考翻譯
6.12	In relation to the provision and subsidization of medical services to children in marginalised or vulnerable households – low income, indigenous, remote and rural (para 216) – please indicate what measures have been taken to assess the extent to which services available, accessible, acceptable and of appropriate quality for such children.	有關依法令補助邊緣化或弱勢家庭之兒童—低收入戶、原住民、離島和偏鄉(第216點)之醫療服務—請說明有何措施用以評估兒童是否可得到、便捷、可以接受的服務及適當的服務品質。

### 中文回應

127. 為持續提升兒童緊急醫療品質，2016 年度起運用醫療發展基金獎勵偏鄉醫院辦理提升兒科急診醫療品質及資源整合計畫，補助偏遠及非都會地區，每縣市一家中度級以上急救責任醫院，由兒科醫師於急診提供 24 小時緊急醫療服務，目前核定獎勵 15 縣市 15 家醫院辦理。
128. 衛生福利部培育一般公費醫師，優先分發至離島及偏遠地區醫療機構，以挹注離島及偏遠地區醫師人力，增加該地區民眾就醫可近性。
129. 我國由全國 373 家衛生所及 1,600 多家合約醫療院所提供便捷的兒童預防接種服務。為確保疫苗高接種率，衛生所定期針對適齡兒童進行追蹤催注，提醒家長儘早帶兒童完成疫苗接種。另針對原民偏鄉交通較不便之地區，地方衛生單位亦透過當地巡迴醫療車、增設接種站等各項服務措施，提高兒童預防接種便利性。
130. 減輕特定病患部分負擔費用：
- (1) 對於領有身心障礙證明者，門診就醫時無論醫院層級，門診基本部分負擔皆收取

50 元，較一般民眾（80 元至 360 元）為低。

(2) 對於癌症、慢性精神病、洗腎或罕見疾病及先天性疾病等領有重大傷病證明之患者，免除該項疾病部分負擔費用，另為保障罕見疾病患者權益，凡屬於衛生福利部公告之罕見疾病必用藥品，健保均全額支付，實質減輕其就醫經濟負擔。

(3) 山地離島地區及 3 歲以下兒童就醫免除部分負擔。

131. 評估兒童是否可得到、便捷、可以接受的服務及適當的服務品質的措施：

(1) 檢視兒少投保率：

參閱附件 6-17，兒少投保率已達 98% 以上。

(2) 檢視兒少醫療給付範圍：

全民健保提供的醫療服務包括：門診、住院、中醫、牙科、分娩、復健、居家照護、慢性精神病復健等項目；醫療支付的範圍則包括：診療、檢查、檢驗、會診、手術、麻醉、藥劑、材料、處置治療、護理及保險病房等，已將所有必要的診療服務都包含在內。

(3) 兒少自由選擇就醫：

為讓民眾獲得完善的醫療服務，容許民眾自由選擇就醫一直是健保的原則。截至 2016 年 6 月底止，全民健保特約醫療院所合計達 20,759 家，占全國所有醫療院所總數 92.96%；另有特約藥局 5,992 家、居家護理機構 550 家、精神社區復健機構 201 家、助產所 18 家、醫事檢驗機構 220 家、物理治療所 13 家、醫事放射機構 9 家、職能治療所 3 家及呼吸照護所 1 家。

(4) 兒少就醫便利：

民眾參加全民健保後，健保署即發給健保卡。目前健保卡為智慧卡型式，民眾的基本資料載於 IC 晶片，遇有疾病、傷害、生育等事故，民眾持健保卡即可就醫。在全民健保制度之下，民眾可以自由選擇特約醫院、診所、藥局、醫事檢驗機構，接受妥善的醫療照顧服務。即使在國外，民眾因不可預期的緊急傷病或緊急分娩，須在當地醫事服務機構立即就醫，回國後也可於急診、門診治療當日或出院之日起 6 個月內申請核退國外自墊醫療費用。

## 英文回應

127. For continuous elevation of the quality of emergency medical care for children, incentives have been given from the Medical Development Fund since 2016 for hospitals in remote areas to enhance emergency pediatric quality and improve their resource integration program. One emergency duty hospital of moderate grade or above in remote and non-metropolitan areas in each county/city is subsidized, so pediatricians can provide 24-hour emergency medical service at the emergency room. Currently, 15 hospitals in 15 counties/cities have been approved for the incentive.

128. General government-sponsored physicians trained by the MOHW are preferentially assigned to medical care institutions in offshore islands and remote areas, in order to increase physician manpower in offshore islands and remote areas and improve the accessibility of medical services for local residents.

129. Children in Taiwan can enjoy the convenience of vaccination service at 373 health stations and more than 1,600 contracted hospitals and clinics. To ensure that every child completes the routine vaccination series, follow-up vaccination is administered by public health nurses on a regular basis through the real time notification by the NIIS (National Immunization Information System). In addition, for economically disadvantaged groups or medically underserved areas such as the remote and rural districts, local health stations improve the accessibility of vaccination for these children by offering mobile medical service, and allowing them to get vaccinated in the vicinity of the places of residence.
130. Reducing Co-payments for Specific Patients:
- A. To those with disability certificates, basic co-payment regardless of hospital grade will owe me NT\$50, lower than that for the general public (NT\$80 to NT\$360).
  - B. Patients with catastrophic illness certification for cancer, chronic mental illness, kidney dialysis, rare diseases, and congenital disease are exempt from the co-payment for medical treatment of the disease. In addition, to ensure rights of patients of rare disease, mandatory medications for rare diseases as announced by the Ministry of Health and Welfare will be paid for in full by the national health insurance program to alleviate the economic burden of medical treatment.
  - C. Exempt from all co-payments:
    - (a) Individuals living and being treated in remote mountain area or island regions.
    - (b) Children under three years of age.
131. The measures have been taken to assess the extent to which services available, accessible, acceptable and of appropriate quality for such children:
- A. Checking the insurance coverage rate of children:

Refer to attachment 6-17, over 98%.
  - B. Checking the broad range of coverage for children:

The medical services currently offered by the national health insurance system include: inpatient and ambulatory care, dental services, traditional Chinese medicine therapies, child delivery services, physical rehabilitation, home care, and chronic mental illness care, among others, and most forms of treatment are covered. They include general diagnoses and treatment, medical consultations and operations, and related expenses such as examinations, laboratory tests, anesthesia, prescription medications, supplies, nursing care, hospital rooms, and certain over the counter drugs. Pretty much every type of necessary health care service is covered by the program.
  - C. Giving patients freedom of choice for health care:

Giving patients freedom of choice to ensure that they receive good care has been a fundamental principle of the national health insurance system since its inception. As of the end of June 2016, 20,759 hospitals and health care providers, or 92.96% of all health care facilities in the country, were contracted by the national health insurance system.

Another 5,992 pharmacies, 550 home-nursing care institutions, 201 psychiatric community rehabilitation centers, 18 midwife clinics, 220 medical laboratories, 13 physical therapy clinics, nine medical radiology institutions, three occupational therapy clinics and one respiratory care clinic were also contracted by the National Health Insurance Administration (NHIA).

D. Providing convenient access to health care:

Once individuals enroll in the national health insurance program, they are issued an IC card by the NHIA. These “smart” cards, which contain basic information about the cardholder in an embedded chip, serve as formal national health insurance ID cards and are used to get treatment for illnesses or injuries, when giving birth, or for other medical conditions. Under the national health insurance system, the insured can visit any national-health-insurance-contracted hospital, clinic, pharmacy, or medical laboratory for access to health care. Even individuals who have unanticipated emergency conditions or need to give birth overseas and require treatment at a medical institution abroad can apply to have some of their out-of-pocket medical expenses reimbursed through the national health insurance system within six months of receiving emergency or outpatient treatment or being discharged from the hospital.

點次	問題內容(原文)	中文參考翻譯
6.13	In relation to the law regulating foods not suitable for consumption by children (para 221), the law regarding breast feeding in public (para 222) and the Tobacco Hazards Prevention Act please indicate what measures are available to enforce the standards in these laws.	有關不適合兒童食用之食品法規（第 221 點）、《公共場所母乳哺育條例》（第 222 點）及《菸害防制法》，請說明有何措施來執行這些法令規範。

**中文回應**

132. 食品法規：

- (1) 《不適合兒童長期食用之食品廣告及促銷管理辦法》於 2016 年 1 月 1 日施行後，食品藥物管理署於 2016 年間監控電子媒體（電視、電臺、網路）廣告計 10,628 件、時數達 2,366 小時。鑒於監控案件中並未查獲違反前揭辦法之情形，足見相關業者遵守情況良好。
- (2) 推動《國民營養及健康飲食促進法》立法，依據《營養問題羅馬宣言》及《行動框架》制定全國營養目標、政策和策略，明定各機關學校應積極辦理健康飲食教育，提供符合兒少營養需求餐飲，業於 2017 年 3 月 17 日至 5 月 16 日止預告 60 天，2017 年 6 月 27 至 28 日辦理中央場、南部場及北部場說明會，廣徵各界建議，於 2017 年 7 月 20 日召開法制專家諮詢會議，刻正彙整意見進行研議後，送衛生福利部法規會審查。

133. 《公共場所母乳哺育條例》：

- (1) 經參考 WHO 與 UNICEF 成功哺育母乳之 10 大措施，訂定台灣地區母嬰親善醫療院所認證制度，並自 2001 年起實施。
  - (2) 為保障婦女於公共場所哺乳權利，於 2010 年 11 月 24 日公布施行《公共場所母乳哺育條例》，規範任何人不得禁止、驅離或妨礙婦女於公共場所哺育母乳。規定特定公共場所應設置哺（集）乳室，包括特定公營場所、鐵路車站、航空站及捷運交會轉乘站、百貨公司及零售式量販店等。與產學合作鼓勵公共場所及職場廣設哺集乳室，2016 年全國公共場所依該條例設置哺（集）乳室場所計 2,204 處。各縣市自願設置哺集乳室之場所，共有 1,097 處。
  - (3) 2013 年 12 月 3 日公告訂定鐵路對號列車與高速鐵路列車應設置哺（集）乳室，鐵路對號列車自 2015 年 12 月 3 日生效，高速鐵路列車自 2016 年 12 月 3 日生效。
134. 《菸害防制法》：
- (1) 依《菸害防制法》第三章兒童及少年、孕婦吸菸行為之禁止規定（《菸害防制法》第 12 條、第 13 條及第 28 條）：
    - ① 第 12 條未滿 18 歲者，不得吸菸。孕婦亦不得吸菸。父母、監護人或其他實際為照顧之人應禁止未滿 18 歲者吸菸。
    - ② 第 13 條任何人不得供應菸品予未滿 18 歲者。任何人不得強迫、引誘或以其他方式使孕婦吸菸。
    - ③ 第 28 條未滿 18 歲而吸菸者，應令其接受戒菸教育。
  - (2) 另同法第 15 條第 1 項第 1 款及第 17 條第 2 項，亦就兒童所在之場所，規定全面禁煙，以免兒童受到菸害侵擾。
    - ① 第 15 條第 1 項第 1 款：下列場所全面禁止吸菸：高級中等學校以下學校及其他供兒童及少年教育或活動為主要目的之場所。
    - ② 第 17 條第 2 項：於孕婦或未滿 3 歲兒童在場之室內場所、禁止吸菸。

## 英文回應

### 132. Food regulation

- A. After “Regulations Governing Advertisement and Promotion of Food Products Not Suitable for Long-term Consumption by Children” taking effect on 1 January, 2016, Taiwan Food and Drug Administration (TFDA) had monitoring 10,628 cases of electronic media (including television, radio, and internet) advertisement and promotion, which are 2,366 hours, in 2016. Since TFDA have not yet found any violation, we considered the relevant industry is in well-compliance with the regulation.
- B. The HPA has drafted the “Population Nutrition Act (Draft)” based on the Rome Declaration on Nutrition and the Framework for Action. It includes setting national nutritional goals, developing national nutritional policies and strategies, providing healthy diet education in facilities and schools, and offering nutrition-required meal to children. In 2017, the notice has been given to commence a period of public comment for 60 days (from 17th March to 16th May 2017). The HPA convened three conferences on 27th to 28th June to introduce the Act and receive public comment, and a meeting



with law experts on 20th July. The draft act will be sent to be reviewed by the Legal Affairs Committee.

133. “Public Breastfeeding Act”

A. In 2001, baby-friendly hospital certification system was implemented in Taiwan that was established through the reference of WHO and UNICEF’s 10 steps to successful breastfeeding.

B. In order to protect the rights of mothers to breastfeed in public places, the “Public Breastfeeding Act” was implemented on November 24, 2010, which states that no one can forbid, eject, or interfere a mother from breastfeeding her child at public places, or force her to leave for doing so. The Act also specially stipulates that breastfeeding rooms to be established in public places that includes government agencies (institutes), train stations, airports, MRT transfer stations, department stores and supermarkets. With the help of professional and academic collaboration, the establishment of breastfeeding room in public and workplaces was encouraged and in 2016, a total of 2,204 breastfeeding rooms were established all over Taiwan. A total of 1,097 volunteered breastfeeding rooms has been established in each city and county.

C. Trains and high-speed railways to be equipped with breastfeeding rooms was promulgated in December 3, 2013, and it was made effective in trains on December, 2015 and in high-speed railways on December, 2016.

134. “Tobacco Hazards Prevention Act”

A. According the regulations of prohibition of smoking by children, minors and pregnant women in Chapter 3 of the Act (Article 12, Article 13 and Article 28):

(c) Article 12 Persons under the age of eighteen shall not smoke. Pregnant women shall not smoke. The parents, guardians or other people actually in charge of the care of persons under the age of eighteen shall forbid the said persons to smoke.

(d) Article 13 No person shall provide tobacco products to persons under the age of eighteen. No person shall force, induce or use other means to cause the pregnant woman to smoke.

(e) Article 28 Any person in violation of Paragraph 1 of Article 12 shall receive quit-smoking education.

B. In addition, to keep children and youth far away from tobacco hazards, smoking is completely prohibited in places with them, regulating in Article 15.1.1 and Article 17.2 of the same law.

(a) Article 15.1.1 Smoking is completely prohibited in the following places: schools at all levels up to and including high schools, children and youth welfare institutions and other places the main purposes of which are for educations or activities of children and youth;

(b) Article 17.2 Smoking is prohibited in the indoor areas where pregnant women

or children younger than three years of age are present.

點次	問題內容(原文)	中文參考翻譯
6.14	In relation to sexual health education (para 227) please indicate whether there are national guidelines on the form, content and delivery of such education and if so please provide these guidelines. Please also indicate whether such education is focussed on heterosexual relationships or extends to and recognises the legitimacy of diversity in sexual orientation.	有關性健康教育（第 227 點），請說明對此教育之形式、內容及教學推展是否有全國性的準則，若有，請提供此準則。並請說明此教育是否聚焦於異性戀關係，抑或延伸至認同性取向多元化的合法性。

### 中文回應

135. 性健康教育包含性教育及性別平等教育範疇，性教育之內容、教學推廣如下：

- (1) 納入課程綱要：國民中小學九年一貫健康與體育學習領域課程綱要訂有性教育（含愛滋病防治）之能力指標，高中職融入「健康與護理」科目。
- (2) 辦理相關知能研習：針對學校校長、行政人員及國高中職健體領域教師，辦理性教育知能研習。
- (3) 提供相關教學資源：維護與充實性教育教學資源網，提供學校教師相關教案、教材、資源手冊及影音媒體教學輔助資源。
- (4) 配合教育部落實執行《校園性教育（含愛滋病防治）實施計畫》。

136. 性別平等教育之內容、教學推廣如下：

- (1) 課程規劃：依《性別平等教育法》規定，國民中小學應將性別平等教育融入課程，每學期應實施性別平等教育相關課程或活動至少 4 小時。高級中等學校及專科學校五年制前三年應將性別平等教育融入課程。
- (2) 教材設計：領綱草案針對性別平等教育於各教育階段規劃不同的學習內涵、示例，作為教材編選與教學實施之參考。
- (3) 宣導及輔導作為：透過種子講師、課程與教學輔導諮詢團隊、整合學科與群科中心等，協助學校性別平等教育之推動。

137. 為促進性別地位之實質平等，消除性別歧視，維護人格尊嚴，厚植並建立性別平等之教育資源與環境，特制定《性別平等教育法》。

- (1) 依《性別平等教育法》第 12 條規定：學校應提供性別平等之學習環境，尊重及考量學生與教職員工之不同性別、性別特質、性別認同或性傾向，並建立安全之校園空間。且學校應訂定性別平等教育實施規定，並公告周知，所定公告方式，除應張貼於學校公告欄外，並得以書面、口頭、網際網路或其他適當方式為之。
- (2) 復依同法第 14 條：學校不得因學生之性別、性別特質、性別認同或性傾向而給予教學、活動、評量、獎懲、福利及服務上之差別待遇。但性質僅適合特定性別、性別特質、性別認同或性傾向者，不在此限。且學校應對因性別、性別特質、性別認同或性傾向而處於不利處境之學生積極提供協助，以改善其處境。

- (3) 在學校教學上，《性別平等教育法》第 18 條規定，學校教材之編寫、審查及選用，應符合性別平等教育原則；教材內容應平衡反映不同性別之歷史貢獻及生活經驗，並呈現多元之性別觀點。因此，依《性別平等教育法》納入性別平等之多元觀點，並呈現性別多元之價值，以教導學生尊重不同的性別差異。
138. 另為倡導青少年正確的性知識，國民健康署設置青少年網站幸福 e 學園 (<http://young.hpa.gov.tw>)，提供青少年、家長及教師之正確的性健康資訊，已有性別多元化議題計 2 篇，今（2017）年將強化尊重多元性別之相關資料之提供。

### 英文回應

135. Sexual health education includes sex education and gender equity education. The contents of sex education are as follows:
- A. Included in the course outline: The competency indicators of sex education (including AIDS prevention) are established in Health and Physical Education in the Grade 1-9 Curriculum Guidelines. Sex education is included in Health and Nursing Education in senior and vocational senior high schools.
  - B. Organize seminars on knowledge of sex education: Seminars on knowledge of sex education are organized for principals, the administration staff, and health and physical education teachers in junior and senior high schools.
  - C. Provide related teaching resources: Maintain and enrich the sex education website that provides cases, materials, resources, and audio/video media for school teachers.
  - D. Implement the “Plan for Implementing Sex Education (including AIDS Prevention) on Campus” promoted by the MOE.
136. The contents of gender equity education are as follows:
- A. Curricular planning: According to the “Gender Equity Education Act,” elementary and junior high schools, in addition to integrating gender equity education into their curriculum, shall provide at least four hours of courses or activities on gender equity education each semester. Senior high schools shall integrate gender equity education in their curriculum, the same as the five-year junior colleges in the first three years of their curriculum.
  - B. Material design: The Grade 1-9 Curriculum Guidelines provide different contents and examples of gender equity education at each stage for material design and instructions.
  - C. Promotion and counseling: Promote gender equity education through seed instructors, curriculum and instruction counseling teams, and centers for integrated subject and study area.
137. The “Gender Equity Education Act” is prescribed in order to promote substantive gender equality, eliminate gender discrimination, uphold human dignity, and improve and establish education resources and environment of gender equality.
- A. According to Article 12 of the “Gender Equity Education Act,” the school shall provide a gender-fair learning environment, respect and give due consideration to students,

faculty, and staff with different gender, gender temperaments, gender identity, and sexual orientation. Moreover, it shall establish a safe campus environment. The school shall also establish the regulations on implementing gender equity education and announce the regulations on the school bulletin, in writing, orally, on the internet, or in other proper ways.

B. According to Article 14 of the “Gender Equity Education Act,” the school shall not discriminate against students on the basis of their gender, gender temperaments, gender identity, or sexual orientation in its instruction, activities, assessments, rewards and penalties, benefits, or services. This requirement does not apply to matters suitable only to persons of a specific gender, gender temperaments, gender identity, or sexual orientation. The school shall proactively provide assistance to students who are disadvantaged due to their gender, gender temperaments, gender identity, or sexual orientation with the aim of improving their circumstances.

C. According to Article 18 of the “Gender Equity Education Act,” the compilation, composition, review and selection of course materials shall comply with the principles of gender equity education. The content of teaching materials shall present fairly on the historical contributions, life experiences of both sexes, and diverse gender perspectives. Accordingly, instruction shall be given from diverse gender perspectives and present the value of gender diversity to enable students to generate respect for gender diversity in accordance with the” Gender Equity Education Act.”

138. To advocate accurate sexual health knowledge to adolescents, the HPA has setup a youth friendly website (<http://young.hpa.gov.tw>) to provide adolescent, parents and teachers with accurate sexual health information. The website already provides information on 2 diverse topics on gender issues and this year (2017), we aim to further strengthen the provision of diverse gender related information.

點次	問題內容(原文)	中文參考翻譯
6.15	In relation to children’s dietary habits and nutrition, please indicate whether there are any programs or initiatives to ensure children receive their recommended daily dose of vitamins and minerals and address issues associated with obesity.	有關兒童的飲食習慣及營養，請說明是否有任何專案或提案以確保兒童獲得其每日建議劑量的維生素和礦物質，以及關注肥胖相關的問題。

### 中文回應

139. 有關兒童的飲食習慣及營養，為確保兒童獲得其每日建議劑量的維生素和礦物質，以及關注肥胖相關的問題，由學校供應膳食者，應依據中央主管機關所定《學校午餐食物內容及營養基準》，以及中央衛生主管機關所定《國人膳食營養素參考攝取量》提供衛生、安全及營養均衡之餐食，爰教育部已會同衛生福利部訂有《學校午餐食物內

- 容及營養基準》學校作為午餐設計原則，並訂有《校園飲品及點心販售範圍》及《幼兒園餐點食物內容及營養基準及食譜範例》等，其中若涉國人營養素參考攝取量係參考國民健康署《國人膳食營養素參考攝取量》、每日飲食指南及各生命期營養單張。
140. 高中以下學校營養午餐、校園飲品及點心販售須依教育部《學校午餐食物內容及營養基準》、《校園飲品及點心販售範圍》供應，幼兒園早點、午餐及午點則參照《幼兒園餐點食物內容及營養基準及食譜範例》，供應適量、均衡、多樣化健康飲食。
141. 推動《校園周邊健康飲食輔導示範計畫》輔導校園周邊業者，並擴大至 5 類餐飲連鎖業者（超商、早餐店、便當盒餐業、速食店及飲料店），透過輔導業者健康飲食原則、實際飲食搭配技巧及餐飲熱量標示等策略，強化健康飲食可近性及營造支持性環境。
142. 針對不同生命期營養，分別訂定適合營養單張進行衛教傳播，包括嬰兒期、幼兒期、1-2 年級學童、3-6 年級學童、青春期等。
143. 我國極重視兒童營養健康狀況，持續進行國民營養健康狀況變遷調查監測營養及體位狀況，2011 年起於全國 368 鄉鎮進行致胖環境檢視及改善（包括各級學校），2017 年發展《臺灣肥胖防治策略》及《兒童肥胖防治實證指引》，提供兒童分齡飲食及運動環境、肥胖篩檢與治療流程及防治策略等，供兒童、照顧者、醫療人員及學校教職員運用，提升健康體重管理識能；辦理《生活技能融入健康體位教學教材工具發展及推廣計畫》製作生活技能融入健康體位教學多元化教材工具，提供學校教師於生活技能教學上教學應用；另辦理《我國兒童及少年安置與教養機構健康體位促進計畫》針對安置於社會福利機構中兒童及照顧者進行健康體重管理、健康飲食及身體活動等面向識能調查，發展兒童及照顧者等二種不同版本健康識能問卷、分齡教材及工具包，並提供兒童及照顧者健康飲食及身體活動教育介入，提升兒童健康體位，強化兒童肥胖防治。教育部國民及學前教育署亦訂定《105 學年健康體位輔導與推廣計畫》研發中小學生健康體位融入基礎生活教育教案、教材，內容包含六大類食物介紹、長高營養小秘訣、減糖的重要性等，以確保兒童同時瞭解其每日獲建議劑量的維生素和礦物質，以及關注肥胖相關知識。

### 英文回應

139. About the diet habits and nutrition of children, in order to ensure children will obtain the daily recommended vitamins and minerals, and avoid children obesity issues, those schools providing children diets should follow government announced “Nutrition Standards and Food Contents for School Lunches” and the “Dietary Reference Intakes” (DRIs) to prepare the hygienic, safe meals with balanced nutrition for children. According to “Nutrition Standards and Food Contents for School Lunches” announced by the MOE and the MOHW, schools should follow this rule to prepare the lunch for children. “Campus Beverage and Snack-selling Policies” and “Nutrition Standards, Food Contents, and Recipe Examples for Kindergarten Meal” were also put in place. National nutritional reference intake in the regulations have been set based on the HPA’s DRIs, “Dietary Guideline” and dietary guideline for each life span.
140. In order to provide a appropriate, nutrition-balanced, variety, and healthy diet, school

lunch, beverages and snack provided in high school level and below must follow the “Nutrition Standards and Food Contents for School Lunches” and the “Campus Beverage and Snack-selling Policies” while meals provided in kindergarten follow the “Nutrition Standards, Food Contents, and Recipe Examples for Kindergarten Meal.”

141. The HPA has launched a model plan to promote healthy food and beverages to caterers of convenience stores, breakfast shops, boxed lunch, fast food restaurants, and beverage shops that are around campuses within 500 meters. In order to enforce the accessibility of healthy meals and build health-supporting environment, it has guided caterers to develop healthy meals and provide calories labelling.
142. The HPA has developed dietary guideline leaflets among every life span, which includes babies, toddlers, 1st to 2nd grade children, 3rd to 6th grade children, and adolescents, in order to educate people to eat healthy.
143. We cared about nutrition and body weight status in children, and continued to undertake the “Nutrition and Health Survey in Taiwan” to monitor nutrition and body weight trends of citizens. To check and improve environmental factors contributing to obesity in 368 townships we had conduct obesogenic environment examination since 2011. To promote literacy of healthy weight management, the HPA has developed “Taiwan Obesity Prevention Strategy” and “Childhood Obesity Control Empirical Guideline.” Those two include the following topics” diet, environment, obesity screening, treatment procedures, prevention and management strategy” throughout life span and it will be provided for children, caregivers, medical and school staffs. In addition, we also develop and promote “Teaching Materials for Healthy Body Weight Course with Life Skills.” These provide teachers for applying life skills to teach in the school by producing multiple teaching materials of healthy body weight course. Furthermore, the HPA conduct “Health Body Weight Management Promotion Program for Child and Youth Institutions” this year to investigate health literacy of healthy weight management, healthy diet and physical activity for child and caregivers. The HPA will take this survey to develop two version of healthy literacy questionnaires, and teaching materials for children and caregivers, and also provide them healthy diet and physical activity teaching course. It had made effort in promoting children’s health and strengthening the prevention and treatment of childhood obesity. The K-12 Education Administration, MOE, has also developed “2016 Healthy Weight Facilitation and Promotion Pproject,” to study for how to incorporate the healthy weight concept into the basic daily life education with the related programs and materials for the students of elementary and junior high schools. The contents covered the introductions of 6 classes of foods, nutrition secrets for growing taller and the importance of reduced sugar intake etc. to ensure children will learn their daily required vitamins and minerals recommendations and the obesity related knowledge simultaneously.

點次	問題內容(原文)	中文參考翻譯
6.16	In relation to transgender children who wish to access gender reassignment treatment please indicate the availability of such treatment and the process for receiving such treatment.	有關跨性別兒童欲接受變性手術，請說明此手術的可獲得性以及接受此療程之過程。

### 中文回應

144. 一般個體於3歲左右形成性別認同(gender identity)，但對於有些人是無法確定的，還需要探索。性別不安(gender dysphoria)是指因個人經歷或表現的性別認同與被指定之社會性別有所差異，因而感到顯著的不自在或困擾。在兒童期出現性別不安者，僅有一成會持續到成年期。然而，由兒童期持續到青春期或青春期才出現之性別不安者，則絕大多數會持續至整個成年期。因此，不建議未滿12歲之兒童接受變性手術。
145. 另未成年人進行手術前須經《醫療法》第63條第1項及第2項所定程序辦理。即醫療機構實施手術，應向病人或其法定代理人、配偶、親屬或關係人說明手術原因、手術成功率或可能發生之併發症及危險，並經其同意，簽具手術同意書及麻醉同意書，始得為之。但情況緊急者，不在此限。前項同意書之簽具，病人為未成年人或無法親自簽具者，得由其法定代理人、配偶、親屬或關係人簽具。

### 英文回應

144. Individual usually develops their Gender identity in 3-years-old, but few of them need more exploration before ensuring. Gender dysphoria refers to those individuals who feel uncomfortable or perplexed about the gap between social gender they had been fixed and the Gender identity the actually act or experience. When it is found in childhood, about 10% of them remain until adult. However, if it is found in puberty, or it lasts from childhood to puberty, most of them remain until adult. For these reason, individual is not recommended to accept Transsexual surgery before 12 years old.
145. The established procedures mentioned in Paragraphs 1 and 2, Article 63 of the “Medical Care Act” shall be complied with before a minor undergoes a surgical operation. That is, medical care institutions shall explain the reasons for surgical operation, success rate, possible side-effects and risks to the patient or his/her legal agent, spouse, kin, or interested party, and must obtain his/her consent and signature on letter of consent for surgery and anesthesia before commencing with surgical procedure. However, this rule does not apply in case of emergency. For a minor patient or a patient unable to sign personally, the abovementioned consent form may be signed by his/her legal representative, spouse, family members, or related parties.

點次	問題內容(原文)	中文參考翻譯
6.17	In relation to the health of indigenous children, please clarify the status of the draft Indigenous Peoples' Health Law 2011 and indicate what other targeted measures are being adopted to address the health needs of indigenous children.	有關原住民兒童的健康，請說明 2011 年《原住民族健康法》草案的現狀，並說明採取了哪些其他的措施來解決原住民兒童的健康需求。

### 中文回應

146. 目前衛生福利部護理及健康照護司委託台灣原住民醫學學會檢討《原住民健康法》草案條文，已辦理部落座談會 4 場次及專家座談會 1 場次，預計 2017 年 8 月 31 日完成結案報告。
147. 衛生福利部為原住民族具有獨特的歷史背景，又因其居住地屬偏遠，致使醫療條件、健康觀念上有強化空間。為提昇部落居民生活品質，並建立正確的保健知能，每年透過學童衛教活動，建立良好衛生觀念，進而推廣至部落。執行方法為辦理衛生小天使活動：讓原住民地區學童參與，將傳染病防治、毒品防制及衛生保健等課程納入活動；並由衛生小天使擔任部落種子，影響同儕並提昇部落健康之風氣。

### 英文回應

146. The Department of Nursing and Health Care, MOHW, has commissioned the Medical Association for Indigenous People of Taiwan to review the articles of the draft of the "Health Care Act for Indigenous People." To date, the Association has organized four tribal symposiums and one expert seminar, and will complete the project on August 31st, 2017.
147. As the aboriginal tribes possess unique historical heritage and reside in remote areas, where health care conditions and concepts are still lacking. In order to improve the living quality and establish the correct health care competencies of the tribal residents, the Ministry organizes health education activities for school children to instill correct health concepts, in hopes to influence the tribes from their youth. Implementation includes the health angels program that involves the school children from the aboriginal regions, and at the same time incorporating communicable disease prevention, drug prevention, and health care courses into the program. The health angels will serve as the seeds in their tribes that influences their peers and improve the healthy attitudes in the tribes.

點次	問題內容(原文)	中文參考翻譯
6.18	In relation to children's use of social media and the internet, please indicate whether any measures are being taken to assess and address the health effects of such usage.	有關兒童使用社群媒體及網路，請說明是否有任何措施評估和關注其對健康的影響。



## 中文回應

### 社群媒體及網路

148. 教育部訂定《各級學校學生安全健康上網實施計畫》，以三級預防之概念，從中央、地方政府到各級學校共同依循教育宣導、發現處置與輔導介入等三級預防作為加強辦理，以期教導學生瞭解網路的本質、培養正確的網路使用態度、辨認網路的訊息種類及養成良好的網路使用習慣。
149. 為瞭解臺灣高級中等以下學生網路使用行為是否具備正確的上網觀念，教育部每 2 年會辦理「臺灣中小學學生網路使用行為問卷調查」，包含網路使用現象（平均上網時間、各年級經常使用的網路社群使用類型、個人 FACEBOOK 使用情形、不同網路使用之正向預期等）、各類網路沈迷、網路成癮行為之盛行率（調查範疇包含線上遊戲、FACEBOOK 等）、網路沈迷、網路成癮身心健康危害的關係、3C 產品四種管教方式與不同類型網路成癮的關係四大面向，以期能隨時掌握學生上網動態，滾動式修訂教育部《各級學校學生安全健康上網實施計畫》施政重點及策略，避免影響兒童之健康。
150. 另由國家通訊傳播委員會、內政部、教育部、經濟部、文化部及衛生福利部等政府部門委託民間團體成立 iWIN 網路內容防護機構（下稱 iWIN），主要受理涉及兒少身心健康之網路內容案件，當發現網路上有不妥內容，iWIN 依衛生福利部所訂之《社政主管機關處理網際網路內容違反兒童及少年相關法規處理原則》，於保留相關事證後，立即通報各主管機關（如地方政府警政與社政單位）依權責處理。iWIN 自 2013 年成立，受理民眾申訴兒少網路案件，2014 年 11,518 件；2015 年 5,580 件；2016 年 15,339 件，案件類型為色情猥褻、侮辱、毀謗或個資外洩。
151. 考量時效性及為避免兒少接觸到有害其身心健康之內容，iWIN 於保全相關事證並函轉各權責機關處理時，另通知相關業者依其與使用者所訂之「使用條款」處理，或依《兒少法》作適當之防護措施，以保護兒少權益，惟不會直接要求業者移除內容，移除要求及後續查處，仍須由各政府機關處理。
152. 為提昇兒少在虛擬網路世界中的媒體素養等級，iWIN 在全國北、中、南、東及離島等高中、國中小學校園辦理網路安全宣導活動，從小扎根培養資訊素養，營造友善的網路環境。文化部亦每年補助社團法人中華白絲帶關懷協會印製資訊素養繪本對兒童宣導健康上網觀念。2014 至 2016 共印製 9,000 本。
153. 為維護學童視力健康，避免教學不當或過度使用電子教學設備，教育部國民及學前教育署訂定《國民小學使用電子化設備進行教學注意事項》，以維護兒童視力健康。
154. 為呼籲業者及提醒家長共同關心下一代使用 3C 產品時之視力保健注意，衛生福利部訂定《建議 3C 產品加註警語行政指導原則》，1. 警語內容：使用過度恐傷害視力。2. 注意事項內容：(1) 使用 30 分鐘請休息 10 分鐘。(2) 未滿 2 歲幼兒不看螢幕，2 歲以上每天看螢幕不要超過 1 小時。並結合國家通訊傳播委員會及經濟部標準檢驗局規範及強制業者全面標示。

### 線上遊戲

155. 有關兒童使用線上遊戲部分，為保障兒少視聽權益，經濟部於 2012 年公告修正《遊戲軟體分級管理辦法》，過程中更彙集兒少、家長團體及專家學者各界意見，明定遊戲應依其內容分為普、護、輔 12、輔 15、限，共五級。且經濟部工業局每年定期抽查百款以上市售遊戲，確保業者落實遊戲軟體分級制度，強制業者應依法於產品包裝、官網、廣告中標示遊戲級別與防沉迷等警語，以提醒消費者與孩子選擇適齡遊戲、避免沉迷的健康遊戲觀念。另針對限制級遊戲，亦要求應分區管理，避免兒少接觸不適齡遊戲。

## 英文回應

### *Social media and the internet*

148. The MOE has announced “Safe and Good Access to Internet for The Student Project” to connect central, local government and schools to form a tertiary prevention network. Through education, identify and coach to enhance the knowledge of students about what the internet is and how to use internet correctly. And they can learn to recognize different internet messages and have good habits for internet access.
149. Also, the MOE will do the survey of “Internet Access Behavior of Taiwanese Students in Elementary And Junior High Schools” by questionnaires every two years to understand if the students under senior high schools have correct concepts of internet access; the questionnaire contents covered the current usage of internet (average online time, social media types in use, personal FACEBOOK usage and positive expectations of different websites etc.), all types of indulgence in internet, internet addictions prevalence (including online games, FACEBOOK etc.), internet indulgence and addiction versus mental health damages, 3C products usage etc. four dimensions for exploring the relationships between different types of education and internet addiction patterns. Therefore, the Internet access of students would be well monitored and modification of “Safe and Good Access to Internet for The Student Project” could continue to be updated for protecting children health.
150. In addition, National Communications Commission (NCC), MOI, MOE, Ministry of Economic Affairs (MOEA), Ministry of Culture (MOC), and MOHW jointly commissioned a non-governmental organization to establish the Institute of Watch Internet Network (iWIN) with view to overseeing internet content and handling cases where internet content has been deemed to have a detrimental effect on the psychological health of children or minors. Adhering to principles set by the MOHW for social and public affairs agencies to manage such internet content, iWIN retains the evidence in question and reports the situation to all relevant authorities (local or social and public affairs agencies) immediately. iWIN founded in 2013, is responsible for processing public complaints about Internet crimes against children and youths. 11,518 complaints were received in 2014, 5,580 complaints in 2015, and 15,339 complaints in 2016. The types of

crimes included pornography, obscenity, insult, defamation, and leakage of personal information.

151. In consideration that the content in question may have a detrimental effect on the psychological well being of minors, after reporting to relevant units, iWIN also reminds the business entity providing the content to ensure that the case is handled in accordance with the terms and conditions between the enterprise and the users, otherwise appropriate action will be taken in accordance with “the Protection of Children and Youth Welfare and Rights Act.” However, it is worth noting that iWIN cannot order the business entity to remove the content in question because of the further authorization required dependent on the government agencies that has the jurisdiction in the subject area.
152. To improve the media literacy of children and minors in the digital era, iWIN conducts campaigns in high schools and elementary schools across all parts of the country to raise the issue of internet literacy as well as awareness on an appropriate internet environment. The MOC has also supported the civic group, Cyber Angel’s Pick (CAP), to publish picture books to promote the safe use of the Internet for children. Nine thousand copies were published between 2014 and 2016.
153. In order to protect the vision health of children and avoid the inadequate education by misuse or overuse of electronic teaching equipment, K-12 Education Administration, MOE, announced the policy of “Notice For Electronic Teaching Equipment Usage in Elementary School” to secure the vision health of children.
154. The MOHW has laid out “Administrative Guidelines of Recommendation for 3C Product Warnings” to appeal 3C (computer, communication and consumer electronics) industries and to remind parents to be concerned about the next generation’s visual care while using 3C products. 1. Warning: Overuse might damage eyesight, 2. Precautions: (1) 10 minutes rest after 30 minutes use, (2) Children below 2 years of age should avoid watching the screen, while children above 2 years should limit watching the screen to 1hour per day. NCC in collaboration with the Bureau of Standards Metrology & Inspection, MOEA, enforces 3C industries to label specifications on their products.

#### *Online games*

155. In relation to children’s use of online games, to protect the communication and propagation interests of children and adolescence, MOEA have amended and enacted the “Game Software Rating Management Regulations” in 2012, consolidated opinion from relevant experts, scholars, representatives of children and youth welfare groups, and representatives of parent groups. Gaming software is divided into the 5 ratings in accordance with its contents, Restricted (R), Parental Guidance 15, Parental Guidance 12, Protected, and General Public. Every year, Industrial Development Bureau (IDB) spot-check more than 100 games to ensure the obligors of rating administration have implemented the Regulations, and also forced the sellers should affixed the rating labels

and the avoid excessive game or other similar warnings on the packages, homepage, advertisement of the games, for remind the consumers and the children chose the appropriate game, and avoid excessive game. To the game rated to Restricted, IDB has requested the sellers to separate from the general area, to prevent children and adolescence from seeing the inappropriate games.

點次	問題內容(原文)	中文參考翻譯
6.19	In relation to youth suicide (para 191 and attachment 6.1) please clarify whether there is any data available on the causes of suicide and whether there is any disaggregated data on the identify of victims (for example gender; urban/rural; indigenous; sexual orientation)	有關青少年自殺（第 191 點和附件 6.1），請說明是否有自殺原因的數據，以及是否有受害者的分類數據（例如性別、城／鄉、原住民、性取向）。

#### 中文回應

156. 衛生福利部統計處每年針對國人死因進行統計分析，其中包括自殺死亡統計（按各年齡層，性別，縣市別，死因別，山地鄉等）。衛生福利部統計處公布之死因統計資料，詳見衛生福利部網頁 / 衛生福利統計專區 / 死因統計（網址：<http://dep.mohw.gov.tw/DOS/np-1775-113.html>）。

#### 英文回應

156. The Department of Statistics, MOHW, publishes statistical analysis of the causes of death among nationalities annually, and suicide data (analyzed by age, sex, county, means, aboriginal area, etc.) is included. Relative datas are available on the website of the MOHW / Statistics & Publications / Statistics / Cause of Death Statistics (address: <http://www.mohw.gov.tw/np-128-2.html>).

點次	問題內容(原文)	中文參考翻譯
6.20	In relation to assistance provided to low income families (para 231 – 234 & 238 – 239), if possible, please provide details of the benefits received relative to other indicators within RoC (Taiwan) such as the average wage or poverty line.	有關低收入戶的扶助（第 231 點—234 點和第 238 點—第 239 點），若可能，請提供此福利相較於中華民國（台灣）內其它指標（例如平均工資或貧窮線）的細節。

#### 中文回應

157. 第 232 點中：

- (1) 兒童少年醫療協助措施：並非生活扶助，爰補助水準無涉平均工資或貧窮線標準。
- (2) 國民年金保險遺屬年金：並未限定低收入戶兒童始得領取，衛生福利部社會保險司無資料可提供。
- (3) 勞工保險：勞工保險係我國社會保險制度之一環，其對象為實際從事工作，並獲

得報酬之受僱勞工，與社會救助制度有別；又勞工保險係採權利義務對等，給付需與繳費貢獻度互有連動，故《勞工保險條例》相關規定並未對低收入戶有特別保障或扶助措施。

158. 第 233 點中：

- (1) 育兒津貼：我國業已針對低收入戶內兒童提供基本生活經濟支持措施(參考第 234 點)，若該名兒童同時符合本津貼給付標準(參考第 233 點)，則以補差額方式，提供每月最高 5,000 元補助。
- (2) 弱勢家庭兒童及少年緊急生活扶助：本扶助係以社工員訪視取代資產調查審查方式，可協助未能納入一般救助體系但卻有扶助需求之邊緣人口，是為提供弱勢家庭之過渡性措施，若符合資格之家庭，每人每月提供 3,000 元補助。
- (3) 特殊境遇家庭扶助：我國相關社會福利津貼及補助資格，多以貧窮線(最低生活費)作為審核基準，現行《特殊境遇家庭扶助條例》第 4 條第 1 項已明定，所稱特殊境遇家庭係指申請人其家庭總收入按全家人口平均分配，每人每月未超過政府當年度公布最低生活費 2.5 倍及臺灣地區平均每人每月消費支出 1.5 倍，且家庭財產須符合中央主管機關公告之一定金額者，始符合申請條件。
- (4) 就業者家庭部分托育費用補助：係針對家中有未滿 2 歲之幼兒，其父母(或監護人)雙方或單親一方因就業將幼兒送居家托育人員或托嬰中心照顧者，核定最近 1 年綜合所得稅稅率未達 20% 之一般家庭，每月可請領 2,000-3,000 元不等之補助；符合《社會救助法》第 4 條之 1 之中低收入戶家庭，每月可請領 3,000-4,000 元不等之補助；符合《社會救助法》第 4 條之低收入戶家庭，每月可請領 4,000-5,000 元不等之補助。
- (5) 弱勢學生用餐：
  - ① 依據教育部與行政院主計總處會銜訂定之《中央補助地方政府學校午餐經費支用要點》，已針對低收入戶、中低收入戶、家庭突發因素及經導師家庭訪視認定(含父母非自願性失業 1 個月以上、無薪休假及任一方身障)等經濟弱勢國民中小學學生上課日與寒暑假至校參加輔導或活動提供全額午餐費補助。
  - ② 各地方政府及學校應主動關懷貧困學生用餐問題，協調社會局及民政局協助，並協助轉介事宜，積極建立「急困學生用餐問題三級協助機制」，由學校或縣市政府救助機制予以協助或轉介社福機構。
  - ③ 除提醒家長應關心並負責學生用餐外，對於因經濟因素，沒有早晚餐吃的學童，學校也應主動關懷，透過導師或職員工生反映，如需要協助，馬上關懷，運用急難基金補助(如仁愛基金、教育儲蓄專戶、家長會、社會資源等)，提供早晚餐券或餐點，並對長期需要協助或非臨時急迫性家庭的學童，立即轉介社政單位，提供低收入戶兒童生活扶助、中低收入兒童生活扶助、特殊境遇家庭子女生活津貼、其他各項醫療及托育補助。
  - ④ 對臨時急迫性的家庭，則由地方政府(含社政及教育單位)提供急難救助、馬上關懷急難救助、緊急生活扶助、提供餐券、便當餐點、代金所需經費補助等。對於非經濟因素的家庭，地方政府或學校協助強化家長親職功能、培養學童良好飲食習慣。
- (6) 就學補助：另外教育部為協助大專校院弱勢學生順利就學，提供學雜費減免，幫助學生減輕就學費用籌措負擔，其中依據《特殊境遇家庭扶助條例》第 8 條第 3

項規定訂定《特殊境遇家庭子女孫子女就讀高級中等以上學校學雜費減免辦法》，特殊境遇家庭之子女或孫子女就讀國內高級中等以上學校具有學籍者，於修業年限內，得減免 60%學雜費。

159.第 234 點：

- (1) 依據《社會救助法》規定，低收入戶須符合家庭總收入平均分配全家人口，每人每月在最低生活費以下，且家庭財產未超過中央、直轄市主管機關公告之當年度一定金額。中低收入戶須符合家庭總收入平均分配全家人口，每人每月不超過最低生活費 1.5 倍，且家庭財產未超過中央、直轄市主管機關公告之當年度一定金額。
- (2) 各地方政府提供低收入戶補助包含家庭生活扶助、就學生活扶助及兒童生活扶助 3 大項，並依照款別不同給予不同之救助措施。此外，對於低收入戶中之老人、懷孕滿 3 個月之孕婦，以及身心障礙者，主管機關得依其原領取現金給付之金額增加最高不得逾 40%之補助。又為避免救助給付過於優渥，影響工作意願，每人每月所領取政府核發之救助金額，不得超過當年政府公告之基本工資。

160.第 239 點：內政部辦理《整合住宅補貼資源實施方案》提供租金補貼、自購住宅貸款利息補貼及修繕住宅貸款利息補貼。針對家庭年收入 20%分位點以下或最低生活費 1.5 倍以下之中低收入家庭，提供租金補貼，以 2017 年為例，租金補貼每戶每月最高新臺幣 5,000 元；針對家庭年收入 50%分位點以下且最低生活費 3.5 倍以下之中低收入家庭，提供自購或修繕住宅貸款利息補貼。

### 英文回應

157. According to Paragraph 232:

- A. Medical subsidies for children and youth: it is not living assistance; thus, the level of subsidy doesn't involve in the average wage and poverty line.
- B. Applying for National Pension payment for surviving family members is not limited to the low-income households, so Department of Social Insurance, MOHW, have no data to provide.
- C. As part of the social insurance system in Taiwan, labor insurance is applicable to employees who are actually engaged in work and receive remunerations and is thus different from the social assistance system. In addition, labor insurance is based on the equality of rights and obligations; that is, the payment must be linked to the contribution. There is no special safeguard or assistance measures for low-income households in the "Labor Insurance Act."

158. According to Paragraph 233:

- A. Child care allowance: children from low-income households are provided with basic living allowance (referring to para 234); if a child is also eligible for child care allowance (referring to para 233), then a monthly subsidy of up to NT\$5000 are provided as a way of making up the difference.
- B. Emergency living assistance for children and youth from disadvantaged families: we

conduct an investigation by a social worker paying a visit instead of investigating on assets, which is considered as a transitional arrangement for disadvantaged families and that can assist edge populations who need to be subsidized, yet are not included in the subsidy system. An eligible household is offered a monthly subsidy of NT\$3,000 per person.

- C. Assistance for family in hardship: eligibility criteria of relevant social welfare allowance and subsidies are based on poverty line (minimum living expenses); Article 4, Paragraph 1 of the “Act of Assistance for Families in Hardship” stipulates that the definition of families encountering extreme hardship is an applicant whose household’s average monthly income per person falls below 2.5 times of the minimum living expenses, set by the government in the current year and falls below 1.5 times of average monthly personal consumption expenditures in Taiwan, and also whose total household assets do not exceed the amount of assets set by central authorities; an applicant can apply for the subsidy only if he/she fits the criteria.
- D. Child care subsidies for employed parents with qualified child care providers: for every household having children under the age of 2, if parents (or a guardian) or a single parent, whose Individual Income Tax rate for the current year is less than 20% send their kids to family child care providers or infant centers, then a monthly subsidy of NT\$2,000-3,000 is provided; if a low-to-middle income household is eligible for Article 4-1 of “Public Assistance Act,” then a monthly subsidy of NT\$3,000-4,000 is provided; if a low-income household is eligible for Article 4 of “Public Assistance Act,” then a monthly subsidy of NT\$4,000-5,000 is provided.
- E. Dining issue of underprivileged students:
  - (a) The MOE and Directorate General of Budget, Accounting and Statistics (DGBAS) of Executive Yuan have issued the policy of “Memorandum of Subsidiary to Local Government for School Lunch Allowances Spending by Central Government” to subsidize those elementary/junior high school students from underprivileged groups like low/middle income families, families with sudden impacts and families with identified economic issues through family visits (including parents lost jobs due to layoff for more than 1 month, on unpaid leaves and either one of handicapped parents) with full lunch allowances during studying periods, attending school activities and events in winter or summer vacations.
  - (b) All local governments and schools should proactively consider the dining issues for students. They should help and refer students to ask for the assistances provided by Department of Social Welfare and Department of Civil Affairs to build up the “Mechanism of Tertiary Assistance for Suffered Students Dining Issues” aggressively. Schools or local governments should take the ownership to support those students with demands with the established mechanisms or refer them to the

related social welfare institutes.

- (c) Not only reminding the parents should concern and take care of the meals for students, schools should proactively care those students have difficulties on paying for meals due to family economic issue. They should be identified by teachers or school staffs and assisted as required with the school prepared emergency funds (like charity fund, educational saving accounts, parents' association or social resources etc.). They can be provided with meal coupons or required meals. For those students in long term needs of supports or from non-sudden impacted families, schools should refer them to social administration institutes for low/middle income family children lives subsidy, special family children lives subsidy and any other medical and nursing support subsidy.
  - (d) For those families with sudden impacts, local governments (including social administration and educational departments) should provide urgent assistance, immediate caring assistance, emergent lives support, meal coupons, required meals, loans etc. subsidies. For those special families without economic issues, local governments or schools should help to enhance the parental function and nurture the children with good dietary habits.
- F. Besides, the MOE provides full tuition supports for those underprivileged students to complete their educations in colleges and release their financial burden for studying. According to the 3<sup>rd</sup> item of the 8<sup>th</sup> rule for special families, "Act of Children/Grandchildren of Special Families Above Senior High School Tuition Free," the students from special families can enjoy 60% of tuition subsidy for their senior high school or above with identifications.

159. According to Paragraph 234:

- A. The provisions of the "Social Assistance Act" are as follows: the low-income households shall qualify under the following conditions: their average divided monthly income among each person in the household falls below the lowest living index; and their total household assets do not exceed the specific amount announced by the central and municipality competent authorities in the year of application. The middle-to-low-income household shall qualify under the following conditions: their average divided monthly income among each person in the household falls below the amount 1.5 times as much as the lowest living index; and their total household assets shall not exceed the specific amount announced by the central and municipality competent authorities in the year of application.
- B. In relation to assistance provided to low-income households; local governments according to local standards provide three parts of subsidies, family living support, student living support and children living support subsidies. Moreover, different welfare groups in low-income households, who are elderly, pregnant over three months or



longer, and disabled, qualify for an additional subsidy from the competent authority that is no more than 40% of the original amount in cash. However, in order to prevent excessive welfare payments affecting a recipient's willingness to work, the total amount of assistance granted by the government to each person per month shall not exceed the minimum wage of the current year.

160. According to Paragraph 239: the “Housing Subsidy Resources Implementation Plan,” which is handled by the MOI, provides rental subsidies, subsidy for interest payments from self-purchase and repair of residential loans. For low-income families which household annual income is below 20% or less than 1.5 times the lowest living index, rental subsidies are provided. In 2017, the maxima rental subsidy for every household is NTD 5,000 monthly. For low-income families which household annual income is below 50% and less than 3.5 times the lowest living index, the subsidy for self-purchase or repair of residential loans is provided.

## 第七章 教育休閒與文化活動

### CHAPTER 7 EDUCATION, LEISURE AND CULTURAL ACTIVITIES

點次	問題內容(原文)	中文參考翻譯
7.1	Please indicate policies, plan of actions and measures of implementation regarding inequitable distribution of educational resources for children living in rural and remote areas and in indigenous tribal areas, with the view of closing the gap in quality and quantity of educational resources in primary and secondary education and in after school programs.	請說明對偏鄉部落及原住民兒童教育資源分配不均，為縮減中小學教育及課後活動資源質量和數量上差距之政策、計畫和措施。

#### 中文回應

161. 為規劃教育資源分配之優先策略，提供偏鄉弱勢地區多元化資源，教育部訂有《推動教育優先區計畫》，針對相對弱勢地區之學校，優先補助「充實學校基本教學設備」、「發展原住民教育文化特色及充實設備」、「交通費或交通車補助」及「推展親職教育活動」等項目經費；同時，對於偏遠地區學校除挹注宿舍設施設備等硬體資源，積極辦理扶助偏鄉學生學習能力、增進教師知能等相關措施以縮短城鄉教育差距，達成教育機會均等。
162. 另對於國小學童提供以生活照顧及學校作業輔導為主的課後照顧服務，同時針對家中乏人照顧的弱勢家庭學童，提供以生活照顧為主的《夜光天使點燈專案》，以關懷弱勢兒童需求。
163. 補助高級中等學校就學校內原住民學生成績表現良好者實施加深加廣之學習，學習落後者施予補救教學，並應依實際需要自行訂定原住民學生課業輔導實施計畫。
164. 2016年補助國中小原住民學生住宿伙食費，受益學生計5,955人次；補助國立高級中等學校與附設進修學校原住民學生助學金及住宿伙食費，受益學生計1萬6,681人次，補助私立高級中等學校及附設進修學校原住民學生學雜費及住宿伙食費，受益學生為2萬5,656人次。
165. 為加強原住民學生新時代的適應力和競爭力，在正規教育的體制外，發展原住民學生多元智能學習及興趣，並傳遞音樂、藝術、舞蹈、體育、原住民族歷史、語言等多元化課程，以激發原住民學生潛在多元智能，並引導其有效學習，原住民族委員會訂定《原住民學生課後扶植計畫》，以妥適照顧部落孩子。提供場地及人員協助完成課業並安排原住民歷史、文化及語言等學習，2017年開設班級共計62班，受益學生1,211人。

#### 英文回應

161. For prioritization of the educational resources allocation and comprehensive resource supports in rural underprivileged area, the MOE set “Priority Region Education Promotion

Plan” to support those schools in relatively underprivileged area as the first priority. The prioritized supports would be “basic teaching equipment,” “equipment for indigenous education with cultural features and fulfilment,” “transportation expenses and car subsidy” and “parental education promotional activities;” meanwhile, for those aforementioned schools, the financial supports for building dormitories and related equipment, facilitating the students studying and enhancing teachers’ skills and knowledges will be implemented to balance the educational levels and opportunities between urban and rural area.

162. For the students of elementary schools, they will be provided with lives care and after school care, especially for those from the disadvantaged families without caregivers, they will be cared by the “Night Light Angel Lightening Project” for lives care and unmet needs.
163. Maximize the study opportunities and subsidize for the indigenous students with good studying records in senior high schools. And help the students catching up with the peers by providing the tailor-made educational programs for indigenous students.
164. In 2016, 5,955 indigenous students from elementary/ junior high schools were benefited with the subsidies of accommodations and meals; 16,681 indigenous students from public senior high schools and affiliated schools were benefited with the subsidies of scholarships, accommodations and meals; 25,656 indigenous students from private senior high schools and affiliated schools were benefited with the subsidies of tuitions, accommodations and meals.
165. In order to empower indigenous students by strengthening their adaptability and competitiveness in the new era, it is deemed necessary to assist indigenous students to develop a diversity of interests through multiple-intelligences learning outside the framework of the mainstream formal educational system, such as passing on tribal music, arts, dances, sports, indigenous peoples’ histories, languages and so on. To unlock the potential talents of indigenous students and guide them towards effective learning, the CIP has set up “After-School Mentoring Programs for Indigenous Students,” aiming to take care of the diverse needs of tribal children. Provide space and staff to assist in completing the course and arrange aboriginal history, culture and language learning. In 2017, there were 62 classes and 1,211 students.

點次	問題內容(原文)	中文參考翻譯
7.2	Please provide updated information on measures taken to close the gap between public and private high school tuition.	請提供有關縮減公、私立高中學費差距之措施。

#### 中文回應

166. 學校有公私立之別，但保障與照顧學生受教權益則無公私立之分，爰就讀公、私立高級中等學校之學生，皆得依規定享有學費補助，爰此自 103 學年度起，逐年實施就讀

專業群科者免學費，就讀普通科且家庭年所得在新臺幣 148 萬元以下學生，亦免學費。

### 英文回應

166. Public and private schools are different but the rights for studying of students are not different in public or private schools. All the students studying in either public or private senior high schools can enjoy the tuition subsidy. From 2014, those students studying in skill-based senior high schools were free of tuitions and so were the students studying in general senior high schools from household with an annual income below NT\$1.48 million.

點次	問題內容(原文)	中文參考翻譯
7.3	<p>Please provide statistical data disaggregated by age, gender, ethnic origin, socio-economic background and geographical areas of</p> <p>(a) Subsidies granted to students of public and private senior high schools;</p> <p>(b) children working for their high school tuition not benefitting from government subsidies;</p> <p>(c) Children living in dormitories away from home as a result of government plans of relocation and policies of merger and shutting down small schools;</p> <p>(d) Children in public non- profit preschools and in private preschools.</p>	<p>請提供依年齡、性別、種族、社會經濟背景和地理區域分列的統計數據</p> <p>(a) 公、私立高中學生之補助；</p> <p>(b) 以工作自付學費而未獲取政府補助之兒童數；</p> <p>(c) 因政府遷校計畫及併校和關閉小型學校政策而離家住校之兒童數；</p> <p>(d) 就讀於公立非營利性質及私立幼兒園之兒童數。</p>

### 中文回應

167. 公、私立高中學生補助之統計數據：以 105 學年度第 1 學期為統計基礎（表 27）。
168. 教育部推動《高級中等學校免學費方案》，即是鼓勵學生均能「適性就學」，不因家庭經濟因素、學費負擔考量而限制選讀公立或私立學校，而以尊重學生選擇理想科別之意願為目標，真正落實適性導向的生涯規劃，發展個人專長及自我特色，進而落實減輕家庭就學經濟負擔、尊重教育選擇權及保障教育機會均等目的，並實現十二年國民基本教育目標，爰無以工作自付學費而未獲取政府補助之兒童數。
169. 依據《公立國民小學及國民中學合併或停辦準則》，學校或其分校、分班、學部停辦後，學生改分發至鄰近學校或回本校就讀者，地方主管機關應補助交通費、交通保險費、安排學生交通接送或住宿相關事宜。教育部未來將視需要調查及提供相關統計數據。
170. 105 學年度就讀公共化幼兒園（含公立幼兒園、非營利幼兒園及社區或部落互助教保服務中心）計有 15 萬 539 人、私立幼兒園計有 34 萬 2,242 人。

表 28

## 公、私立高中學生補助

單位：人，千元

補助類別	公立受益人數	公立補助經費	私立受益人數	私立補助經費
高級中等學校免學費方案 (含五專前三年)	292,839	1,711,897	342,458	7,258,291
低收入戶及中低收入戶學 生學雜費減免補助	13,916	63,847	17,799	296,059
特殊境遇家庭子女孫子女 學生學雜費減免補助	762	1,189	996	3,445

資料來源：教育部

說明：以受益人數為統計基準，爰無依年齡、性別、種族、社會經濟背景和地理區域分列。

**英文回應**

167. Public, private senior high school student subsidy statistics: based on the statistics of 1<sup>st</sup> semester in 2016 school year (Table 28).

168. The MOE promotes “Tuition Free for Studying in Senior High Schools” is to encourage the students can “studying as required” without the concern of family economic issues or financial burden to limit their choices for studying in public or private schools. Students can choose freely based on what they are interested in and follow their career aspiration to develop personal talents and characteristics. Therefore, the tuition burden in family will be released and the students’ interests will be secured with equal opportunities as the peers. The goal of 12-year basic education will be achieved and no child will need to work to pay for tuitions due to no subsidy available.

169. According to the “Public Elementary and Junior High School Merge or Close Rule,” students should be reallocated to the schools in neighborhood or the headquarter school when schools or the affiliated schools, affiliated classes, department closed. Then the additional transportation costs and related insurance, transportation arrangement or accommodations should be subsidized by local governments and the MOE should investigate or provide related statistics as required in the future.

170. In 2016 school year, 150,539 children went to public preschools (including public preschools, non-profit preschools and community or group mutual-assisted care centers) and 342,242 children went to private preschools.

Table 28

**Public, private senior high school student subsidy statistics**

Unit: person, NT\$1,000

<i>Subsidy classification</i>	<i>Benefited students in public schools</i>	<i>Subsidized amount in public schools</i>	<i>Benefited students in private schools</i>	<i>Subsidized amount in private schools</i>
Senior high school tuition free (Including the first 3 years of college)	292,839	1,711,897	342,458	7,258,291
Tuition subsidy for students from low/middle income family	13,916	63,847	17,799	296,059
Tuition subsidy for children/grandchildren from special family	762	1,189	996	3,445

Source: Ministry of Education

Note: Benefited students based statistics without age, sex, race, social economic level and geographical area specified.

點次	問題內容(原文)	中文參考翻譯
7.4	Please provide information on the progress of plans to increase the number of public non- profit preschools in order to enhance equal opportunity of enrollment of children into public preschools and ease the economic problem of parent of children of preschool age.	請提供資料說明增加公立非營利性質幼兒園數量的進展，以增加兒童就讀公立幼兒園的平等機會，減輕幼兒園兒童父母的經濟困難。

**中文回應**

171. 教育部自 2000 年起挹注相關經費，鼓勵及協助各地方政府增設公立幼兒園（班），迄今累計增設約 1,582 班，並辦理非營利幼兒園計 50 餘園。2017 年起為擴大提升公共化教保服務，並落實蔡總統教育政策目標「讓家長減輕負擔」，行政院業於本（2017）年 4 月 24 日核定教育部《擴大幼兒教保公共化計畫（2017 年至 2020 年）》，協助各地方政府於本年至 2020 年增設公共化幼兒園達 1,000 班，提供家長更多平價優質之教保服務。

**英文回應**

171. The MOE started to subsidize the local governments to form public preschools (classes) from 2000 and 1,582 classes were accumulated by now with more than 50 non-profit preschools. In 2017, in order to maximize the public education and care service to achieve the goal of educational policy, “releasing the burden of parents”, raised by President Tsai, the Executive Yuan approved the “Maximize the Ppublic Education and Care Service

Project (2017-2020)” proposed by the MOE on April 24, 2016 to assist local governments to form more public preschools to 1,000 units by 2020 for serving more parents good children education and care with fair cost.

點次	問題內容(原文)	中文參考翻譯
7.5	Please provide information on measures taken to introduce effective democratic education in schools, including: (a) Introducing the CRC as part of the curricula in all school levels; (b) Advancing civil and citizenship learning through student’s experiences (freedom of speech, privacy, right to demonstrate, associate etc.) (c) Making teacher’s training programs on the CRC compulsory	請提供資料說明在校推行有效民主教育之措施，包含： (a) 導入《CRC》為所有年級課程的一部分； (b) 透過學生的經驗提升公民的學習（言論自由、隱私權、遊行示威權、集會結社等）； (c) 將《CRC》列為教師培訓之必修課程。

### 中文回應

172. 國民中小學、高中職除已將人權教育融入課程與教學，學校亦可在實施學校本位課程時，以彈性學習時間發展人權教育相關教材與教學活動，導入為課程等方式如點次 1.6。
173. 依據《高級中等教育法》第 53 條規定：「高級中等學校應輔導學生成立由全校學生選舉產生之學生會及其他相關自治組織，並提供其必要協助，以增進學生在校學習效果及自治能力。學生為前項學生會當然會員。」教育部國民及學前教育署請各國私立高級中等學校及地方政府請確依《高級中等教育法》第 53 條規定，輔導學生成立經「全校學生」選舉產生之「學生會」及其他相關自治組織，並提供必要之協助，以培養學生具備民主法治素養，同時提昇其自治、領導、溝通與參與公共事務的能力。次依同法第 55 條明訂高級中等學校為維護學生權益，對學生學業、生活輔導、獎懲有關規章研訂或影響其畢業條件之會議，應由經選舉產生之學生代表出席；其人數由各校校務會議定之。
174. 未來依教育部《人權及公民教育中程計畫（2017-2121 年）》賡續推動 18 歲公民權議題，並持續辦理「大專校院暨高中職學生公共參與及公民教育論壇（大手攜小手）」，捲動高中職學生參與渠等關心的公共事務。
175. 教育部訂定發布《師資職前教育課程教育專業課程科目及學分對照表實施要點》，其中國民小學及中等學校業將各項重大議題如「人權教育」及「法治教育」議題業已納入現行中等以下師資職前教育課程教育專業課程指定必選課程「教育議題專題」，提供師資生修習，以強化師資生相關專業知能。
176. 經統計 105 學年度各師資培育之大學開設人權教育相關課程統計，計 39 校 114 系所開設 291 門人權教育教育相關選修課程，3,842 人次師資生修習，「教育議題專題」部

分則有 32 校 66 班次開設 236 小時人權教育議題課程 4,675 師資生修習，16 校 32 班次開設 110 小時法治教育議題課程 3,118 師資生修習。

177. 另依《師資培育法》第 4 條第 2 項規定，教育部業於 2016 年 12 月成立師資培育課程規劃團隊，刻正研擬訂定教師專業素養指引及師資職前教育課程基準，以做為調整師資職前教育課程的依據，教育部業將相關法令及社會各界對師資職前教育課程之期待，包含「將 CRC 列為教師培訓之必修課程」轉知師資培育課程規劃團隊，一併研議。

### 英文回應

172. Elementary/junior high schools, senior/vocational high schools have incorporated the human right education into the course program and that topic can be flexibly designed and incorporated into or beyond the major classes in all schools as Paragraph 1.6.
173. According to Article 53 of the “Senior High School Education Act” “Students in senior high schools should form student association and related self-management organization through elections under the coach and assistance of schools to enhance the capability of studying and self-management, all the students are the members of the aforementioned student association.” K-12 Education Administration, MOE, asked the private senior high schools and local governments to surveillance students will follow Article 53 and form the elected “student association” and the related self-management organizations. And they should help the students with required assistances to cultivate the capability of students with democracy and legal training, improve their self-management, leadership, communication and public affair involvement. And based on Article 55, the schools should maintain the right of students by listing down the studying, lives guidance and award/ punishment related rules or the meeting for conditions of graduate. The elected students should attend the related meetings but the number of attendees can be decided by the school affair committees.
174. In the future, a “Medium-term Plan for Human RightS and Citizens’ Education (2017-2021)” raised by the MOE will discuss about the citizen right of 18-year-old group and continue the project of “Public Involvement and Education of University, College and Senior/Vocational High School Student Forum (Small Hands in Big Hands)” to encourage the public affair involvement and focus of senior/ vocational high school students.
175. The MOE announced “Pretraining of Teachers for Specialties and Credit Checklist Measures” to include “human right” and “legal education” into the mandatory special training course as “special educational topic” for teachers serving in elementary/ junior high schools to enhance their professional knowledge.
176. As per the statistics of human right courses conducted in teacher nurturing universities/colleges in 2016 school year, there were 291 courses conducted by 119 departments among 39 universities/colleges with 3,842 teachers studied; the “special educational topic” was conducted in 32 universities/college with 66 classes as 236 hours



of human right topic courses, 4,675 teachers studied. Another 110 hours of legal education in 32 classes were conducted among 16 universities/colleges with 3,118 teachers studied.

177. Following Paragraph 2, Article 4 of the “Teacher Education Act,” the MOE form a teacher nurturing course program planning team in December, 2016. Now they are busying set the guideline for teacher professionalism and the standard of pre-service teacher education to be the references for the related course adjustment. The MOE has put the related legal acts and the public expectation to teachers together for further consideration, including “CRC listed as the mandatory course for teacher education.”

點次	問題內容(原文)	中文參考翻譯
7.6	Please specify the ways of collaboration between the Ministry of Education and the Council of Indigenous Peoples and the Hakka Affairs Council. Please indicate if the competent authorities consider establishing within the Ministry of Education a special department of indigenous education in order to develop comprehensive policies and plans of action for minority culture literacy both in mainstream education and for indigenous children in urban and tribal area.	請具體說明教育部和原住民族委員會及客家事務委員會之間的合作方式。請說明主管機關是否考慮於教育部內設立一個原住民教育特別部門，訂定完善的政策和計畫以於主流教育中及對城鄉部落原住民兒童推廣少數民族文化素養。

### 中文回應

178. 教育部為推動本土教育，已設置「本土教育委員會」，原住民族委員會及客家事務委員會皆有機關代表委員，整合推動有關原住民族教育及族語教育，以及客語與客家教育等。該部目前正訂定《本土教育中長程計畫》已推動有關政策使主流教育中對城鄉原住民學生及客家族群學生推廣民族文化素養課程。

179. 教育部綜合規劃司設有「原民科」、教育部國民及學前教育署原民特教組亦設有「原民科」，專職原住民學生「一般教育」事項工作。即為原住民族委員會及客家事務委員會與教育部合作方式，以針對原住民學生推動相關教育工作。

180. 另客家事務委員會與教育部會銜辦理《客語沉浸式教學推動試辦專案計畫》，期程為106學年度至107學年度，以營造國民中、小學及幼兒園接觸及使用客語之學習環境，推廣少數民族文化素養。

### 英文回應

178. To promote local ethnicity education, the MOE has set up the “Local Ethnicity Education Committee”—represented by members from both the CIP and the Hakka Affairs Council (HAC)—to facilitate the promotion of indigenous-specified education as well as Hakka-specified education, including tribal languages and Hakka. The MOE is currently in the process of setting up a “Long-term Education Program for Local Ethnicity” within

the framework of the mainstream education, to implement relevant policies that enhance ethnicity literacy courses targeting urban and rural indigenous students and the Hakka students.

179. Section of Indigenous is set under Department of Planning, MOE and Special Indigenous Education Division in K-12 Education Administration, MOE, for “general education” of indigenous students in colleges and professional schools. That is the collaboration between the CIP, HAC and MOE for education promotion in indigenous students.

180. In addition, the HAC and MOE joint collaborating to initiate “Hakka Environmental Educational Promotion Trial Project” from 2017 to 2018 school years to build up a Hakka environment for students in preschools, elementary and junior high schools to promote the culture of minority group.

點次	問題內容(原文)	中文參考翻譯
7.7	Please clarify why the curriculum for teaching indigenous languages was changed in 2014 from compulsory to elective.	請說明為何原住民族語言課程於 2014 年從必修改為選修。

#### 中文回應

181. 本土語言從 2003 年起被列為國小必修課程，而國中也於 2008 年將本土語言納入選修課程，原 2014 年欲推動將國中本土語言課程由選修變為必修，因未獲通過，國中之本土語言課程仍維持選修。

#### 英文回應

181. Local dialect was one of the mandatory course in elementary schools from 2003 and it's a selected course in junior high school from 2008. Local dialect is remained as a selected course though it's proposed to be mandatory course in 2014 and failed to be approved.

點次	問題內容(原文)	中文參考翻譯
7.8	Please indicate the results of the examination taken by the Ministry of Education on the conformity of disciplinary measures to the accepted human rights standards in all educational institutions.	請說明教育部對所有教育機構人權標準統一要求的評鑑檢測結果。

#### 中文回應

182. 透過教育部訂頒年度《友善校園學生事務與輔導工作計畫》，其中為營造尊重人權氛圍及公民參與之友善校園環境，各地方政府設置學務資源中心學校，研議人權及公民教育年度重點工作，並建立學校間橫向資源之整合聯繫。每年檢視各級學校友善校園人權環境指標，提供「學生版」、「教師、行政人員、家長」評估量表進行自我檢核，

規劃學生、教職員工及家長等 3 對象，分別以抽樣或普查方式實施評估檢核，其具體指標為：1.校園安全環境的建構、2.校園人性氛圍的關注、3.學生學習權的維護、4.平等與公正的對待、5.權利的維護與申訴、6.多元與差異的珍視、7.民主的參與及學習、8.人權教育的實施、9.教師專業自主權的發展、10.被愛與幸福的體驗，以提供各校檢視校內相關法規及深入瞭解問題之參考依據。

183. 學校行政機關透過善用人權環境指標，掌握校園內人權教育環境的執行現況並輔導各級學校依據友善校園人權環境指標評估結果，提出後續各年度自我改進措施，例如新竹市 2016 年度友善校園人權環境指標及評估量表施測結果分析報告顯示，整體而言，國小階段無論是學生、老師或家長都認為做得最好的項目是：「多元與差異的珍視」，而國中部分學生、老師及家長均認為在「民主的參與及學習」上做的最好；在國小及國中家長的部分，則對各校在「平等與公正的對待」、「多元與差異的珍視」及「民主的參與及學習」，有高度的認同與讚賞。可見，新竹市在個別差異的重視及保障各類學生的權益、積極照顧方面與人權、民主教育的落實與推展上，普遍獲得學生、老師及家長一致的肯定。在最需要改進的項目中，國小學生和國小教師之間共同項目是「被愛與幸福的體驗」（此部分與去年相同）；而國中學生和國中教師之間共同項目是「被愛與幸福的體驗」（此部分與 2015 年相同）；至於國中小教師及國中小學生之間共同點均為「被愛與幸福的體驗」，可見學生及教師均對幸福指數的滿意度甚不滿意，此部分後續則仰賴各校多加積極宣導、落實。針對施測結果，新竹市政府擬定改進策略如：加強師生人權法治教育宣導活動，充分了解每個人都是獨立的個體，需要被尊重，以落實人權法治教育觀念、舉辦教師相關研習等，以建立一個富涵「尊重」與「包容」的友善人權校園。

### 英文回應

182. As per the annual project of “Friendly School for Student Affairs and Guidance” raised by the MOE, local governments should set the school affair resource centers for human right topic and public education tasks to build up the climate for human right respect and public involvement in friendly school environments. Also, the cross connections among schools will integrate all the resources well together. Human right indicator in friendly school environments will be checked annually by providing self-evaluation forms in different versions for “students” and “teachers, administrators and parents” for random or universal check among students, school staffs and parents. The indicators include, 1. Construction of safe school environment, 2. Caring climate in school, 3. Studying right maintenance for students, 4. Equality and fair justice, 5. Individual right and channel for asking for help, 6. Diversity and difference secured, 7. Democratic involvement and learning, 8. Human right education implementation, 9. Teacher professionalism development, 10. Beloved and happy experiences etc. to be the references for checking the related policies and issues in the schools.
183. School supervisors can use the indicators of human right environment to monitor the implementation of human right environment in schools and coach them to evaluate based

on those indicators for further improvements. For example, the indicators of human right environment in Hsinchu City in 2016 showed the best performed item was “Diversity and difference secured” recognized by students, teachers and parents in elementary school; partial junior high school students, teachers and parents thought “Democratic involvement and learning” was the best; parents in elementary and junior high schools highly recognized “Equality and fair justice”, “Diversity and difference secured” and “Democratic involvement and learning” among all schools. That is to say, individualization and student right secured, positive caring and human right, democracy implementation and promotion were generally recognized by all students, teachers and parents in Hsinchu City. However, the most concerned item by elementary students and teachers (the same as previous year) was “Beloved and happy experiences”, also this item was concerned by junior high students and teachers as well (the same as 2015). With the similarity among the people in elementary and junior high schools, “Beloved and happy experiences” was not satisfied by both students and teachers so it needs to be promoted heavily and taken in place. Hsinchu government decided to enhance the human right and legal education for both teachers and students to make everyone understand all individuals are independent and need to be respected with the results mentioned above. Also, they will conduct more teacher training courses to build a friendly human right environment in schools with enriched “respect” and “compatibility.”

點次	問題內容(原文)	中文參考翻譯
7.9	Please indicate measures taken to counteract corporal punishment and inappropriate disciplinary measures in schools and correctional and reform institutions, including systematic monitoring, an independent and safe mechanism of complaints and appeals as well as effective law enforcement measures in cases of misconduct of teachers and staff.	請說明有何措施以防制學校和矯正機關採取體罰和不適當處分,包含有制度的監測,獨立及安全的申訴機制,以及對教職員工不當行為的有效的法律約束。

## 中文回應

### 學校

184. 為推動校園禁止體罰政策，教育部訂有《學校訂定教師輔導與管教學生辦法注意事項》，作為各級學校訂定或修改其「教師輔導與管教學生辦法」之參考，其中第 38、39 點明訂，教師輔導與管教學生，不得有體罰學生之行為，得採規勸或糾正之方式，並應避免有誹謗、公然侮辱、恐嚇等構成犯罪之違法處罰行為；倘學生遭受體罰與或不適當處分，其申訴及受理程序皆明訂於下列相關法規，臚列如下：

(1) 依《國民教育法》第 20-1 條規定略以，直轄市、縣（市）主管機關應訂定學生獎

懲規定並建立學生申訴制度。學生對學校有關其個人之管教措施，認為違法或不當致損害其權益者，由其法定代理人以書面代為向學校提出申訴，不服學校申訴決定，得向學校所在地之直轄市、縣（市）主管機關提出再申訴。其相關規定，由學校所在地之直轄市、縣（市）主管機關定之。」爰依上開規定，直轄市、縣（市）主管機關皆訂定學生獎懲規定並建立學生申訴制度及設置專線申訴電話，受理學生受教權受損之處理專線。

(2) 次依《高級中等教育法》第 54 條略以：「高級中等學校應設學生申訴評議委員會，評議學生與學生自治組織不服學校影響其權益之懲處或其他措施及決議之申訴事件，以保障學生權益。…學校應以書面或其他適當方式告知受懲處人或申訴人各該評議決定及不服該決定之相關救濟程序。」爰依前開規定，學生可就影響其權益之懲處或其他措施及決議向學校提出申訴，學校亦應主動告知受懲處學生對各該評議決定及不符該決定之相關救濟程序。

(3) 前開申訴評議委員會之規定另於 2016 年 10 月 5 日修正部分條文發布之《高級中等學校學生申訴評議委員會組織及運作辦法》中，針對教育部主管之高級中等學校辦理申訴案件相關程序做出具體規範，盼能充分保障學生權益救濟之權利。

185. 另外倘為高級中等學校建教生或特殊教育學生因建教合作事項或特殊教育學生學習等發生爭議，得向學校申請協調，並向學校主管機關申訴；主管機關設建教生或特殊教育學生申訴審（評）議會，審（評）議建教生及特殊教育學生申訴案件；另設有教育部等首長信箱申訴機制，以完善各項問題之申訴並依《行政院及所屬各機關處理人民陳情案件要點》規定，對陳情人之身分資料加以保密。

186. 教師之不當行為依《處理高級中等以下學校不適任教師應行注意事項》第 3 點略以，學校教師有疑似《教師法》第 14 條第 1 項第 12 款體罰或霸凌學生，造成其身心嚴重侵害之情事，應依相關流程辦理。其中主管教育行政機關或學校接獲投訴或主動發現後 48 小時內，由校長邀集教師會、家長會及行政人員等代表研商是否成立調查小組，主動進行查證，並將處理結果向主管教育行政機關通報。

187. 另有關教師聘任後，如發生有體罰或霸凌學生，造成其身心嚴重侵害之情事，得依《教師法》第 14 條第 1 項第 12 款規定予以解聘、停聘或不續聘。

#### 矯正機關

188. 少年矯正機關之監督機關為法務部矯正署，業務督導方式係由各業務組室視業務需求，擬具業務檢核項目，平日各業務單位得就所屬機關之業務執行情形進行查核，隨時督考，或由轄區視察人員定期或不定期查核及督導。少年得依《少年矯正學校設置及教育實施通則》第 7 條、第 8 條規定，對各項矯正教育措施陳述意見，受不當侵害或不服矯正學校之懲罰或對其生活、管教之不當處置時，少年亦得向矯正學校申訴委員會申訴。另少年矯正學校定期召開班會，並設有意見箱，少年得以公開或保密方式反映問題。

189. 有關對教職員不當行為之法律約束部分，法務部訂有《法務部所屬矯正機關人員獎懲標準表》，追究其行政責任，另《刑法》第 126 條、第 286 條分別定有凌虐人犯罪及妨害幼童發育罪之刑事處罰規定。

## 英文回應

### *Schools*

184. To promote the policy of no physical punishment, the MOE set the “Notice for School Rules of Student Guidance and Discipline” for schools and Paragraphs 38 to 39 stipulate that no physical punishment allowed during student guidance and discipline, teachers should explain or correct the behaviors of students and avoid humiliate, insult or threat etc. criminal like punishing behaviors. If students were punished physically or inappropriately, there are some ways to appeal or ask for helps as the following:
- A. Article 20-1 (omitted) of the “Primary and Junior High Education Act” stipulate that the governments should set the award/ punishment system and appeal process for students. Students can appeal through their legal substitutes with written documents if they felt illegally or inappropriately treated by someone, they can have further appeal to local governments when the school overruled or the results were not satisfied. The related policies are ruled by the local governments supervising the schools. With the rule above, all governments have their own award/punishment system and appeal process for students, hotline for appeal to deal with the student educational right interfered.
  - B. Article 54 (omitted) of the “Senior High School Education Act,” stipulate that there should be student appealing and review committee in senior high schools for students and student self-management organizations when they do not agree with the punishments or decisions done by schools. They can appeal to protect the right of students.... Schools should inform the punished student or the one raise appeal in written documents about the appealing results and the appealing procedures when they’re not in the agreement of decisions. Then, students may raise an appeal to secure their right to schools and schools should proactively inform the related decisions and appealing procedures as required.
  - C. Aforementioned student appealing and review committee should refer to the revised rule announced on October 5, 2016, “Senior high school student appealing and review committee organization and operation”, the MOE will take in charge of standard process for the appealing cases in the senior high schools to secure the right of students.
185. Besides, if the students are in the cooperative program of high schools or special education in schools and some program related or special education related issues occurred, they can ask for helps of schools and appeal to the school supervisors; the local government should set the students in the cooperative program or special education appealing and review committee to handle such kinds of cases. Also, there are director mailboxes in the MOE for student appealing to resolve the issues and follow the “Notices for Executive Yuan and Affiliated Departments Managing Citizens’ Petitions” to keep the petitioners confidential.
186. Inappropriate behaviors of teachers should be managed with Paragraph 3 (omitted) of the “Notice of Unqualified Teachers Under Senior High Schools,” when teachers act like

Subparagraph 12, Paragraph 1, Article 14 of the “Teachers’ Act,” “Punishing students physically or bullying students leads to serious physical or mental injury of students”, they should be managed as required accordingly. When the educational administration department receive or find such cases, they should ask the Principal to invite teacher association, parents association and the representative of administrators to discuss if an investigation team should be formed to start investigation and report the result to the supervisor in 48 hours.

187. If the hired teachers punish students physically or bullying students and lead them physically or mentally injured seriously, then the teachers will be fired, stopped hiring or discontinued based on Subparagraph 12, Paragraph 1, Article 14 of the “Teachers’ Act.”

*Correctional and reform institutions*

188. The Agency of Corrections, the MOJ, oversees all juvenile correctional facilities. Individual offices in charge of supervision of different aspects of the juvenile corrections services lay down facility performance evaluation criteria according to the nature of the affairs and the objectives of the offices. The offices under the Agency evaluate and inspect the performance of the facilities from time to time. The assessment may also be performed by the supervisors in the jurisdiction on a regular or irregular basis. The youths can submit their opinions regarding individual measures of the correctional education according to Articles 7 and 8 of the “Act of the Establishment of Juvenile Reformatory Schools and Enforcement of Education.” In the event that a youth is subject to mistreatment or infringement of rights, or finds the punishment, teachings and disciplinary actions given by the school unreasonable or inappropriate, the said youth may file a complaint to the board of appeal of the reformatory school to which he/she is entrusted. The reformatory schools hold regular class meetings and have suggestions boxes through which the students may voice their concerns in public or anonymously.

189. Inappropriate acts by the teachers and staff of the schools will be legally prosecuted. The correctional officers who violate the restrictions will be held administratively responsible according to the “Reward and Punishment Standard for the Employees of the Correctional Facilities under the Ministry of Justice.” Furthermore, Articles 126 and 286 of the “Criminal Code” provide the offence of abuse and cruelty against prisoners and the offence of impairing physical or mental development of a minor, and the corresponding penalties.

點次	問題內容(原文)	中文參考翻譯
7.10	Please provide statistical data on legal and disciplinary measures taken in the last three years against teachers and staff applying corporal punishment or	請提供過去三年來因對學生體罰或不適當處分而遭法律或紀律處分之教職員的統計數據。

點次	問題內容(原文)	中文參考翻譯
	inappropriate disciplinary measures on students.	

### 中文回應

190. 經查「全國不適任教育人員通報及查詢系統」，近三年（2015年至2017年7月）依《教師法》第14條第1項第12款「體罰或霸凌學生，造成其身心嚴重侵害」規定予以解聘、停聘或不續聘者計3人，分別為2015年1人（不續聘）、2016年1人（解聘）及2017年1人（解聘）。

### 英文回應

190. According to the “National reporting and querying system of unqualified educators”, three unqualified teachers recognized by Subparagraph 12, Paragraph 1, Article 14 of the “Teachers’ Act,” “Punishing students physically or bullying students leads to serious physical or mental injury of students”, from 2015 to Jul, 2017 were fired, stopped hiring or discontinued, including 1 in 2015 (discontinued), 1 in 2016 (fired) and 1 in 2017 (fired).

點次	問題內容(原文)	中文參考翻譯
7.11	Please provide information on measures taken to counteract bullying, including cyber bullying, in schools and in other educational institutions and the evaluation of effectiveness of such measures.	請提供防制霸凌的措施，包含網路霸凌、在校和在其它教育機構，以及此措施有效性之評估。

### 中文回應

191. iWIN 受理民眾申訴網路霸凌案件，經由專人接聽求助電話，並提供相關管道諮詢服務及回覆民眾可採取哪些法律途徑維護自身權益，另求助民眾如有輕生的念頭，除適時盡力安撫外，亦同步轉介衛生福利部安心專線作更進一步的關懷，以爭取在第一時間疏導網路霸凌所造成的傷害。

192. 教育部鑒於校園霸凌事件為學生嚴重偏差行為，對兩造當事人、旁觀者身心均產生嚴重影響，為營造安全、溫馨、適性友善校園環境，建構健康、和諧的校園風氣，依據《校園霸凌防制準則》及《各級學校防制校園霸凌執行計畫》，建立預防及處理機制，採取多項教育政策及配套措施，結合教師、家長、教育行政人員、警政單位及社政單位力量，透過教育宣導、發現處置及輔導介入等三級預防措施，積極防制校園霸凌事件。概述如下：

- (1) 教育宣導：落實學生法治教育、品德教育、人權教育、生命教育、資訊倫理教育及偏差行為防制、被害預防宣導，奠定防制校園霸凌之基礎；教育部訂定《各級學校學生安全健康上網實施計畫》，從學生、教師、學校及家長等4方面積極推動學生安全健康上網教育宣導，以期教導學生瞭解網路的本質、培養正確的網路



使用態度、辨認網路的訊息種類及養成良好的網路使用習慣，以防制網路霸凌事件之發生。

- (2) 發現處置：學校於知悉有疑似校園霸凌事件，或接獲校園霸凌事件檢舉、申請後，應依規定於 24 小時內校安通報，於 3 日內召開防制校園霸凌因應小組會議，開始處理程序，並於 2 個月內調查完畢（確認是否成立校園霸凌事件），陳報所屬主管教育行政機關指導。
- (3) 輔導介入：經學校確認為校園霸凌事件，即啟動霸凌輔導機制，持續輔導行為人改善，如確認非屬校園霸凌事件，仍須按照事件性質，依據校務會議通過之教師輔導與管教學生辦法，對當事人進行輔導；主管機關並運用地方輔導資源中心，提供所轄學校必要防制霸凌輔導諮詢服務。

193. 另為加強短期補習班管理業務研討會、兒童課後照顧服務中心防制霸凌，教育部於全國終身教育行政會議、直轄市及各縣市短期補習班管理業務研討會、兒童課後照顧服務中心業務管理暨公共安全研討會納入宣導並請各直轄市及縣市家庭教育中心於辦理親職教育活動時，配合向家長宣導防制霸凌（含網路霸凌）相關資源及救濟管道。

### 英文回應

191. Should iWIN receive a case of internet bullying, personnel is assigned to provide those involved with consultation and legal knowledge to help them protect their rights. Should there be an attempted suicide because of online bullying, iWIN provides comfort to the victim and requests the MOHW for further assistance with the aim of immediately relieving harm.
192. The MOE recognizes school bullying events as severe deviant behavior of students which will influence both people involved and observers physically and psychologically. In order to build up a safe, warm and friendly environment in school with a health and harmonic climate, the “Guidelines for Preventing Bullying in School” and “Implementation Plan for Preventing Bullying at All Levels of Schools” are set as a mechanism to prevent and manage the issue with multiple educational policies and measures, combining the powers of teachers, parents, educational administrators, police officers and social administration to implement the tertiary prevention as educate, identify and coach to prevent the school bullying events. The details are described as the following:
  - A. Educate: Enhance the legal, integrity, human right, life, information ethics education and deviant behavior prevention, victim prevention education of students to prevent school bullying at the very beginning. The MOE initiates “Safe and Good Access to Internet for the Student Project” with the collaboration of students, teachers, schools and parents to enhance the knowledge of students about what the internet is and how to use internet correctly. And they can learn to recognize different internet messages and have good habits for internet access. Then the internet bullying events would be prevented.
  - B. Identify: Schools should complete school safety report in 24 hours while any school bullying event suspected or received and call a school bullying events prevention

taskforce meeting in 3 days for management procedure initiation. The whole investigation should be completed in 2 months (identify if it's a school bullying event) and report to supervising educational administration department for further instructions.

C.Guidance: When the school bullying event is confirmed, then the bullying guidance mechanism will be initiated and the bullying initiator will be counseled continuously until the behaviors corrected. If non-bullying event is confirmed, then it should be managed based on its classification and the school affair meeting approved teacher guidance and discipline measures so the students involved should be counseled accordingly. The supervising department should provide the consultation services for bullying prevention by leverage of local guidance resources.

193. In order to enhance the bullying prevention management in short period tutoring centers and children after school care service centers, the MOE promotes the bullying prevention in national lifelong educational administration meeting, short period tutoring centers management meeting, children after school care service centers management and public safety meeting. Also, they ask the family education centers in all cities to incorporate the bullying (including internet bullying) prevention topics in parental educational programs for the available resources and assistances.

點次	問題內容(原文)	中文參考翻譯
7.12	Please provide statistical data on children, affected by bullying, seeking help through the various hotlines provided for this purpose, disaggregated by age, gender, ethnic group, geographical area, type of hotline, type of school and help afforded.	請提供有關受霸凌、透過為此目的而設立之各種熱線尋求幫助之兒童的統計數據，依年齡、性別、種族、地理區域、熱線類別、學校類型和所提供之援助予以分類。

### 中文回應

194.鑑於社群網站使用頻繁、匿名特性及傳播快速等網路特性，不僅兒少族群，一般民眾也可能受到網路霸凌，因此 iWIN 將原兒少網路成癮諮詢熱線電話 (02-25775118) 服務，擴大受理民眾申訴網路霸凌案件。

195.教育部辦理「防制校園霸凌專線」(0800-200-885)、「防制校園霸凌專區(網站)留言板」等2項協助管道，近5年數據彙整如表29：

表 29

單位：件，則

年別	0800 專線	留言板
2012	350	440
2013	195	274
2014	277	238
2015	276	242
2016	243	231

資料來源：教育部

說明：未建置年齡、性別等欄位之分類統計數據

196. 衛生福利部設有安心專線(0800-788-995)，可提供心理諮詢服務。經統計，2017 年 1 至 6 月該專線 14 歲以下來電者計有 32 通，惟並無接獲兒童來電表示遭遇霸凌事件。

### 英文回應

194. Due to constant use and anonymity, as well as other features of social media, not only children and minors, but also the general public could be subject to internet bullying. iWIN has therefore expanded its service in this area and established a hotline (02-25775118) specifically to deal with internet addiction of children and teens and internet bullying for the general population.

195. The MOE set a “School Bullying Prevention Hotline” (0800-200-885) and “School Bullying Prevention (web) Message Board” as the channels for asking assistance. Table 28 is the collated data during the past five years.

196. The MOHW has a “Suicide Prevention and Counseling Service Helpline” (0800-788-995), which provides psychological counseling services. According to statistics, 32 callers are aged under 14 years old from January to July 2017, these children did not talk to encounter bullying event.

Table 29

Unit: case, message

<i>Year</i>	<i>0800 hotline</i>	<i>Message board</i>
2012	350	440
2013	195	274
2014	277	238
2015	276	242
2016	243	231

Source: Ministry of Education

Note: Classified statistics with unspecified age, sex etc. items.

點次	問題內容(原文)	中文參考翻譯
7.13	Please provide update information on measures taken to follow up on the recommendations of the International Review Committee of January 2017 (sec. 50) regarding school sex education curricula.	請提供為落實 2017 年 1 月（兩公約第 2 次結論性意見第 50 點）國際審查委員會對學校性教育課程建議所採取之措施的更新資料。

### 中文回應

197. 國中小部分：現行《國民中小學九年一貫課程綱要》有關「性教育」內容業已納入健康與體育學習領域及性別平等教育議題中實施，並依據課綱實施要點，學校得因應地區特性、學生特質與需求，選擇或自行編輯合適之教材。

198. 高中職部分如下：

- (1) 查現行《普通型高級中學課程綱要》涉及「性健康教育課程」、「生育健康權利課程」議題有「健康與護理」科目。
- (2) 承上，在「健康與護理」課程部分，有「養成健康的性觀念」、「培養尊重不同性取向的態度」、「具備健康兩性交往所需的生活技能」及「具備促進性健康所需的知識、態度和行為」中的「安全的性行為：避孕方法的認識」與「生育健康」等內容。
- (3) 除學科的單元或主題教學外，學校亦可透過議題融入學科教學的方式，將性別平等教育等重要議題納入相關的學科課程中，以期讓學生在不同的科目脈絡中多方面思考這些議題，以收相互啟發整合之效。爰「健康與護理」科目有部分內容可以融入「性健康教育」、「生育健康權利」等課程教學內容。另學校於規劃校訂課程、選修課程或團體活動等時間時，亦可鼓勵教師分別從各面向就相關議題加以設計課程，藉此讓學生從不同角度認識其意涵。
- (4) 且依據 2014 年 11 月 28 日發布之十二年國民基本教育課程綱要總綱，其於實施要點中載明：「課程設計應適切融入性別平等十九項議題，必要時由學校於校訂課程中進行規劃。」
- (5) 綜上，教育部國民及學前教育署持續鼓勵各校之各領域／科目「課程綱要」內容應適切轉化、統整融入各項議題，學校、教師，以及教材研發、出版機構、教材審查等相關教育人員應依循各領域／科目「課程綱要」內容，落實議題融入課程與教學之責任。

### 英文回應

197. Grade 1-9: the current “Gender Education” outlined in Grade 1-9 Curriculum Guidelines has been integrated into “Health and Physical Education” and “Gender Equity Education.” To better feed the actual needs, proper teaching materials can be prepared or selected by schools according to the regional properties, students' characteristics and needs, based on the Curriculum Guidelines.

198. High Schools & Vocational Schools:

- A. Based on the current “General Principles of the Outline for General High School Curriculum”, the subject “Health and Care” covers the topics of “Sex Health Education curriculum” and “Reproductive Health Rights curriculum.”
- B. As mentioned above, the “Health and Care” subject covers the “Safe sex: contraceptive knowledge” and “reproductive health,” both included in “Healthy sexual concept,” “Respect for different sexual orientation,” “Life skills for healthy relationships” and “The knowledge, attitudes and behavior required towards sexual health.”
- C. Other than subjects’ unit and themed classes, inclusion of important topics such as gender equality education into related subject curriculum can be worked by integrating the topics into subject teaching. Students exposed to the topics in learning various subjects are acquainted with the knowledge and can develop better thinking towards it. The value is to create mutual inspiration and knowledge integration. Therefore, part of the content of “Health and Care” can be integrated into curriculum such as “Sex Health Education” and “Reproductive Health Rights”. In addition, during the planning and revision of curriculum, conducting elective course or group activities, teachers are encouraged to design a special class based on relevant topics and assist students to be acquainted with the knowledge from various angles.
- D. Also based on the “Outline of 12-Year Compulsory Education” promulgated on November 28, 2014, the implementation directions states “Gender equality, including 19 topics, should be appropriately integrated into curriculum design. If necessary, arrange the class during curriculum revision procedure.”
- E. In conclusion, the K-12 Education Administration of MOE continues to encourage all schools to make proper transformation of the curricular guidelines of each field/subject, integrate above topics. For schools, teachers, teaching material research and development, publishing units, teaching material reviews and other correlated personnel, follow the curricular guidelines of each field/subject and engage in the implementation of the topics into class and teaching content.

點次	問題內容(原文)	中文參考翻譯
7.14	Please indicate measures taken to enhance gender equality education, to provide accessible and adequate information and counselling to LGBT children and youth and to prevent discrimination against them in schools and other educational institutions.	請說明加強性平教育，為 LGBT 兒童和青少年提供便利和充分的訊息及諮詢，並防止他們在學校和其它教育機構中遭受歧視之各種措施。

### 中文回應

199. 為促進性別地位之實質平等，消除性別歧視，維護人格尊嚴，厚植並建立性別平等之教育資源與環境，特制定《性別平等教育法》。

- (1) 依《性別平等教育法》第 12 條規定：學校應提供性別平等之學習環境，尊重及考量學生與教職員工之不同性別、性別特質、性別認同或性傾向，並建立安全之校園空間。且學校應訂定性別平等教育實施規定，並公告周知，所定公告方式，除應張貼於學校公告欄外，並得以書面、口頭、網際網路或其他適當方式為之。
  - (2) 復依同法第 14 條：學校不得因學生之性別、性別特質、性別認同或性傾向而給予教學、活動、評量、獎懲、福利及服務上之差別待遇。但性質僅適合特定性別、性別特質、性別認同或性傾向者，不在此限。且學校應對因性別、性別特質、性別認同或性傾向而處於不利處境之學生積極提供協助，以改善其處境。
  - (3) 在學校教學上，《性別平等教育法》第 18 條規定，學校教材之編寫、審查及選用，應符合性別平等教育原則；教材內容應平衡反映不同性別之歷史貢獻及生活經驗，並呈現多元之性別觀點。
200. 另透過地方政府所設立之社區大學、樂齡學習中心、新住民學習中心、家庭教育中心及部屬社教機構（含國立教育廣播電臺），向社會大眾進行各類性別平等教育宣導。教育部已研編「性別隨身讀」、「性別意識成長數位學習課程手冊」提供作為社會教育及家庭教育之推廣素材，內容包含「認識多元性別」議題，倡導尊重個別差異的理念。另刻正委託研發「少年子女性教育及情感教育親職手冊」，內容包括讓家長認識與理解「性取向與性別認同」議題，預計 2018 年 10 月完成。

### 英文回應

199. The “Gender Equity Education Act” is drawn in order to promote substantive equality of gender status, eliminate gender discrimination, maintain human dignity and establish environmental as well as educational resources for gender equality.
- A. Article 12 of the “Gender Equity Education Act”: School shall provide a gender-fair learning environment, respect and give due consideration to students, faculty, and staff with different gender, gender temperaments, gender identity, and sexual orientation. Moreover, it shall establish a safe campus environment. Schools should stipulate and make publish of the implementation of gender equality education. The distribution, including on school bulletin board, shall be made by paper, oral, internet or other proper methods.
- B. Article 14 of the Act: The school shall not discriminate against students on the basis of their gender, gender temperaments, gender identity, or sexual orientation in its instruction, activities, assessments, rewards and penalties, benefits, or services. This requirement does not apply to matters suitable only to persons of a specific gender, gender temperaments, gender identity, or sexual orientation. The school shall proactively provide assistance to students who are disadvantaged due to their gender, gender temperaments, gender identity, or sexual orientation with the aim of improving their circumstances.
- C. On the teaching, the school shall follow the Article 18 of the Act: the compilation, composition, review and selection of course materials shall comply with the principles

of gender equity education. The content of teaching materials shall present fairly on the historical contributions, life experiences of both sexes, and diverse gender perspectives.

200. In addition, through local authority established community colleges, learning centers for the elderly, new inhabitant learning centers, home education centers and National social education institutions (including National Education Radio), the gender equality education is carried out on all levels to the public. MOE has compiled several materials such as “gender identity handbook,” “gender consciousness through media learning” for social education and home education use. The compilation covers the topic of gender pluralism, advocates the respect for differences between individuals. Meanwhile, “Parents’ sex education for children/juvenile and affective education” is under creation to assist parents in recognizing and comprehending “Sexual orientation and gender identity”. The compilation is set to be completed in October, 2018.

點次	問題內容(原文)	中文參考翻譯
7.15	Please provide more detailed information, including statistical data, about the two kinds of transition schools: number, capacity, geographic location, the composition and availability of staff. Please explain the reasons for the relatively low number of students in these institutions. (par. 340 and att. 8-20 – 8-23).	請提供有關兩種中途學校包含統計數據之更多詳細資訊，數量、容量、地理位置、人員組成和可用人力。請解釋這些機構中學生人數相對較少的原因。(第 340 點及附件 8-20 至 8-23)。

### 中文回應

201.有關合作式中途學校統計如表 30：

202.中途學校之設立係依據《兒童及少年性剝削防制條例》第 22 條規定，中央教育主管機關及中央主管機關應聯合協調直轄市、縣（市）主管機關設置安置被害人之中途學校；其設置目的為專門安置經法院裁定違反前述條例之兒童或少年，提供其教育、生活照護與輔導等服務；目前獨立式中途學校計有新北市立豐珠國民中小學、高雄市立楠梓特殊學校瑞平分校及花蓮縣立南平中學等 3 所。

203.中途學校人力配置係考量目前中途學校之需求訂頒「中途學校員額編制準則」，其中途學校相關容量、地理位置、組織及人力配置等資訊如表 31。

204.惟獨立式中途學校安置對象係為違反《兒童及少年性剝削防制條例》之被害兒少，學校學生來源係經社政單位社工評估後，認為個案有長期安置之必要，經送法院裁定後，始進入中途學校就讀，考量該條例甫於 2017 年 1 月 1 日正式施行，宜俟施行一段時間後再評估整體個案量，較具參考價值。至於目前中途學校安置量不足，衛生福利部除要求各直轄市、縣（市）社政主管機關應在審前報告提出前即完成後續安置處所之安排，俾順利銜接中長期安置，提高中途學校使用率，讓各中途學校之資源妥善運用，提供適性的教育環境，建立其正確人生觀，以增強其社會適應能力，為安置兒少營造友善校園，為回歸社會做準備。

表 30

## 合作式中途學校統計服務概況

單位：床，人

年別	衛生福利部少年之家						衛生福利部少年之家					
	地理位置	核定床位數	核定安置數	裁定服務數	人員組成	專業人力	地理位置	核定床位數	核定安置數	裁定服務數	人員組成	專業人力
2011	新竹市	160	123	70	64	43	雲林縣	60	48	24	44	19
2012		160	115	51	64	-		60	46	26	37	-
2013		160	118	45	65	48		60	43	27	37	20
2014		160	141	38	67	49		60	49	23	37	21
2015		160	128	30	68	53		60	36	17	37	20

資料來源：衛生福利部

表 31

## 獨立式中途學校統計服務概況

單位：床，人

年別	新北市立豐珠國中小					
	地理位置	核定床位數	核定安置數	裁定服務數	人員組成	專業人力
2011	新北市	60	60	16	37	4
2012		60	60	10	38	4
2013		60	60	8	39	4
2014		60	60	5	37	4
2015		60	60	2	38	4
年別	高雄市立楠梓特殊學校瑞平分校					
	地理位置	核定床位數	核定安置數	裁定服務數	人員組成	專業人力
2011	高雄市	90	90	34	46	3
2012		90	90	31	46	3
2013		90	90	26	46	3
2014		90	90	20	46	3
2015		90	90	32	45	3
年別	花蓮縣南平中學					
	地理位置	核定床位數	核定安置數	裁定服務數	人員組成	專業人力
2011	花蓮縣	120	120	23	32	4
2012		120	120	16	32	4
2013		120	120	25	33	4
2014		120	120	34	33	4
2015		120	120	39	33	4

資料來源：教育部



## 英文回應

201. Statistics on students at transition schools jointly operated by social welfare institutions and local authorities are shown in Table 30.
202. The transition school is established based on Article 22 of the “Child and Youth Sexual Exploitation Prevention Act.” The central education authority and the central competent authority shall jointly work in coordination with the competent authority at the municipality or city/county level to establish transition schools that offer placements to victims.; the purpose is to settle children and juvenile who act against foregoing Act under court’s rule, provide them the education, life care and counseling services; the current functional independent transition schools are New Taipei Municipal Fongjhu Elementary and Junior School, Kaohsiung Municipal Nanzih Special School-Ruiping, Hualian County Nanping High School.
203. Consider the needs of the transition schools, its manpower distribution is based on the “Regulations Governing Establishment Staffing at Transition Schools”. The capacity, location, organization and manpower configuration (statistical service profile) of the transition schools are as Table 31.
204. While the settlement target being the victims against the “Child and Youth Sexual Exploitation Prevention Act,” each case has been evaluated by social workers and considered the necessity of a long term settlement. Under the decision of the court of appeal the settlement is confirmed. Due to the Act only being promulgated on January 1, 2017, it is advisable to assess the overall number of cases after a period of time from the promulgation. As to the insufficient settlement offered by transition schools, the MOHW has demanded the authority of each municipality and county (city) to complete the subsequent living settlement before the submission of report for review. This is to facilitate the convergence in the long-term placement, better utilization of transition schools and relevant resources. With the provision of a suitable educational environment, the students are guided towards a positive and proper life perspective for an enhanced social adaptability. The project is to build a friendly school environment for the youth to be prepared to rejoin the community.

Table 30

**Statistics on Students at Transition Schools Jointly Operated by Social Welfare Institutions and Local Authorities**

Unit: bed, person

Year	<i>Adolescents' Home, MOHW</i>						<i>Adolescents' Home, MOHW</i>					
	<i>Location</i>	<i>Number of Beds approved</i>	<i>Number of Placements approved</i>	<i>Numbers of students</i>	<i>Numbers of staff</i>	<i>Professional staff</i>	<i>Location</i>	<i>Number of Beds approved</i>	<i>Number of Placements approved</i>	<i>Numbers of students</i>	<i>Numbers of staff</i>	<i>Professional staff</i>
2011	Hsinchu city	160	123	70	64	43	Yunlin County	60	48	24	44	19
2012		160	115	51	64	–		60	46	26	37	–
2013		160	118	45	65	48		60	43	27	37	20
2014		160	141	38	67	49		60	49	23	37	21
2015		160	128	30	68	53		60	36	17	37	20

Source: Ministry of Health and Welfare

Table 31

**Statistics on Students in Independently Operated Transition Schools**

Unit: bed, person

<i>New Taipei Municipal Fongjhu Elementary and Junior School</i>						
<i>Year</i>	<i>Location</i>	<i>Number of Beds approved</i>	<i>Number of Placements approved</i>	<i>Numbers of students</i>	<i>Numbers of staff</i>	<i>Professional staff</i>
2011	New Taipei City	60	60	16	37	4
2012		60	60	10	38	4
2013		60	60	8	39	4
2014		60	60	5	37	4
2015		60	60	2	38	4
<i>Kaohsiung Municipal Nanzih Special School</i>						
<i>Year</i>	<i>Location</i>	<i>Number of Beds approved</i>	<i>Number of Placements approved</i>	<i>Numbers of students</i>	<i>Numbers of staff</i>	<i>Professional staff</i>
2011	Kaohsiung City	90	90	34	46	3
2012		90	90	31	46	3
2013		90	90	26	46	3
2014		90	90	20	46	3
2015		90	90	32	45	3
<i>Hualien County Nanping High School</i>						
<i>Year</i>	<i>Location</i>	<i>Number of Beds approved</i>	<i>Number of Placements approved</i>	<i>Numbers of students</i>	<i>Numbers of staff</i>	<i>Professional staff</i>
2011	Hualien County	120	120	23	32	4
2012		120	120	16	32	4
2013		120	120	25	33	4
2014		120	120	34	33	4
2015		120	120	39	33	4

Source: Ministry of Education

## 第八章 特別保護措施

### CHAPTER 8 SPECIAL PROTECTION MEASURES

點次	問題內容(原文)	中文參考翻譯
8.1	In relation to children and armed conflict (para 291) please clarify the age of voluntary recruitment into the armed forces, provide information on the specific requirements to allow this form of recruitment and please clarify the status of children in military schools.	有關兒童與武裝衝突(第291點),請說明自願從軍入伍的年齡,請提供資料說明允許這種募兵形式的確切要求,並說明軍校生的身分及情況。

#### 中文回應

205. 依1974年7月12日修正之《兵役法》第12條第1項規定略以,受軍官、士官教育者,在教育期間,依其在學時之階級為現役士兵或現役士官。該項規定於2000年2月2日修正刪除,自此各軍事校院學生均不具現役軍人身分。
206. 次依現行《兵役法》第3條、第15條及第32條規定,我國徵集入伍服役年齡自18歲之年起;另自願入伍服役年齡,依國軍各班隊招生需求訂有不同要件,而軍事校院學生於接受基礎訓練期滿成績合格畢業服役時,已年滿18歲。
207. 綜上,軍事校院學生在學期間不具現役軍人身分,於接受基礎訓練期滿成績合格畢業服役時,均已年滿18歲,國防部權管兵役相關法規,未有與《CRC》所訂規定抵觸之處。

#### 英文回應

205. Paragraph 1 of Article 12 of the “Act of Military Service System” amended on July 12, 1974 provided that those who attend the education of Commissioned Officer or Non-commissioned Officer, their ranks shall be accorded the ranks of Active Soldier or Non-commissioned Officer when they were enrolled during the courses of education. This provision had been deleted on Feb. 2, 2000 and, from then on, all military academy cadets no longer hold the status of active personnel.
206. Secondly, in accordation with Articles 3, 15, and 32 of the “Act of Military Service System” currently in effect, in our country, the age that a citizen will be conscripted for enlisted service is the year of 18. In addition, the age for volunteer service depends on the different requirements of recruitment set up by each training program; nonetheless, when a military academy cadet graduates from basic training courses with qualifications and starts his/her service in military he/she is already over 18 years of age.
207. In summary, military academy cadets do not hold the status of active service personnel and when graduating from basic training courses with qualifications and starting service in military they are all over the age of 18. The laws and regulations relating to military service and administered by the Ministry of National Defense are not inconsistent with the

rules mandated by the CRC.

點次	問題內容(原文)	中文參考翻譯
8.2	In relation to the minimum age of criminal responsibility (MACR) the report informed us that the Juvenile delinquency act is applicable to all children 7 years of age and below age 18. A distinction is made between the group age 7 and younger than 12 and the group 12 and younger than 18 (footnote 15, p. 74). The question in this regard: is the “doli incapax” concept applicable to the group 7 < 12 years of age? And if so how is that concept applied in practice? What is the role of the prosecutor, respectively the judge in this kind of cases? In this regard: in Attachment 8-2 a separate category “Child Criminal Offenders” is mentioned. Are these offenders belonging to the group 7 < 12 years of age? Finally is the government considering to increase the MACR to at least the age of 12 in accordance with the recommendation of the CRC Committee?	有關最低刑事責任年齡 (MACR)，報告指出，《少年事件處理法》適用於所有 7 歲至未滿 18 歲之兒少。又在 7 歲至未滿 12 歲以及 12 歲至未滿 18 歲這兩個年齡層做出區隔 (註腳 15，第 74 頁)。請問：“doli incapax”無犯罪能力概念是否適用於 7 歲至未滿 12 歲年齡層？若是，此概念如何於實務中應用？此情況下，檢察官與法官又分別扮演何種角色？對此，在附件 8-2 中各別列出“兒童觸犯刑罰法令事件”項目。此處所列罪犯是否屬於 7 歲至未滿 12 歲年齡層？最後，政府是否考慮依據《CRC》委員會之建議將最低刑事責任年齡提升到至少 12 歲？

### 中文回應

208. 附件 8-2 所列「兒童觸犯刑罰法令事件」之兒童，係指 7 歲以上未滿 12 歲者，但因我國《刑法》規定，滿 14 歲者才有刑事責任能力，故該事件中之兒童，不會被當成罪犯來處理，而是依「少年保護事件」程序辦理，因此程序進行中檢察官不會介入，兒童也不會有被科處刑罰之問題。

### 英文回應

208. The “Child Criminal Offenders” listed in Attachment 8-2 refers to children 7 years of age and below age 12. But according to Taiwan’s “Criminal Code,” one has the ability to undertake criminal responsibility only after age 14, so the children in such offenses are not treated as criminal defendants. They will be dealt with pursuant to “Juvenile Delinquent Protection” procedure, in which the prosecutors are not involved and no criminal penalty is imposed on the children.

點次	問題內容(原文)	中文參考翻譯
8.3	In relation to Status Offences please provide information about the activities	有關虞犯，請提供被認定為是兒童和青少年虞犯之行為資料？附件 8-2 中列

點次	問題內容(原文)	中文參考翻譯
	of children and juveniles which are considered to be Status Offences? In Attachment 8-2 figures are given on Status Offenders (e.g. for 2015 a total of 4,076 of which 751 were not forwarded to the court). Please provide information on how many of these offenders were below age 12 and on the sentences/protective measures taken regarding these children. Is the government considering to remove Status Offences from the criminal code?	出了虞犯數據(例如 2015 年共計 4,076 件，其中 751 件不付審理)。請提供這些虞犯中有多少人年紀低於 12 歲的資訊，以及對這些兒童所採取的刑責／保護措施。政府是否考慮將虞犯從刑法中刪除？

### 中文回應

209. 問題清單所示附件 8-2 虞犯數據 (2015 年共 4,076 人，其中 751 人不付審理)，此虞犯 (指有觸犯刑罰法律之虞者) 年齡層，為「滿 12 歲以上未滿 18 歲」之少年，並無年紀低於 12 歲者；附件 8-2 「兒童觸犯刑罰法令事件」所示數據，才是法院處理 7 歲以上未滿 12 歲兒童觸法行為之情形。另兒童如果僅有虞犯情形，不會移送法院依司法程序處理。
210. 法官處理虞犯事件，會依調查結果，視少年虞犯情節輕重、需保護性高低及其最佳利益，決定最適當的處遇，包括決定不付審理 (即法院不再處理此案件)、開始審理；法官決定開始審理後，會再決定是否要施以輔導保護為目的之保護處分 (包括訓誡、假日生活輔導、保護管束、交機構安置輔導等) (詳圖 1)。

### 英文回應

209. The figures of status offenders cited in the question (for 2015 a total of 4,076 of which 751 were not forwarded to the court) refer to juveniles 12 years of age but below age 18, there is no child below age 12 in the figures. It is the “Child Criminal Offenders” listed in Attachment 8-2 that shows the figures of the how the courts handled cases where children between age 7 and 12 had actions in conflict with the law. In addition, children that only commit status offenses will not be proceeded by judicial procedures.
210. When handling cases of status offenders, judges decide the best treatments based on the result of investigation while taking into account the severity of their actions, the necessity of protection and the best interests of the status offenders. The treatments include not forwarding the cases to court (meaning the court will no longer handle the cases) or proceeding the cases to court. If the judges decide to proceed the cases to court, they will then further decide whether to render protective measures (such as warning, holiday consulting, probation and supervision, and sending them to a proper institute) of which the purpose is consultation and protection. (See Figure 1)

點次	問題內容(原文)	中文參考翻譯
8.4	In relation to the role of the police please provide more information on how the police is dealing with children and juveniles who allegedly have committed an offence, e.g. on how interrogations are conducted and whether a parent can be present during the interrogation. In addition: is the child provided with legal aid or other assistance before and during the interrogation?	有關警察的角色，請提供更多資料說明警方如何處理遭指控犯罪之兒童和青少年。例如，如何詢問，以及詢問時家長可否出席。此外，是否在兒童被詢問之前和詢問期間提供法律協助或其他協助？

### 中文回應

211. 警察人員於偵查、處理兒少違法事件時，應依據《少年事件處理法》、《提審法》、《少年法院（庭）與司法警察機關處理少年事件聯繫辦法》及《警察機關防處少年事件規範》等規定辦理，包括：

- (1) 通知父母、法定代理人、現在保護少年之人或其他公正第三人(村里長、老師等)到場協助陪詢。
- (2) 告知少年觸法事實，聽取其陳述，並告知其有選任輔佐人之權利。
- (3) 詢問少年，應站在輔導、關懷之立場，不可使用誘導或暗示方式，使少年陷入錯誤或認罪。
- (4) 被逮捕、拘禁時，逮捕、拘禁之機關應即將逮捕、拘禁之原因、時間、地點及得依《提審法》聲請提審之意旨，以書面告知本人及其指定之親友，至遲不得逾 24 小時，以利本人及其指定之親友向法院聲請提審。
- (5) 各種通報、文書製作及處理流程，均應嚴守保密規定。

### 英文回應

211. The police personnel should investigate and handle juvenile case according to “Juvenile Delinquency Act,” “Habeas Corpus Act,” “Procedure of Coordination & Liaison between Juvenile Court and Judicial Police to handle Juvenile Crime Case,” “The Regulations for Police Authority to Handle and Prevent Juvenile Crime” and other relating laws and regulations, the practice is as follows:

- A. Police should inform their parents, legal representative, the person who is responsible for protecting the juvenile or other fair third parties(chief for the village, teacher) to assist the inquiry.
- B. Inform the juvenile of the crime in which they are being accused and their right to legal representation then obtain a statement from them regarding the alleged crime.
- C. Police should interview juveniles from a perspective of care and help. Police should not lead juveniles during the interview or make suggestions that could lead to false confession.
- D. When a juvenile has been detained or arrested, authorities should inform the juvenile

and their legal representative of the reason, time, and place of the detention or arrest and inform them of their right to a trial according to the “Habeas Corpus Act” in a written notice no later than 24 hours after the fact to allow the juvenile and their legal representative to make their applications to the court.

E. All kinds of reports, papers and process relating to the case should keep strictly confidential.

點次	問題內容(原文)	中文參考翻譯
8.5	In relation to pre-trial detention please provide more information on the use of this form of detention. For instance: are the grounds for pre-trial detention of children different from those applicable to adults? If so in what way? Can pre-trial detention be used for children between age 7 and 12? For how long can the child be kept in detention by the police before the judge is involved in a possible continuation of the pre-trial detention? Can pre-trial detention be extended and for how long? Please provide disaggregated (e.g. by age) statistics on the use of pre-trial detention and the average duration of this form of detention.	有關審前拘留，請提供更多關於這種拘留形式的資料。例如：兒童審前拘留的理由是否與成年人不同？如何不同？審前拘留是否適用於7歲至12歲的兒童？在法官介入可能延續審前拘留之前，警察可以將兒童拘留多長時間？審前拘留可以延長多久？請提供審前拘留的分類數據（例如依年齡）以及平均拘留期限。

### 中文回應

212. 依《少年事件處理法》第26條規定，收容（即問題所稱「審前拘留」）以「不能責付（即不能交由法定代理人等適當之人保護）或以責付為顯不適當（例如兒少有反覆觸犯刑罰法律之行為；兒少家庭無管教功能，並須暫時隔離不良環境等），而需收容者」為要件，和成年人受羈押之原因不同。
213. 依我國《刑法》規定，滿14歲者才有刑事責任能力，因此7歲至12歲兒童有觸法行為時，不會被當成罪犯來處理，而是依「少年保護事件」程序辦理，故通常不會發生警察拘留兒童之情形。萬一有此情況，兒童或其他人亦可依《提審法》規定聲請法院提審。
214. 依《少年事件處理法》第26條之2規定，法官收容少年之期間不得逾2個月；但有繼續收容之必要者，得於期間未滿前，裁定延長之；延長收容期間不得逾1個月，以1次為限。另收容原因消滅時，法官應撤銷收容。
215. 警察機關自逮捕、拘提時起24小時內，將少年連同卷證，護送少年法院（庭）處理。其關係人之談話筆錄或有關證據，如因情況緊急，不及蒐集調查者，得由原承辦之司法警察機關，於3日內補送。不符合隨案移送要件者，得由其法定代理人或現在保護少年之人帶回聽候處理。警察機關並沒有兒少拘留權，相關兒少犯罪處理流程均依司



法院主管之《少年事件處理法》規定辦理。

216. 依《少年事件處理法》第 18 條規定，檢察官或司法警察官於執行職務時，知有《少年事件處理法》第 3 條之事件，應移送該管少年法院。又檢察官指揮偵辦成年人與少年共犯案件，依《刑事訴訟法》第 76 條規定簽發拘票逕行拘提成年人與少年共犯時，就少年嫌疑犯部分，通常即逕由警方解送少年法庭；就共犯情節有亟需瞭解之必要，不及日後借提或傳喚作證者，則檢察官於人別訊問後，以證人方式訊問少年，並於 24 小時內移送少年法庭。檢察官對於少年移送少年法院前之拘提及訊問事項，除應依《少年事件處理法》、《刑事訴訟法》有關規定辦理外，亦應踐行包括通知少年之父母或現在保護少年之人陪同在場、不得強迫少年作證或認罪、必要時應使用通譯、尊重少年隱私及人格尊嚴、應儘可能避免拘束少年之身體自由等之程序，以維少年權益並落實《公民與政治權利國際公約》第 14 條第 4 項、《CRC》第 37 條(b)、(c)、(d) 款、第 40 條第 2 項(b)款、《少年事件處理法》第 1 條、《兒童及少年福利與權益保障法》第 5 條、第 69 條等規定意旨。

### 英文回應

212. According to Article 26 of the “Juvenile Delinquency Act,” detention (the “pre-trial detention” stated in the question) is limited to “where the juvenile cannot be ordered for custody (cannot be sent to their statutory agent or other appropriate person for protection) or an order for custody is obviously improper (e.g., the juvenile has repeatedly committed actions that violate criminal law; their family has no disciplinary function and they needs to be kept away from bad influence), and that the detention is necessary.”
213. According to Taiwan’s “Criminal Code,” one has the ability to undertake criminal responsibility only after age 14, so when children between age 7 and age 12 are in conflict with the law, they are not treated as criminal defendants. They will be dealt with pursuant to “Juvenile Delinquent Protection” procedure, so there is usually no instance where a child is detained by the police. And when there is such instance, the children or others may petition the court for habeas corpus pursuant to the “Habeas Corpus Act.”
214. According to Article 26-2 of the “Juvenile Delinquency Act,” “the period a juvenile detention center detains a juvenile may not exceed 2 months during the investigation or trial; provided that the juvenile court may extend the period by ruling before the period lapses in order to continue the detention if necessary. The extension for detention may not exceed 1 month and is limited to one extension. The juvenile court shall cancel the ruling of detention when the cause of detention is eliminated.”
215. Authorities are to escort the juvenile with all related evidence to the juvenile court within 24 hours of detention or arrest. If all pertinent evidence cannot be obtained during that time because of an emergency, authorities responsible for the case can send it to the court within three days. If the juvenile doesn’t fit the requirements to be transferred with the case they can be released to their legal representative and await court summons. Police authority doesn’t have the right to detain the juvenile offenders. Juvenile crime cases and

their relating process should be handled according to the “Juvenile Delinquency Act” and other regulations set by the Judicial Yuan.

216. According to Article 18 of the “Juvenile Delinquency Act,” where a prosecutor or judicial police officer counters any delinquencies specified in Article 3 of the Act when performing their functions, he/she shall transfer such cases to the competent juvenile court. When a prosecutor is leading an investigation on cases involving adult and juvenile accomplices and issues an arrest warrant to arrest the adult and juvenile accomplices according to Article 76 of the “Code of Criminal Procedure,” the police will transfer the juvenile suspect to the competent juvenile court, generally. Where the prosecutor cannot wait until the juvenile suspect is temporarily released to the prosecutor’s custody or subpoenaed by the prosecutor to give testimony in the future but needs to verify the case immediately, the juvenile suspect could be interrogated by the prosecutor as a witness after the suspect has been examined by the prosecutor for his/her identity, and then should be transferred to the competent juvenile court by the police within 24 hours. The prosecutor shall arrest and interrogate the juvenile suspect, prior to transfer of the case to the competent juvenile court, in accordance with the relevant provisions under the “Juvenile Delinquency Act” and “Code of Criminal Procedure,” and shall also notify the juvenile’s parent or existing guardian to escort the juvenile, avoid forcing the juvenile to give testimony or make a confession, retain a simultaneous interpreter whenever necessary, respect the juvenile’s privacy and dignity of human personality, and try his best to avoid restraining the juvenile’s freedom of body, in order to maintain the juvenile’s interest and rights and fulfill the intent of Paragraph 4, Article 14 of the “International Covenant on Civil and Political Rights,” Article 37(b), (c) and (d) and Paragraph 2(b) of Article 40 of the CRC, Article 1 of the “Juvenile Delinquency Act,” and Article 5 and Article 69 of the “Children and Youth Welfare Act.”

點次	問題內容(原文)	中文參考翻譯
8.6	In relation to diversion please provide information on whether diversion is an integral part of the juvenile justice system and if so how it is organized. In that regard: attachment 8-2 has a category cases not forwarded to the court indicating that cases are diverted. There are two categories of cases distinguished: cases which should not be forwarded to the court and minor offences. Re the first category: who decides not to forward the case to the court and for what reasons? Re the second category: what is meant by “Sent	關於移送移轉，請提供資料說明移送是否是少年司法體系的一部分，如何編組。於此：附件 8-2 中之不付審理類別指出案件被移轉。有兩種類型的案件：應不付審理和情節輕微不付審理。有關第一類：由誰決定應不付審理，理由為何？有關第二類：“交付管教”是何意。

點次	問題內容(原文)	中文參考翻譯
	to be Disciplined”.	

### 中文回應

217. 附件 8-2 所示以「不付審理」終結之案件(即法院不再處理此案件，司法程序終結)，不論是「應不付審理」或「情節輕微不付審理」，都由法官依調查之結果決定。
218. 「應不付審理」指《少年事件處理法》第 28 條所定，法官認為案件無付保護處分之原因或以其他事由(例如認為少年沒有觸法或虞犯行為、少年已死亡、不符合事件移送要件又無法補正等)不應付審理之情形。
219. 「情節輕微不付審理」乃該法第 29 條所定，法官認為觸法或虞犯行為情節輕微，認為以不付審理為適當時(例如偷價值低廉之物品，被害人已原諒或和解，兒少家庭功能健全等)，得裁定不付審理之情形。此時法官也可以視情況做出將兒少轉介社會福利機構輔導(diversion)、請兒少之法定代理人嚴加管教或予以告誡之決定(即附件 8-2「不付審理」/「情節輕微不付審理」/「轉介輔導」、「交付管教」、「告誡」欄位所示情形)。

### 英文回應

217. Both “case should not be forwarded to the court” and “minor offense not forwarded to the court” as shown in Attachment 8-2 are decided by judges based on the results of investigation.
218. “Case should not be forwarded to the court” refers to Article 28 of the “Juvenile Delinquency Act,” where “the juvenile court shall pronounce a ruling not to hear a case upon finding no reasons for protective measures or reason the case shall not be tried pursuant to results of the investigation (e.g., when the court deems there is no violation of the law or status offense by the juvenile, the juvenile is dead or when the requirements for transferring a case is not met and cannot be corrected.)”
219. “Minor offense not forwarded to the court” refers to Article 29 of the Act, which states that the juvenile court may pronounce a ruling not to hear the case upon finding the delinquency trivial or finding it proper not to try the case (e.g., stealing things with low value, victims have forgiven or settled with the juvenile or the family of the child or juvenile is well-functioned) pursuant to results of investigation by a juvenile investigator. Judges can also transfer the juvenile to a child or juvenile welfare or cultivation institute for appropriate tutoring, send them to their statutory agent or a person who currently protects the juvenile for strict discipline or give them a warning. (As shown in “Not forwarded to the Court”, “Minor Offense Not Forwarded to the Court,” “Transferred Counseling,” “Sent to be Disciplined” and “Warning” columns in Attachment 8-2.)

點次	問題內容(原文)	中文參考翻譯
8.7	Regarding deprivation of liberty: apparently the Judge can place a child in a welfare or educational institution or in a reformatory (correctional) school. Please provide further disaggregated data (age and sex) on the use of these placements and the average duration of these placements. After completion of the placement it is possible (art. 55-2 Juvenile Delinquency Act) for the juvenile court to extend the placement for 2 years (maximum). Please provide information on the use of this possibility (frequency; age; sex) and the reasons for this extension and whether this extension is at a request (by whom) and or an ex officio decision of the juvenile court. Furthermore: in 2015 the Control Yuan issued a report on disciplinary misconduct in two correctional schools in the period 2012 – 2014. Please provide information on the measures taken as a follow-up to this report.	有關剝奪自由：顯然法官可以將兒童安置於福利或教育機構或感化（矯正）學校。請提供此類安置進一步的分類數據（年齡和性別）以及此類安置的平均期限。安置期滿後，少年法庭得延長安置兩年（最高）（《少年事件處理法》第 55-2 條）。請提供有關此類延長的使用情況（頻率、年齡、性別）和延長安置的理由，以及延長是否因受請求（由誰提出）和／或依少年法庭之判決。此外，監察院於 2015 年公布了自 2012 年至 2014 年期間兩所矯正學校違紀之報告。請提供此報告後續採取措施的資訊。

### 中文回應

220. 法官決定施以何種保護處分時，係考量兒少觸法或虞犯情節輕重、需保護性高低（含家庭功能）及其最佳利益等因素。依《少年事件處理法》第 53 條、第 54 條、第 55 條之 2、第 56 條規定，安置輔導之執行期間為 2 個月以上 2 年以下（以不超過 21 歲為限），執行超過 6 個月，著有成效認無繼續執行之必要，或有事實上之原因認為不宜繼續執行，負責安置輔導之機構、少年及其法定代理人或現在保護少年之人得聲請法院免除執行。安置期滿時，負責安置輔導之機構、少年及其法定代理人或現在保護少年之人認有繼續安置輔導之必要時（例如繼續安置有利於少年完成學業或就業、家庭功能仍不健全、因家庭經濟或發生重大事故無法讓少年回歸家庭等），得聲請少年法院裁定延長，法官會綜合審酌各項因素，決定是否延長；延長安置以 1 次為限，期間不得逾 2 年。
221. 感化教育執行期間不得超過 3 年（以不超過 21 歲為限），執行超過 6 個月認無繼續執行必要，少年保護官或執行機關得聲請法院裁定停止或免除執行。
222. 2011 至 2016 年間，法院審理終結之少年保護事件中，裁定安置輔導保護處分之兒少，其有觸法或虞犯行為時之年齡及性別如表 32；裁定准許延長安置輔導之兒少，其於法院裁定延長時之年齡及性別如表 33；負責安置輔導之機構、少年及其法定代理人或現在保護少年之人聲請法院延長安置輔導、提出聲請之年度、經法院裁定准許延長之人數及核准占各年度安置輔導人數之比率如表 34。

223. 相關教育機構或感化（矯正）學校安置分類數據（年齡及性別），如表 35 至表 38。
224. 買姓少年在 2013 年 2 月於法務部所屬桃園少年輔育院（下稱少輔院）接受感化教育期間，因胸腹腔臟器化膿引發敗血症死亡，遺體右前胸及腋下有大量淤青紅腫，還有破皮、水泡，死狀淒慘，生前疑似遭不當管教，然而少輔院院方對家屬表示少年係因自己抓癢受傷暴斃，臺灣桃園地方法院檢察署經偵查 1 年多仍查不出人為致死原因，而予行政簽結。買案經媒體報導後，少年犯人權議題受到社會大眾關切。另外，彰化少輔院亦於 2014 年 8 月間發生對違規學生施用手梏、腳鐐等戒具，並將學生銬在戶外曬衣場、走廊等處，凌虐長達 13 小時，該院也曾以考核為名，禁閉學生長達 1 年 5 個月。監察院調查發現：買姓少年於桃園少輔院接受感化教育期間，遭到主管及導師嚴格對待，身體狀況變差以致無法自理生活，卻被送至該院用以獨立監禁違規少年之「三省園」獨居，過世前 1 小時已瀕臨休克，少輔院人員仍未能將少年積極治療，以致他在被送醫前死亡，而彰化少輔院也發生嚴重凌虐學生之侵害人權事件，顯見矯正機關長期採取監獄管理方式執行少年矯正業務，漠視兒少年人權，《公民與政治權利公約》第 10 條及《CRC》第 19 條規定。監察院調查後，已於 2015 年 6 月彈劾桃園少輔院前院長、前訓導科長、衛生科長及彰化少輔院院長，並糾正行政院、法務部矯正署、桃園少輔院及彰化少輔院，調查報告也指出多項少年感化教育制度及執行的缺失，要求法務部及其矯正署、衛生福利部及司法院少年及家事廳等機關檢討改進，監察院並持續追蹤政府機關後續改善情形。監察院認為政府應以此案為鑒，積極改善少輔院的矯正教育，協助孩子重返社會。（監察院案號：104 司調 0014；104 司正 0004；104 司正 0007；104 年劾字第 4 號）
225. 有關監察院糾正桃園少年輔育院及彰化少年輔育院案（104 司調 0014、104 司正 0004、104 司正 7），相關後續檢討改進情形如下：
- (1) 強化收容學生醫療處遇：「新增觀察室，儘速安排學生就醫」、「改善強化學生生活及疾病之管理與處理機制、簡化戒護外醫流程」、「培養管教人員對於學生管理及照護之熱忱及正確價值與信念」、「加強學生疾病管控之橫向聯繫與後續追蹤機制、加強學生自主管理與協同照護機制」、「正式成立資源教學班」、「辦理特殊教育講習」、「重視特殊個案資料，加強霸凌之三級預防措施」、「暢通學生意見溝通管道」、「加強縱向監督與橫向聯繫機制」及「加強學生健康資料管理之措施」等相關改善措施。
  - (2) 轉介輔導高關懷學生，由支援輔導教師負責輔導特殊學生，並視高關懷學生需求轉介心理師治療；並連結地方政府學生輔導諮詢中心輔導。
  - (3) 函囑少年矯正機關對於保護事件少年施用戒具之相關規定及嚴禁體罰，並按月督導查核施用戒具情形。
  - (4) 強化管教人員對矯正少年專業知能之教育訓練。
  - (5) 召開跨部會會議研討將少輔院教育事項，納入少年矯正學校矯正教育指導委員會指導範疇，辦理少年輔育院學生學籍管理、特殊教育、補救教學及準用學生輔導法等教育事項。
  - (6) 與司法院定期召開業務聯繫會議，及建立兒少保護案件專責通報機制，另與各地方（少年及家事）法院建立聯繫窗口，並制定「少年收容人特殊事件通知聯繫單」，遇有特殊事件發生時，向交付執行之少年法庭通報。
  - (7) 桃園及彰化少輔院自 105 學年度起，國民中、小學階段之學生均依九年一貫課程

綱要實施要點提供課程，相關課程計畫由合作學校陳報桃園市政府及彰化縣政府核備，是以，少輔院業依相關法規推動國民教育，促進並保障學生教育權益，學生並能依其年齡及教育階段取得畢業證書。

- (8) 少輔院近年來積極依學生就學需求，邀請其法定代理人、保護官及擬轉銜學校代表召開轉銜復學會議，並儘量依學生能力適性輔導至合適之學校就讀，桃園及彰化少輔院 2014 年至 2016 年計協助學生轉銜復學 286 人。
- (9) 彰化少輔院自 104 學年度起業於女生部增設時尚造型科以因應女性收容少年對技職教育之需求，另自 105 學年度起增設高三班，以因應女性收容少年就讀高三之需求。
- (10) 少輔院收容特教學生遇有監護人或法定代理人失聯情形，業依教育部提供彈性之處理方式辦理特殊教育鑑定程序。
- (11) 教育部國民及學前教育署於 2016 年 6 月 2 日召開補助法務部矯正署辦理補救教學相關事宜研商會議，業依收容學生不定期出入校（院）之特性，修正學生資料上傳、篩選測驗及成長測驗流程。

表 32

## 地方法院少年及兒童保護審理事件終結情形為安置輔導之少年兒童行為時年齡與性別

單位:人

年別	性別	計	12 歲未滿	12 歲以上	13 歲以上	14 歲以上	15 歲以上	16 歲以上	17 歲以上
				13 歲未滿	14 歲未滿	15 歲未滿	16 歲未滿	17 歲未滿	18 歲未滿
2011	計	155	8	10	46	38	22	16	15
	男	134	7	8	37	33	21	15	13
	女	21	1	2	9	5	1	1	2
2012	計	151	12	7	39	36	28	20	9
	男	123	10	7	31	23	25	19	8
	女	28	2		8	13	3	1	1
2013	計	161	23	21	31	40	16	20	10
	男	135	21	19	23	33	12	17	10
	女	26	2	2	8	7	4	3	
2014	計	193	17	20	42	53	21	27	13
	男	161	16	13	36	41	19	25	11
	女	32	1	7	6	12	2	2	2
2015	計	154	10	21	39	31	20	24	9
	男	108	6	20	22	20	16	18	6
	女	46	4	1	17	11	4	6	3
2016	計	138	6	12	27	42	22	19	10
	男	97	4	5	22	29	14	14	9
	女	41	2	7	5	13	8	5	1

資料來源：司法院

表 33

## 地方法院裁定准許延長安置輔導處分事件之少年兒童裁定時年齡與性別

單位:人

年別	性別	總計	12歲 未滿	12歲 以上 13歲 未滿	13歲 以上 14歲 未滿	14歲 以上 15歲 未滿	15歲 以上 16歲 未滿	16歲 以上 17歲 未滿	17歲 以上 18歲 未滿	18歲 以上 19歲 未滿	19歲 以上 20歲 未滿	20歲 以上 21歲 未滿
2011	計	38		1	4	6	7	8	9	2	1	
	男	32		1	4	6	6	7	5	2	1	
	女	6					1	1	4			
2012	計	47	1	3	3	14	12	6	1	2	4	1
	男	41	1	3	3	13	8	5	1	2	4	1
	女	6				1	4	1				
2013	計	49		1	3	6	14	11	8	4	2	
	男	46		1	3	5	14	10	7	4	2	
	女	3				1		1	1			
2014	計	40			3	8	7	7	6	5	4	
	男	38			3	6	7	7	6	5	4	
	女	2				2						
2015	計	53		2	4	9	23	10	1	3	1	
	男	46		1	4	9	20	8	1	2	1	
	女	7		1			3	2		1		
2016	計	47		1	7	9	12	10	5	2	1	
	男	39		1	6	8	10	8	3	2	1	
	女	8			1	1	2	2	2			

資料來源：司法院



表 34

## 地方法院少年及兒童保護審理事件裁定安置輔導後聲請延長安置獲准少年兒童人數

單位:人

年別	安置輔導 人數		准許延長安置輔導							
			准許延 長人數 總計	占各年度 安置輔導 人數比率	有權聲請之機構或人員提出延長安置輔導聲請之年度					
					2011	2012	2013	2014	2015	2016
2011	計	155	44	28%		2	41	1		
	男	134	41	31%		2	38	1		
	女	21	3	14%			3			
2012	計	151	38	25%			1	37		
	男	123	36	29%			1	35		
	女	28	2	7%				2		
2013	計	161	55	34%				1	52	2
	男	135	48	36%				1	45	2
	女	26	7	27%					7	
2014	計	193	43	22%						43
	男	161	35	22%						35
	女	32	8	25%						8
2015	計	154	2	1%						2
	男	108	2	2%						2
	女	46								
2016	計	138								
	男	97								
	女	41								

資料來源：司法院

表 35

## 少年輔育院（含誠正中學）新入院人數

單位：人

年別	總計			12歲未滿		12-13歲未滿		13-14歲未滿		14-15歲未滿		15-16歲未滿		16-17歲未滿		17-18歲未滿		18歲以上	
	計	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性
2011	793	671	122	-	-	3	-	17	3	69	22	103	24	124	23	191	21	164	29
2012	868	736	132	-	-	5	-	26	3	82	13	101	24	142	18	182	36	198	38
2013	865	715	150	-	-	2	-	20	5	49	18	70	33	152	20	190	34	232	40
2014	786	683	103	1	-	1	1	12	3	51	11	66	22	114	18	186	21	252	27
2015	825	724	101	-	-	-	-	10	1	34	10	78	12	108	17	196	18	298	43
2016	833	709	124	-	-	1	-	14	2	39	11	66	16	99	29	174	24	316	42

資料來源：法務部

表 36

## 少年觀護所新入所人數

單位：人

年別	總計			12歲未滿		12-13歲未滿		13-14歲未滿		14-15歲未滿		15-16歲未滿		16-17歲未滿		17-18歲未滿		18歲以上	
	計	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性
2011	3,713	3,191	522	23	-	53	12	244	42	477	105	575	99	663	104	852	106	304	54
2012	4,020	3,431	589	29	5	71	12	207	50	477	103	608	128	750	103	929	143	360	45
2013	3,964	3,336	628	39	3	55	15	191	40	350	115	532	143	759	122	988	133	422	57
2014	3,436	2,924	512	35	1	46	13	180	44	342	91	397	99	630	96	845	119	449	49
2015	3,625	3,064	561	14	7	49	6	155	46	339	99	446	108	633	109	929	121	499	65
2016	3,380	2,892	488	13	2	38	4	123	32	302	74	491	109	631	107	832	108	462	52

資料來源：法務部

表 37

## 明陽中學新入校人數

單位：人

年別	總計			14—18 歲未滿		18—20 歲未滿		20—24 歲未滿		24 歲以上	
	計	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性
2011	3	3	-	1	-	2	-	-	-	-	-
2012	-	-	-	-	-	-	-	-	-	-	-
2013	-	-	-	-	-	-	-	-	-	-	-
2014	-	-	-	-	-	-	-	-	-	-	-
2015	1	1	-	1	-	-	-	-	-	-	-
2016	2	2	-	2	-	-	-	-	-	-	-

資料來源：法務部

表 38

## 明陽中學在校人數

單位：人

年別	總計			14—18 歲未滿		18—20 歲未滿		20—24 歲未滿		24 歲以上	
	計	男性	女性	男性	女性	男性	女性	男性	女性	男性	女性
2011	249	243	6	26	3	110	3	107	-	-	-
2012	253	244	9	22	1	93	6	129	2	-	-
2013	256	246	10	31	-	78	8	137	2	-	-
2014	234	225	9	19	2	88	4	118	3	-	-
2015	219	212	7	13	3	92	2	107	2	-	-
2016	177	170	7	10	1	62	3	98	3	-	-

資料來源：法務部

**英文回應**

220. When deciding which protective measure to impose, judges take into account the severity of the actions, the necessity of protection (including family function) and the best interests of the juvenile or child. According to Article 53, 54, 55-2 and 56 of the “Juvenile Delinquency Act,” the placement counseling range from 2 months to 2 years (may only be executed until a juvenile reaches 21). Where the execution of the preceding paragraph exceeds 2 month and is effective, further execution is not necessary, or where further execution is not appropriate for factual reasons, the welfare or cultivation institutes in charge of placement counseling, juvenile, juvenile’s statutory agent, or a person currently protecting the juvenile may request the juvenile court to terminate the execution with reasons set forth. Once execution of placement counseling is complete, the welfare or cultivation institutes in charge of placement counseling, juvenile, juvenile’s statutory agent, or a person currently protecting the juvenile, upon finding placement counseling necessary

(e.g., continuing it is beneficial to their education, their family is still not well-functioned or there's a severe difficulty in the family that prevent them from returning to it) may request the juvenile court to extend the allocation and guidance by ruling; such extension may only be made once and cannot exceed 2 years.

221. Reformatory education may not be executed for more than 3 years (may only be executed until a juvenile reaches 21). Where reformatory education exceeds 6 months and further execution is unnecessary, the protection officer or execution authority may request the juvenile court to exempt or terminate the execution with evidence set forth.
222. Among the juvenile delinquency cases closed in a court from 2011 to 2016, Table 32 shows the age and gender of the children and juveniles who were ordered placement counseling when they committed the crime or status offense; Table 33 shows the age and gender of the children and juveniles who were ordered an extension of placement counseling when they received such order; Table 34 shows the proportion in all the placement counseling of extension requested by welfare or cultivation institutes in charge of placement counseling, juvenile, juvenile's statutory agent, or a person currently protecting the juvenile.
223. Please refer to the Table 35-38 for the classification and statistics (age and gender) on the assignment of students to related educational institutions or reformatory (correctional) schools.
224. In February 2013, a teenage boy died of Sepsis caused by suppurated organs in the chest and abdomen during his enrollment for reformatory education at Taoyuan Reform School of the MOJ. There were signs of torture and excessive discipline. Large areas of bruising, skin tears and blisters were found on the boy's right chest and under his armpit. The School denied allegations of torture, telling the boy's family that he died of sudden death as a result of over scratching. The Taoyuan District Prosecutors Office conducted an investigation that went on over a year but could not determine the cause of death, and the case was closed. After widespread media attention, the case sparked a wave of public outcry, drawing attention to the human rights of delinquent juveniles. Later on, Changhua Reform School, another juvenile reformatory, was reported to have abused its students by forcing them wear handcuffs and leg irons. There were also reports of students being handcuffed to outdoor laundry racks and in the corridors for as long as thirteen hours. In another incident, the Changhua Reform School put a student in solitary confinement for one year and five months and claimed it was for assessment purposes. The Control Yuan launched an investigation and found that the boy was subject to harsh treatment by his superintendent and instructors during his enrollment at the Taoyuan Reform School. He was sent to live in a solitary unit even when his physical condition had deteriorated to the point that he was unable to care for himself. He went into a shock in the final hour before his death. The staff member of the School failed to transport the boy to the hospital for

timely treatment. He died *en route* to the hospital. Meanwhile, there were also reports of abuse at the Changhua Reform School. All the aforementioned cases reflect long-term human rights abuse by the juvenile reformatories in Taiwan, in violation of Article 10 of the “International Covenant on Civil and Political Rights” and Article 19 of the CRC. In June 2015, the Control Yuan impeached former headmaster of the Taoyuan Reform School, former director of discipline, director of hygiene, and headmaster of the Changhua Reform School. The Control Yuan also proposed a corrective measure to the Executive Yuan, the Agency of Corrections of the MOJ, Taoyuan and Changhua Reform Schools for rectification. The investigation also points to systemic flaws in juvenile reformatory education and calls for the MOJ, the Agency of Corrections, the MOHW, and the Department of Juvenile and Family at the Judicial Yuan to make improvements. The Control Yuan is still monitoring subsequent improvements by these agencies. It is hoped that the Control Yuan’s investigation report will compel the government to improve upon existing reformatory education and facilitate children’s return to the community as soon as possible. (104-Si-Diao-0014; 104-Si-Zheng-0004; 104-Si-Zheng-0007; 104-He-4)

225. Regarding the notices of rectification issued by the Control Yuan in respect to Taoyuan Reform School and Changhua Reform School (No. 2015-szu-tiao-0014, No. 2015-szu-cheng-0004, and No. 2015-szu-cheng-7), the follow-up review and measures of improvement are provided below:

A. Improve the medical treatment and care of the students with the followings strategies:

- (a) Establish a temporary care centre and provide medical care to the students as soon as possible.
- (b) Improve and strengthen the life and disease management and response processes for students; simplify the procedure for an escorted hospital visit.
- (c) Cultivate the correctional officers’ compassion and correct values and beliefs in respect to the management and care of the students.
- (d) Improve the horizontal communication and follow-up mechanism in respect of the disease control amongst the students; cultivate self-discipline principles amongst students and improve the collaborated care process.
- (e) Officially establish a program for the special needs.
- (f) Hold lectures on the top of special education.
- (g) Pay attention to the information of students with extenuating circumstances; improve the anti-bully three-level prevention measures.
- (h) Ensure availability and accessibility of the channels through which students may voice their opinions.
- (i) Improve the vertical supervision and horizontal communication in the facility.
- (j) Improve the students’ health information management measures.

B. The schools will refer the at-risk students to counselling services through which the

supporting counsellors care for students of special needs. The at-risk students may also be referred to a psychiatrist for therapy if such is in the student's interest. The schools will incorporate the counselling resources from the local government's student counselling centre.

- C. A letter will be sent to the juvenile correction facilities to ensure that the facilities do not apply restraint devices on youths under the protection program. Corporal punishment is strictly forbidden. An inspection on the application of restraint devices in the facilities will be performed on the monthly basis.
- D. Juvenile correction training programs will be developed and made available to the correctional officers to further enhance their professional knowledge and skills.
- E. Inter-agency meetings are to be held to discuss and incorporate the education programs of reform schools into the responsibilities of the Reform School Correctional Education Committee which manages the student admission and registration in these facilities, special education programs, remedial instructions and application mutatis mutandis of the "Student Guidance and Counseling Act."
- F. The Agency will hold regular liaison meetings with the Judicial Yuan and establish the designated children and youth protection reporting mechanism. The Agency will exchange information of contact offices at the individual district courts (youth courts and family courts) and issue the "Youth Inmate Special Event Report Form." When an event of an unusual nature occurs, the reform schools use the forms to report the same to the youth court that orders the student in question to receive the reformatory education.
- G. Starting from the school year 2016, the students at Taoyuan Reform School and Changhua Reform School have received an education designed and provided based on the "Grade 1-9 Integrated Curriculum Program Implementation Rules" that apply to all elementary and secondary school students. The partner schools submit the programs and curriculums to Taoyuan City Government and Changhua County Government for approval and filing. Therefore, the youth reform schools do provide the compulsory education program according to the applicable laws and regulations with the goal to protect the students' rights to receive education. The students will receive graduate diplomas that reflect their age and level of education completed.
- H. In recent years, the youth reform schools have considered the students' education needs and actively engaged the statutory agents, protectors and representatives of the schools to which the students plan to transfer to participate in meetings on transition and resumption of regular education for the students in question. The reform schools try their best to direct the students to transfer to schools appropriate for their individual aptitudes and temperaments. In the period between 2014 and 2016, Taoyuan Reform School and Changhua Reform School have facilitated a total of 286 students who

transfer out of the reform schools and resume regular education.

- I. Starting from the school year 2015, Changhua Reform School has established a fashion and styling program available for female students to better and more adequately meet their needs for vocational training programs. The Grade 12 class has been started since the school year 2016 to meet the needs of female students for 12th-grade courses.
- J. If the students with special educational needs as the inmates of a reform school have lost contact with their legal guardians or statutory agents, the school will perform an assessment of the students' needs for special education according to the processing methods instructed by the MOE to provide more flexibility in a situation as such.
- K. On June 2, 2016, the K-12 Education Administration of the MOE called a meeting to discuss the matters related to the provision of subsidies to the Agency of Corrections of the MOJ for remedial education programs. During the meeting, the procedures involving the uploading of the students' profile information, screening tests and development tests were modified to better reflect the reality that the inmate students are admitted in and released out of the reform schools and facilities from time to time at no regular interval.

Table 32

**The Age and Gender of the Children and Juveniles Who Were Ordered Placement Counseling When They Committed the Crime or Status Offense**

Unit: person

<i>Year</i>	<i>Gender</i>	<i>Sum</i>	<i>Under 12</i>	<i>12-13</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>17-18</i>
2011	Sum	155	8	10	46	38	22	16	15
	Male	134	7	8	37	33	21	15	13
	Female	21	1	2	9	5	1	1	2
2012	Sum	151	12	7	39	36	28	20	9
	Male	123	10	7	31	23	25	19	8
	Female	28	2		8	13	3	1	1
2013	Sum	161	23	21	31	40	16	20	10
	Male	135	21	19	23	33	12	17	10
	Female	26	2	2	8	7	4	3	
2014	Sum	193	17	20	42	53	21	27	13
	Male	161	16	13	36	41	19	25	11
	Female	32	1	7	6	12	2	2	2
2015	Sum	154	10	21	39	31	20	24	9
	Male	108	6	20	22	20	16	18	6
	Female	46	4	1	17	11	4	6	3
2016	Sum	138	6	12	27	42	22	19	10
	Male	97	4	5	22	29	14	14	9
	Female	41	2	7	5	13	8	5	1

Source: Judicial Yuan



Table 33

**The Age and Gender of the Children and Juveniles Who Were Ordered an Extension of Placement Counseling When They Received Such Order**

Unit: person

<i>Year</i>	<i>Gender</i>	<i>Sum</i>	<i>Under 12</i>	<i>12-13</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>17-18</i>	<i>18-19</i>	<i>19-20</i>	<i>20-21</i>
2011	Sum	38		1	4	6	7	8	9	2	1	
	Male	32		1	4	6	6	7	5	2	1	
	Female	6					1	1	4			
2012	Sum	47	1	3	3	14	12	6	1	2	4	1
	Male	41	1	3	3	13	8	5	1	2	4	1
	Female	6				1	4	1				
2013	Sum	49		1	3	6	14	11	8	4	2	
	Male	46		1	3	5	14	10	7	4	2	
	Female	3				1		1	1			
2014	Sum	40			3	8	7	7	6	5	4	
	Male	38			3	6	7	7	6	5	4	
	Female	2				2						
2015	Sum	53		2	4	9	23	10	1	3	1	
	Male	46		1	4	9	20	8	1	2	1	
	Female	7		1			3	2		1		
2016	Sum	47		1	7	9	12	10	5	2	1	
	Male	39		1	6	8	10	8	3	2	1	
	Female	8			1	1	2	2	2			

Source: Judicial Yuan

Table 34

**Number of Placement Counseling and Extension of Allocation and Guidance Granted**

Unit: person

Year	Numbers of Allocation and Guidance		Extension of Allocation and Guidance Granted							
			Numbers of Extension	%	Year of Requesting the Extension					
					2011	2012	2013	2014	2015	2016
2011	Sum	155	44	28%		2	41	1		
	Male	134	41	31%		2	38	1		
	Female	21	3	14%			3			
2012	Sum	151	38	25%			1	37		
	Male	123	36	29%			1	35		
	Female	28	2	7%				2		
2013	Sum	161	55	34%				1	52	2
	Male	135	48	36%				1	45	2
	Female	26	7	27%					7	
2014	Sum	193	43	22%						43
	Male	161	35	22%						35
	Female	32	8	25%						8
2015	Sum	154	2	1%						2
	Male	108	2	2%						2
	Female	46								
2016	Sum	138								
	Male	97								
	Female	41								

Source: Judicial Yuan

Table 35

**Juvenile Reformatory School (including Chengjheng High School) - Number of Newly Enrolled Students**

Unit: person

Year	Grand Total			Age: below 12		Age: 12-13 (exclusive)		Age: 13-14 (exclusive)		Age: 14-15 (exclusive)		Age: 15-16 (exclusive)		Age: 16-17 (exclusive)		Age: 17-18 (exclusive)		Age: 18 and above	
	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2011	793	671	122	-	-	3	-	17	3	69	22	103	24	124	23	191	21	164	29
2012	868	736	132	-	-	5	-	26	3	82	13	101	24	142	18	182	36	198	38
2013	865	715	150	-	-	2	-	20	5	49	18	70	33	152	20	190	34	232	40
2014	786	683	103	1	-	1	1	12	3	51	11	66	22	114	18	186	21	252	27
2015	825	724	101	-	-	-	-	10	1	34	10	78	12	108	17	196	18	298	43
2016	833	709	124	-	-	1	-	14	2	39	11	66	16	99	29	174	24	316	42

Source: Ministry of Justice

Table 36

**Juvenile Detention House - Number of Newly Enrolled Students**

Unit: person

Year	Grand Total			Age: below 12		Age: 12-13 (exclusive)		Age: 13-14 (exclusive)		Age: 14-15 (exclusive)		Age: 15-16 (exclusive)		Age: 16-17 (exclusive)		Age: 17-18 (exclusive)		Age: 18 and above	
	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2011	3,713	3,191	522	23	-	53	12	244	42	477	105	575	99	663	104	852	106	304	54
2012	4,020	3,431	589	29	5	71	12	207	50	477	103	608	128	750	103	929	143	360	45
2013	3,964	3,336	628	39	3	55	15	191	40	350	115	532	143	759	122	988	133	422	57
2014	3,436	2,924	512	35	1	46	13	180	44	342	91	397	99	630	96	845	119	449	49
2015	3,625	3,064	561	14	7	49	6	155	46	339	99	446	108	633	109	929	121	499	65
2016	3,380	2,892	488	13	2	38	4	123	32	302	74	491	109	631	107	832	108	462	52

Source: Ministry of Justice

Table 37

**Ming Yang High School - Number of Newly Enrolled Students**

Unit: person

Year	Grand Total			Age: 14–18 (exclusive)		Age: 18–20 (exclusive)		Age: 20–24 (exclusive)		Age: 24 and above	
	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2011	3	3	-	1	-	2	-	-	-	-	-
2012	-	-	-	-	-	-	-	-	-	-	-
2013	-	-	-	-	-	-	-	-	-	-	-
2014	-	-	-	-	-	-	-	-	-	-	-
2015	1	1	-	1	-	-	-	-	-	-	-
2016	2	2	-	2	-	-	-	-	-	-	-

Source: Ministry of Justice

Table 38

**Ming Yang High School - Number of Existing Students**

Unit: person

Year	Grand Total			Age: 14–18 (exclusive)		Age: 18–20 (exclusive)		Age: 20–24 (exclusive)		Age: 24 and above	
	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2011	249	243	6	26	3	110	3	107	-	-	-
2012	253	244	9	22	1	93	6	129	2	-	-
2013	256	246	10	31	-	78	8	137	2	-	-
2014	234	225	9	19	2	88	4	118	3	-	-
2015	219	212	7	13	3	92	2	107	2	-	-
2016	177	170	7	10	1	62	3	98	3	-	-

Source: Ministry of Justice

點次	問題內容(原文)	中文參考翻譯
8.8	Re legal aid: in para. 298 under f. that a child may apply for legal aid if certain conditions are met. Please provide information on the number of children who applied for legal aid and how many applications were granted. Furthermore, if a child does not meet the conditions mentioned can he or she obtain legal aid and how?	有關法律扶助：(第 298 點，f)，兒童得依規定申請法律扶助。請提供申請法律扶助兒童人數以及核准案件數量之相關資料。此外，若兒童不符規定，他或她可否以及如何能獲得法律扶助？

### 中文回應

226. 2011 至 2016 年間，法律扶助基金會受理 12 歲以下之兒童由其法定代理人申請法律扶助之件數共 7,667 件，准予扶助件數共 5,864 件，扶助比率為 76.48%。我國制定《法律扶助法》之目的，在於保障人民權益，對於無資力或因其他原因，無法受到法律適當保護者，提供必要之法律扶助。若兒童不符《法律扶助法》相關扶助規定，即無法依該法申請法律扶助。
227. 此外，依據《犯罪被害人保護法》規定，兒童因犯罪行為被害而死亡或受重傷者，得由保護機構提供其家屬法律協助。

### 英文回應

226. Between 2011 and 2016, the Legal Aid Foundation received 7,667 applications made by the legal representatives of children under the age of 12, and 5,864 of these applications were granted. The legal aid provision ratio was 76.48%. “Legal Aid Act” is enacted to protect people’s rights and interests and to provide necessary legal aid to people who are indigent or are unable to receive proper legal protections for other reasons. If children do not comply with the requirements of legal aids provided in “Legal Aid Act,” they shall not receive legal aid in accordance with the Act.
227. In addition, according to the “Crime Victim Protection Act,” children being killed or seriously injured result from criminal acts, their family may be provided with legal aid by the crime victim protection institution.

點次	問題內容(原文)	中文參考翻譯
8.9	Please clarify what is the minimum age at which children can be employed (compare information in para 36 and 318).	請說明兒童最低受雇年齡為何(比對第 36 點和第 318 點的資訊)。

### 中文回應

228. 《勞動基準法》童工章規定，童工指 15 歲以上未滿 16 歲受僱從事工作者；雇主不得僱用未滿 15 歲之人從事工作，但國中畢業或經主管機關許可者，不在此限。

### 英文回應

228. In the chapter on “Child Workers in the Labor Standards Act,” a child worker refers to one over fifteen years old, but less than sixteen years old. No employers shall employ any person under the age of fifteen, but this does not apply if the person has graduated from junior high school or gained permission by the competent authority.

點次	問題內容(原文)	中文參考翻譯
8.10	Regarding child labour please provide information on the employment of children under the age of 15 which should be approved by local authorities. How many approvals have been given for work by children under 15 and regarding what type of work?	有關童工問題，請提供經地方主管機關許可 15 歲以下受雇兒童的資料。有多少 15 歲以下兒童的工作案件經審核許可，是何種類型的工作？

### 中文回應

229. 未滿 15 歲者透過他人取得工作為第三人提供勞務，或直接為他人提供勞務取得報酬未具勞僱關係者，依《勞動基準法》第 45 條規定需事先申請並經地方主管機關許可始可工作。自 2014 年 7 月起至 2016 年止，地方主管機關受理併審核許可之案件數分別為 45 件（2014 年 7 月起）、536 件（2015 年）及 1,081 件（2016 年）。就工作型態而言，絕大多數為影視（童星）及藝文表演。

### 英文回應

229. According to Article 45 of the “Labor Insurance Act,” for persons under the age of fifteen providing labor service to a third party through others, or directly providing labor service to receive remuneration with no employment relationship, the employers of such persons shall submit the application in advance to the local competent authorities for permission in order to engagement in work. From July 2014 to December 2016, the number of applications reviewed and approved by the local competent authorities was 45 (from July 2014 to December 2014), 536 (2015), and 1,081 (2016). In terms of job types, the vast majority of works were related to entertainment (child stars) and arts performances.

點次	問題內容(原文)	中文參考翻譯
8.11	Regarding drug abuse please provide information on the measures taken to prevent drug abuse by children (others than law enforcement actions) and the role of the Narcotics Hazards Control Centers (para 326) in that regard, more specifically: how many of these Centers exist, who are the partners in the preventive networks that these Centers	有關藥物濫用，請提供說明防制兒童藥物濫用之措施（除執法行動外），以及毒品危害防制中心（第 326 點）所扮演之角色，具體而言：防制中心的數量，毒品危害防護網合作的機關單位，學校課程（小學和中學）是否含括藥物濫用之危害和法令規範（必修）？反毒健康小學堂宣導活動是否持續推行以及其

點次	問題內容(原文)	中文參考翻譯
	develop, is education on drug abuse hazards and the rule of law (mandatory) part of the school curricula (primary and secondary)? Is the campaign “say-no-to drugs” ongoing and what is the impact of this campaign?	影響為何？

### 中文回應

230. 依《毒品危害防制條例》第 2 條之 1 規定：「直轄市、縣（市）政府為執行毒品防制工作，應成立專責組織」，故我國各地方政府陸續於 2006 年底前成立共計 22 個毒品危害防制中心。其扮演的角色與任務包括：1. 毒品防制教育宣導、2. 提供施用毒品者家庭重整及心理輔導等關懷訪視輔導、3. 提供或轉介施用毒品者各項社會救助、法律服務、就學服務、保護安置、危機處理服務、職業訓練及就業服務、4. 提供或轉介施用毒品者接受戒癮治療及追蹤輔導、5. 依法採驗尿液及訪查施用毒品者、6. 追蹤、管理轉介服務案件及 7. 其他毒品防制有關之事項，並連結縣（市）政府內之教育局（處）、社會局（處）、勞工局（處）、衛生局、警察局等各相關單位與在地民間團體，共同推動防毒、拒毒、緝毒、戒毒等反毒任務。
231. 我國配合行政院推動新世代反毒策略，防制藥物濫用之措施規劃重點如下：
- (1) 綿密毒品防制通報網絡：精進教育單位協助檢警緝毒通報措施；各學校與轄區派出所合作建立吸食毒品熱點巡邏網。
  - (2) 加重校長、學校防毒責任：藥物濫用防制策略規劃列為校長績效考核指標或遴選參據；宣導地方政府將藥物濫用防制列為校務評鑑項目。
  - (3) 強化防制新興毒品進入校園：開發藥物濫用分齡補充教材，指導教師融入課程中；結合民間團體及家長會，培訓校園防毒守門員種子師資及宣導志工，入班宣導；強化家庭教育中心諮詢專線功能，提供家長藥物濫用相關諮詢與輔導。
  - (4) 個案追蹤輔導及資料庫之建立：修正藥物濫用個案輔導與轉銜、轉介服務流程；擴充藥物濫用個案輔導管理資料庫功能；訂定藥物濫用個案輔導轉介、轉銜流程，並請地方政府聯絡處（校外會）定期追蹤個案轉介後情形。
  - (5) 藥物濫用議題已納入課程綱要（《九年一貫課綱》、《99 普通高中課程綱要》），教育部國民及學前教育署並於 2017 年 3 月 6 日函請高級中等以下學校應於「健康與體育」或「健康與護理」等相關領域課程內施教 1 堂課以上「反毒認知教學」。
  - (6) 反毒健康小學堂活動已辦理 4 年，經評估後為強化學子新興毒品防制知能結合多元宣導管道，改以新興毒品懶人包型式透過網路宣導並再製作 1 頁雙面家長反毒宣導單張，於寒暑假前交付學生攜回轉交家長，提醒家長關心孩子，另請學校於開學第 1 週友善校園週活動，宣導單張內容，提升學子反毒知能，並提醒同學遠離毒害。
232. 衛生福利部於全國指定有 168 家藥癮戒治機構提供藥癮醫療服務，並針對兒少較常濫用的第二、三級毒品，自 2014 年起辦理《非鴉片類藥癮者成癮治療費用補助計畫》，並逐年擴大辦理。此外，為強化少年輔育院之施用毒品學生之預防復發，另於 2017 年於 2 家少年輔育院，辦理藥癮醫療服務計畫，由藥癮醫療團隊入少年輔育院提供各項藥癮醫療服務及出院後追蹤輔導。

233. 行政院於暑假期間，結合中央及地方政府力量共同辦理《青春專案》，舉辦各類正當休閒活動，保護青少年免受毒品危害。

### 英文回應

230. According to Article 2-1 of “The Narcotics Hazard Prevention Act,” “The municipality, county (city) government, tasked with enforcing narcotics prevention shall have dedicated organizations.” Therefore each city and county government began to set up a local Drug Abuse Prevention Center from 2006 and sum up to 22 in all. They are handling the following task items: 1. Advocate narcotics prevention education, 2. Provide care visits and counseling such as family restructuring and psychological counseling for drug users' families, 3. Provide with or refer drug users to various social assistances, legal services, education services, protection placement, crisis intervention services, vocational training, and employment services, 4. Provide with or refer drug users to addiction treatment and follow-up counseling, 5. Conducting urinary tests and visit drug users in accordance with the law, 6. Track and manage referral service cases, 7. Perform other narcotics prevention related tasks. Additionally, they collaborates with the Department of Education, Department of Social Affairs, Department of Labor, Health Bureau, Police Bureau of the County (city) Government and the local NGOs to establish anti-drug missions, such as drug prevention, resistance, investigation, and rehabilitation and so on.

231. The prevention of drug abuse promoted under Executive Yuan's Anti-Drug Policy includes:

A. Solid drug prevention report network: upgrade the report channels of all education institutes as well as assist the police investigation and drug enforcement; frequent drug abuse location patrol by schools and local police stations.

B. Reinforce school principal and faculty's obligation on anti-drug activities: include drug abuse prevention strategy planning into principal evaluation indicators, or as a reference to principal selection.

C. Enhancement on the prevention of unconventional drugs entering school yard: develop and assist teachers in incorporating age appropriate teaching materials on drug abuse into class; networking with civil organizations and parent association for the incubation of anti-drug teachers and volunteers. Organize in-class education; strengthen the family education center advisory function with drug abuse related advice and assistance.

D. Individual case follow-up and assistance, database establishment: revise and upgrade the service procedure for assisting, transferring and referring drug abuse case; expand the function of the database for drug abuse case assistance and management; develop drug abuse assistance case referring and receiving procedure. Local authority contact location to follow transferred case on a regular basis.

E. Drug abuse issue has been incorporated into curriculum guidelines (“Grade 1-9 Curriculum Guidelines,” “2010 Regular Senior High School Curricular Guidelines”).



The K-12 Education Administration, MOE, has declared that at least one hour of “anti-drug knowledge education” should be scheduled under “health and physical education” or “health and care” for senior school and lower levels.

F. Over the 4 years of anti-drug and healthy elementary schools project (meaning “say-no-to drugs”), the process is evaluated and as a reinforcement, the project will stress on the students’ unconventional drug prevention ability. Through internet, the unconventional drug information will be conveyed together with one double sided leaf of parents’ anti-drug promotion. Before each winter/summer vacation it is handed out to all students to give to their parents as a reminder during the vacation. During the first week of new semester, the content is announced to strengthen and remind students of the knowledge against drug abuse.

232. The MOHW has designated 168 medical treatment institutions for drug addicts over the country to provide services. For category two and category three drugs which are abused more frequently by children, it has initiated “Subsidy Regulations for Rehabilitation Medical Treatments of Persons with Non-opioid Addiction” since 2014, and expanded dimensions year by year. In addition, in order to strengthen the prevention of relapse of drug addicts in juvenile reform school, the MOHW has implemented medical addiction medical service plan to introduce medical teams into two reform schools providing addiction medical services and post-discharge follow-up counseling in 2017.

233. The Executive Yuan combined the abilities of central and local governments to conduct “Youth Project” during summer vacation to hold a variety of recreational activities to protect youth from drug abuse.

點次	問題內容(原文)	中文參考翻譯
8.12	Regarding sexual exploitation please provide more information on measures taken to prevent sexual exploitation of children. In addition please provide more information on the emergency placement of child victims and the possibility to put the child victim under protective placement for a maximum of 2 years. For instance when or why is a child in need of emergency placement and what are the reasons for keeping the child in protective placement? What is the difference between Continuous Placement and Extended Placement (Attachment 8 – 19); in which kind of facilities are these children placed and for how long (average)? Can the child or her/his parent file a request to the court	有關性剝削，請提供更多資料說明防制對兒童性剝削之措施。另外，請提供更多關於兒童緊急安置以及被害人至多為期2年之保護安置的資訊。例如兒童何時或為何需要緊急安置以及保護安置的緣由？繼續安置和延長安置有何區別（附件8-19）；這些兒童安置於何處、安置時間多長（平均）？兒童或其父母可否向法院提出停止安置的要求？

點次	問題內容(原文)	中文參考翻譯
	for termination of this placement?	

### 中文回應

234. 依前《兒童及少年性交易防制條例》第 15 條規定，兒童少年被救援後即予緊急安置。後續主管機關評估個案情況後向法院提出聲請，法院參考社工員建議予以裁定。經裁定安置中途學校之個案，平均安置 1 年 8 個月。
235. 《兒童及少年性交易防制條例》業於 2015 年 2 月 4 日修正為兒童及少年性剝削防制條例，2017 年 1 月 1 日施行，條例修正後被害人安置與否須經主管機關專業評估，並採多元處遇之精神，以下就主管機關依法對被害人在救援與安置及救濟管道，分別說明：
- (1) 救援被害人後，主管機關即評估被害人就學、就業、生活適應、人身安全及其家庭保護教養功能，有安置必要者送交適當場所緊急安置。
  - (2) 緊急安置後經評估有繼續安置必要，即申請法院繼續安置；繼續安置期滿仍有就學需求或原安置原因未消滅，即向法院申請延長安置，以保護兒少免再遭受性剝削。
  - (3) 安置期間倘原安置原因消滅或父母向法院提出申請，經法院裁定後兒少得返回家庭。

### 英文回應

234. As stipulated in Article 15 of the “Child and Youth Sexual Transaction Prevention Act,” children and youth shall be offered emergency placement immediately after they are rescued. The competent authority shall evaluate each case and submit a request to the court according to the evaluation results, and the court shall make a ruling based on the recommendations of social workers. The average period of placement for children and youth placed in transition schools after court rulings is one year and eight months.
235. The “Child and Youth Sexual Transaction Prevention Act” was amended and renamed the “Child and Youth Sexual Exploitation Prevention Act” on February 4, 2015. Becoming effective on January 1, 2017, the amendment requires a professional evaluation by the competent authority prior to the placement of a victim and adopts multiple intervention programs. The victim rescue, placement, and relief services provided by the competent authority according to law are described below:
- A. After a victim is rescued, the competent authority shall immediately conduct an evaluation of the victim’s school enrollment, employment, adaptation to the living environment, and personal safety, as well as the functions of the victim’s family in offering protection and nurture. When necessary, the victim shall be sent to an appropriate place for emergency placement.
  - B. If the competent authority deems it necessary to continue an emergency placement after conducting an evaluation, it shall immediately submit a request to the court to continue

the placement. If the victim is still in need of education or the original cause of placement still exists upon expiration of the continued placement period, the competent authority shall immediately submit a request to the court to extend the placement, so as to protect the victim from being sexually exploited again.

C. If the original cause of placement ceases to exist or the victim’s parents submit a request to the court during the placement period, the victim may return to his/her family, as ruled by the court.

點次	問題內容(原文)	中文參考翻譯
8.13	The Child and Youth Sexual Exploitation Prevention Act took effect on January 1 2017. Please provide information on the measures taken to make the content of this Act known to children, parents and relevant professionals; furthermore on the measures taken to provide relevant professionals with training to understand the new Act and on how it should be implemented.	《兒童及少年性剝削防制條例》於2017年1月1日施行。請說明對兒童、家長和相關專業人員宣導防制條例之措施；以及相關專業人員了解防制條例及如何執行與落實之訓練課程。

#### 中文回應

236. 依《兒童及少年性剝削防制條例》第4條規定，高級中等以下學校每學年應辦理防制教育課程或教育宣導；第5條則規定各地方法院檢察署及警察機關應指定經專業訓練之專責人員辦理本條例事件。

237. 《兒童及少年性剝削防制條例》於2015年通過後，衛生福利部於2015年即辦理修法說明會7場次，2016年辦理共識營、工作坊及資訊系統教育訓練5場次等，總計14場次。

#### 英文回應

236. As stipulated in Article 4 of the “Child and Youth Sexual Exploitation Prevention Act,” schools at the secondary and lower levels shall organize educational courses or campaigns on the prevention of child and youth sexual exploitation each academic year. Article 5 of the Act stipulates that all district prosecutor offices and police departments shall appoint dedicated personnel who have received professional training to handle cases related to the Act.

237. After the “Child and Youth Sexual Exploitation Prevention Act” was adopted in 2015, the MOHW organized seven presentations to explain the amendment in the same year. In 2016, the MOHW organized 14 events, including camp activities for reaching consensus, workshops, and five sessions of information system training.

點次	問題內容(原文)	中文參考翻譯
8.14	Re the protection of a child victim in legal (criminal) proceedings (see para 341): are interviews with child victims audio- and video taped and can these tapes be used in court as admissible evidence? If child victims are a witness during a court procedure how is her/his privacy protected and what is done to avoid that the child has to face the (alleged) perpetrator.	有關在法律(刑事)偵訊中保護兒童被害人(第341點):兒童被害人受訊問時是否錄音錄影,影音帶是否能成為呈堂證供?如果兒童被害人是訴訟中之證人,她/他如何受到保護,以及如何避免兒童面對(遭指控之)加害人。

### 中文回應

238. 警察機關辦理兒少犯罪之偵訊(含詢【訊】問被害人),均依《少年事件處理法》規定辦理,以強化兒少犯罪程序權之保障。目前對於犯罪被害人之偵訊並無要求錄音錄影之規定,實務上會在當事人同意下進行全程錄影錄音,並將檔案隨著筆錄一併移送檢察官。

239. 檢察機關偵訊過程中,保護兒童被害人之措施:

- (1) 兒童為證人時,若有其他證人,檢察官係分別訊問,有發現真實之必要時,則得命對質。  
依《刑事訴訟法》第184條規定,證人有數人者,應分別訊問之,因發現真實之必要,則得命與他證人或被告對質。
- (2) 兒童為證人時,不得令其具結擔負偽證罪責。  
依《刑事訴訟法》第186條第1項第1款規定,未滿16歲者,不得令其具結而擔負《刑法》第168條之偽證罪責。
- (3) 依《檢察機關辦理家庭暴力案件注意事項》第16點前段規定,檢察官偵辦家庭暴力案件,認有必要傳訊被告或被害人未成io年子女作證時,應儘量採隔別訊問,並注意其情緒變化,避免使其受過度之心理壓力。
- (4) 依《檢察機關辦理性侵害犯罪案件應行注意事項》第5點規定:「訊問被害人,原則上應採隔離方式或在偵查庭外之適當處所為之,並應注意使被害人法定代理人、配偶、直系或三親等內旁系血親、家長、家屬、醫師、心理師、輔導人員或主管機關指派之社工人員有陪同在場及陳述意見之機會。如有對質或指認之必要時,亦應採取適當保護被害人措施。(第1項)被害人為兒童或少年時,除顯無必要者外,應通知直轄市、縣(市)主管機關指派社工人員於偵查中陪同在場,並得陳述意見。(第2項)」另第6點第2項規定:「對於兒童或心智障礙之被害人,尤應體察其陳述能力不及常人,應給與充分陳述之機會,詳細調查;必要時,應由具相關專業人士在場協助訊(詢)問,但訊(詢)問之檢察官或檢察事務官受有相關訓練者,不在此限。」
- (5) 法務部訂頒《檢察機關偵辦性侵害案件減少被害人重複陳述注意事項》,並配合內政部(現業務隸屬於衛生福利部)頒訂之《性侵害案件減少被害人重複陳述作業要點》,期在無礙犯罪事實之發現下,整合檢察、警察、社政及醫療等各單位處理性侵害案件流程,以即時提供未滿18歲、心智障礙等之性侵害被害人必要之診療、保護及法律扶助。依《性侵害案件減少被害人重複陳述作業要點》第7點第2項規定,詢(訊)問過程應全程連續錄影錄音,《檢察機關偵辦性侵害案

件減少被害人重複陳述注意事項》第2點第2項規定，檢察官再次傳訊被害人時，應先勘驗被害人應訊錄音帶或錄影帶，避免就相同事項重複訊問，以減少訊問被害人之次數、提升訊問品質，減少被害人二度創傷，並提供被害人友善的訊問環境。

240. 依《刑事訴訟法》第100條之1前段規定，訊問被告，應全程連續錄音；必要時，並應全程連續錄影。此一規定，依同法第100條之2規定，於司法警察官或司法警察詢問犯罪嫌疑人時，準用之。是依我國現行《刑事訴訟法》規定，被害人（包括兒童被害人）之訊問，並無檢察官或司法警察（官）應予全程錄音或錄影之規定。惟若係性侵害犯罪案件之情形，為避免性侵害案件被害人因重複陳述證詞致生二次傷害，《性侵害案件減少被害人重複陳述作業要點》第7點第2項規定「詢（訊）問過程應全程連續錄影錄音，並得以電腦視訊系統連線少年法院（庭）、檢察、軍事檢察等機關，由少年法院（庭）法官、檢察官、軍事檢察官或指揮（協調）司（軍）法警察（官）執行。」
241. 依《刑事訴訟法》第166條以下之規定，關於證人之調查方式，應以交互詰問之方式為之，不得以審判外之錄音或錄影方式為之，以符合直接審理原則之要求。惟我國《刑事訴訟法》另規定於符合例外規定下，證人於審判外之言詞或書面陳述，得為證據，例如被告以外之人於審判外向法官所為之陳述，得為證據（第159條之1第1項）、被告以外之人於偵查中向檢察官所為之陳述，除顯有不可信之情況者外，得為證據（第159條之1第2項）、被告以外之人於審判中因死亡等情形，其於檢察事務官、司法警察官或司法警察調查中所為之陳述，經證明具有可信之特別情況，且為證明犯罪事實之存否所必要者，得為證據（第159條之3）。
242. 為避免證人（包含兒童證人）於被告前無法自由陳述，《刑事訴訟法》第169條規定，審判長預料證人、鑑定人或共同被告於被告前不能自由陳述者，經聽取檢察官及辯護人之意見後，得於其陳述時，命被告退庭。又證人於刑事訴訟程序中，若符合《證人保護法》第2條所列刑事案件，法院於審理中或檢察官於偵查中得依同法第4條核發證人保護書，以保護證人。又依同法第7條規定，證人保護書之記載事項包含：一、聲請人及受保護人之姓名、性別、出生年月日、住所、身分證統一編號或護照號碼；二、作證之案件；三、保護之事由；四、有保護必要之理由；五、保護之措施；六、保護之期間；七、執行保護之機關。
243. 另依《證人保護法》第11條第1項規定，有保密身分必要之證人，除法律另有規定者外，其真實姓名及身分資料，公務員於製作筆錄或文書時，應以代號為之，不得記載證人之年籍、住居所、身分證統一編號或護照號碼及其他足資識別其身分之資料。另依該條第5項規定，對依本法有保密身分必要之證人，於偵查或審理中為訊問時，應以蒙面、變聲、變像、視訊傳送或其他適當隔離方式為之；於其依法接受對質或詰問時，亦同。
244. 《兒童及少年性剝削防制條例》第9條至第13條，訂有兒童少年性剝削被害人於司法程序中的保護。為避免兒童少年面對加害人，必要時應採取適當隔離方式，另得依聲請或依職權於法庭外為之。

## 英文回應

238. The Police Agency investigate and handle juvenile case according to “Juvenile Delinquency Act,” to further protect the right for juvenile offenders during the investigation process. There are no rules requiring the police interview with child victims should have audio- and video recorded. In practice, under the consent of the parties, police will have audio- and video recording and transfer those recording with the case to the prosecutor.

239. Measures taken to protect child victims during the process of interrogation from procuratorial organs :

A. Where there is any other witness in addition to a child witness, the prosecutor shall examine them separately. Where it is necessary to discover the truth, the witnesses may be ordered to confront each other.

According to Article 184 of the “Code of Criminal Procedure”, if there are several witnesses, they shall be examined separately; if it is necessary to discover the truth, witnesses may be ordered to confront each other or the accused.

B. A child witness, if any, shall not be ordered to make an affidavit stating that he/she is willing to bear the perjury.

According to Subparagraph 1 of Paragraph 1, Article 186 of the “Code of Criminal Procedure,” a witness under sixteen years of age shall not be ordered to make an affidavit stating that he is willing to bear the perjury under Article 168 of the “Criminal Code.”

C. According to the former part of Point 16 of the “Notes to Prosecution Apparatus in Handling Domestic Violence Cases”, where a prosecutor deems it necessary to subpoena a juvenile child of the accused or victim to give testimony when investigating the domestic violence case, he shall try his best to examine the juvenile separately and keep noticing the juvenile’s emotions to prevent the juvenile from suffering excessive psychological stress.

D. Point 5 of the “Notes to Prosecution Apparatus in Handling Sexual Assault Crime Cases” provides that “the examination of a victim shall be carried out separately or at an appropriate location outside the court, and the victim’s legal representative, spouse, lineal relative by blood or relative within the third degree of kinship, parents, familial, physician, psychologist or consultant, or the social worker designated by the competent authority shall be required to escort the victim and granted the chance to state his/her opinion; where a confrontation or identification is required, it is necessary to take appropriate measures to protect the victim (Paragraph 1); where the victim is a child or juvenile, unless it is apparently unnecessary, the competent municipality or county (city) government authority shall be notified to send a social worker to escort the victim during the examination and state his/her opinion (Paragraph 2).” Meanwhile, Paragraph

2 of Point 6 of the same Notes provides that “particularly, for a thorough investigation, the child victim or mentally disturbed victim shall be granted the chance to give his/her testimony sufficiently in consideration of his/her capability to make a statement far inferior than the normal persons; if necessary, some expert or professional shall be retained to assist the examination (interrogation), unless the prosecutor or prosecutor investigator has undergone the relevant training.

- E. The MOJ enacted and promulgated the “Notes to Prosecution Apparatus for Reduction of Repeated Statement Made by the Victim in the Handling of Sexual Assault Crime Cases,” and the MOI (the relevant affairs are under the supervision of the MOHW) also enacted and promulgated the “Administrative Guidelines of the Reduction of Repeated Statements Made by Victims in a Sexual Assault Crime Case,” hoping that under the circumstance no criminal facts are prejudiced, the operating procedures applied by the prosecution apparatus, police apparatus, social affairs units and medical institutions to deal with the sexual assault crime cases may be integrated in order to provide the sexual assault crime victim under eighteen years of age and mentally disturbed with the necessary clinic, protection and legal aid. According to Paragraph 2 of Point 7 of the “Administrative Guidelines of the Reduction of Repeated Statements Made by the Victim in a Sexual Assault Crime Case,” the whole process of examination (interrogation) shall be videotaped or sound recorded. According to Paragraph 2 of Point 2 of the “Notes to the Prosecution Apparatus for Reduction of Repeated Statements Made by a Victim in the Handling of Sexual Assault Crime Case,” where a prosecutor re-subpoenas the victim, he shall firstly assess the sound recording or video tape of the testimony given by the victim before in order to avoid repeated examinations on the same matter, reduce the frequency of examination on the victim, upgrade the quality of examination, mitigate the second victimization to be inflicted on the victim, and provide the victim with a friendly examination environment.
240. Based on the forepart of Article 100-1 of the “Code of Criminal Procedure,” the whole proceeding of examining the accused shall be recorded without interruption in audio, and also, if necessary, in video. This provision applies mutatis mutandis to the interrogation of suspects by judicial police officers or judicial policemen, according to Article 100-2 of the “Code of Criminal Procedure.” However, under the “Code of Criminal Procedure,” there is no provision requesting that the whole proceeding of interviewing with child victims by prosecutors, judicial police officers or judicial policemen shall be audio-taped or video-taped. However, in order to prevent victims of sexual assault from second injury due to repeated statements, Paragraph 2 of Point 7 of the “Administrative Guidelines of the Reduction of Repeated Statements Made by Victims in a Sexual Assault Crime Case” provides that the whole proceeding of interrogating a witness shall be recorded without interruption in video. The interrogation could also be conducted through webcams by

judges in Juvenile Court, public prosecutors in Prosecutors Office, military prosecutors in Military Prosecutors Office, or judicial (military) police officers and judicial (military) policemen who are directed by public prosecutors or military prosecutors.

241. Under Article 166 of the “Code of Criminal Procedure” and the following articles, a witness shall only be interrogated by way of cross-examining, rather than tape-recording or videotaping out of trial, in order to comply with the principle of direct trial. However, in some circumstances, the oral or written statements made out of trial by a person other than the accused could be admitted as evidence. For example, statements made out of trial by a person other than the accused to the judge shall be admitted as evidence (Article 159-1, Paragraph 1). Statements made in the investigation stage by a person other than the accused to the public prosecutor, shall be admitted as evidence unless it appears to be obviously unreliable (Article 159-1, Paragraph 1). Statements made in the investigation stage by a person other than the accused to the public prosecuting affairs official, judicial police officer, or judicial policeman may be admitted as evidence, if the person died, and after proving the existence of special circumstances indicating its reliability and its necessity in proving the facts of criminal offense (Article 159, Paragraph 3).
242. In order to avoid the situation that a witness (including a child witness) could not freely testify in the presence of the accused, Article 169 of the “Code of Criminal Procedure” provides that a presiding judge foresees that a witness, an expert witness, or the other co-defendants will not freely state what he knows in the presence of the accused, he may, after considering the opinion of the public prosecutor and defense attorney, order the accused to leave the court. In criminal proceedings, concerning the cases that referred to in Article 2 of the “Witness Protection Act,” the prosecutor or the judge could issue a protective order by his/her discretion in order to protect witnesses based on Article 4 of the “Witness Protection Act.” Besides, according to Article 7 of the “Witness Protection Act,” the following items should be specified in the written protective order: 1.The name, gender, date of birth, address of the residence, identification card number or the passport number of the petitioner, and of the protected person; 2.The case to testify; 3.The reasons for protecting the witness; 4.The reasons the protection is provided; 5.The measures of protection; 6.The period of protection; 7.The executing agency that provides such protection.
243. According to Article 11, Paragraph 1 of the “Witness Protection Act,” except otherwise provided in the law, the true name and identification information of the witness who is necessary to be protected should be used a code name by making a record or document from the public official. Any information of the protected witness such as the year of birth, address of the residence, identification number or passport number and other information that is capable of identifying the protected witness should not be recorded on the record or document. In addition, Article 11, Paragraph 5 provides that a witness who is necessary to



be protected under this Act may conceal his or her identity by wearing a mask, changing his or her voice, appearance, using video communication or other forms of segregation during the investigation or trial. The same methods should be taken to a witness protected under this Act during the confrontation or examination under the law.

244. Articles 9 to 13 of the “Child and Youth Sexual Exploitation Prevention Act” specify the protective measures for child and youth victims of sexual exploitation during judicial proceedings. To prevent child and youth victims from confronting offenders, proper isolation procedures shall be adopted when necessary. Alternatively, protection may be provided outside the court upon request or by authority.

點次	問題內容(原文)	中文參考翻譯
8.15	Finally could you explain why in 2015 out of the out of the 1,146 persons (alleged) perpetrators of sexual exploitation) involved in concluded investigations only 318 were convicted (see attachment 8-18).	最後，請解釋於 2015 年偵查終結之 1,146 人中（遭指控之性剝削加害人），執行裁判確定有罪人數只有 318 人之原因（附件 8-18）。

#### 中文回應

245. 2015 年偵查終結人數 1,146 人中僅 348 人被起訴者會被移送法院審判，而法院裁判結果則包括有罪、無罪、免訴、不受理及其他等情形；同期間執行裁判確定有罪人數 318 人係指當年度判決有罪者移送地檢執行之人數。

#### 英文回應

245. In 2015, the 1,146 persons involved in concluded investigations only 348 prosecuted persons will transfer to court. The results of concluded cases in court including the convicted, acquitted, exempt from prosecution, case declined and others situation. During the same period, the number of offenders convicted (318 persons) is who convicted that year and transfer to the district prosecutors offices for enforcement.

點次	問題內容(原文)	中文參考翻譯
8.16	Regarding sale and trafficking please provide information about measures taken, specifically oriented on children and their parents, on the prevention of sale or trafficking of a child.	有關人口販運，請提供資料說明預防販運兒童相關措施，特別是針對兒童及其父母。

#### 中文回應

246. 有關我國預防兒童販運相關措施包括預防宣導與訓練，內政部與教育部、勞動部、衛生福利部及外交部等相關機關共同採取行政指導、教育訓練、運用媒體及活動宣導等多元管道，除精進執行人口販運防制人員之能力外，並提升大眾（包含兒童及其父母）對防制人口販運內涵及工作之瞭解，強化對其權益之認知，減少陷入人口販運被害境

遇情事。

247. 為確保兒童最佳利益，並預防兒童遭受誘拐，外交部領務局如遇兒童護照申請，根據《護照條例》第 16 條之規定，七歲以上兒童之護照申請，應有其法定代理人之書面同意；至七歲以下兒童，則應確認係由其法定代理人代為申請護照。此外，領務局核發護照時，亦配合司法機關限制親權行使之裁定。

248. 為預防經許可來臺工作之外國人及其子女遭受人口販運，採行相關措施如下：

(1) 積極運用多元管道，提高防制人口販運意識：建置 1955 諮詢申訴專線，製作權益宣導短片及在臺工作須知手冊，並運用廣播節目託播，宣導防制外籍勞工遭受人口販運等法治觀念。另補助地方主管機關辦理防制人口販運研習會及法令宣導會，強化勞政人員辨識人口販運能力，及提高外籍勞工、雇主及仲介防制人口販運意識。

(2) 加強仲介管理，並設置檢舉獎勵金：辦理私立就業服務機構從事跨國人力仲介服務品質評鑑，並設置檢舉獎勵金，提高查處成效。

①2011 年至 2016 年仲介評鑑成績如下：

評鑑年度	A 級 (90 分以上)	B 級 (89 分至 70 分)	C 級 (70 分以下)	總計
2011	312	644	34	990
2012	259	681	83	1,023
2013	256	722	74	1,052
2014	236	795	75	1,106
2015	273	818	72	1,163
2016	347	826	82	1,255

資料來源：勞動部

說明：評鑑年度係當年度辦理前一年度私立就業服務機構從事就業服務業務之服務品質評鑑，例如 2011 年辦理 2010 年評鑑作業。

②2011 年至 2016 年核發檢舉獎勵金成效如下：

年別	非法外籍勞工、雇主及仲介檢舉件數	核發檢舉獎金(新臺幣)
2011	382	250.9 萬元
2012	664	589.1 萬元
2013	1,055	1,096.7 萬元
2014	751	791.45 萬元
2015	757	861.7 萬元
2016	1,027	1,221 萬元

資料來源：勞動部

(3) 加強推動直接聘僱：自 2007 年成立直接聘僱聯合服務中心，雇主可透過直接聘僱引進外籍勞工，避免外籍勞工遭不肖仲介剝削。2011 至 2016 年執行成效如下：

年別	服務雇主	代收代轉申請文件數	現場及電話諮詢服務
2011	13,540	42,706	135,917
2012	15,748	50,712	134,921

2013	17,518	51,312	132,971
2014	22,597	64,679	194,969
2015	26,295	72,438	180,621
2016	25,971	71,937	181,407

資料來源：勞動部

249.加強人口販運宣導部分，高級中等以下學校每學年應辦理防制教育課程或教育宣導（《兒童及少年性剝削防制條例》第4條）；增進父母親職功能部份，主管機關得令其接受8小時以上50小時以下之親職教育輔導，並得實施家庭處遇計畫（《兒童及少年性剝削防制條例》第29條）。

### 英文回應

246. Regarding the prevention measures of children trafficking, there are propaganda and training channels, like administrative guide, education training, media application, and activities propaganda. Addition to promoting the abilities of the staff implementing the prevention of human trafficking, the authorities also enhance the public (including children and their parents) understand of the connotation of the prevention of human trafficking, strengthen the acknowledge of related rights, mitigate the situation of suffering from being victimized.

247. In order to maintain the best interests of children and to prevent children from being abducted, when the Bureau of Consular Affairs, Ministry of Foreign Affairs is issuing passports to children, according to Article 16 of the "Passport Act," application should only be accepted with written consent of the legal representative of children over the age of seven. As for children below the age of seven, the Bureau of Consular should only accept the application submitted by their legal representatives. In addition, the Bureau acts in conjunction with judicial authorities regarding the restriction on exercise of parenting rights when review the application.

248. To prevent trafficking among foreign workers approved to work in Taiwan and among their children, the following measures have been taken:

A. Increase the awareness of preventing human trafficking through diverse channels: 1955 Reporting Hotline, short films promoting rights and interests, and the handbook for working in Taiwan are established, coupled with radio programs that raise the awareness of preventing trafficking of foreign workers. In addition, local competent authorities are subsidized to organize seminars on human trafficking and related laws and regulations for the purposes of strengthening the labor officials' ability to identify human trafficking and improving the awareness of foreign workers, employers, and agencies in terms of human trafficking prevention.

B. Strengthen agency management and provide rewards for reporting: Conduct service quality evaluation of private employment service agencies that provide transnational

labor brokerage, coupled with the establishment of rewards for reporting and improving investigation efficiency.

(a) The results of agency evaluation from 2011 to 2016 were as follows:

<i>Year of Evaluation</i>	<i>Class A (90 Scores or Above)</i>	<i>Class B (89~70 Scores)</i>	<i>Class C (70 Scores or Below)</i>	<i>Total</i>
2011	312	644	34	990
2012	259	681	83	1,023
2013	256	722	74	1,052
2014	236	795	75	1,106
2015	273	818	72	1,163
2016	347	826	82	1,255

*Source:* Ministry of Labor

Note: In the year of evaluation, the service quality of private employment service agencies in the previous year is evaluated. For example, the quality of service rendered in 2010 is evaluated in 2011.

(b) The prizes for reporting granted from 2011 to 2016 were as follows:

<i>Year</i>	<i>Number of Illegal Foreign Workers, Employers, and Agencies Reported</i>	<i>Prize for Reporting Granted (NTD)</i>
2011	382	2,509,000
2012	664	5,891,000
2013	1,055	10,967,000
2014	751	7,914,500
2015	757	8,617,000
2016	1,027	12,210,000

*Source:* Ministry of Labor

C. Strengthen direct hiring: Since 2007, the Direct Hiring Service Center has been established to assist employers with hiring foreign workers directly and avoid the exploitation of bad agencies. The results of direct hiring from 2011 to 2016 were as follows:

<i>Year</i>	<i>Number of Employers</i>	<i>Number of Applications Received</i>	<i>Number of On-site and Telephone Consultations</i>
2011	13,540	42,706	135,917
2012	15,748	50,712	134,921
2013	17,518	51,312	132,971
2014	22,597	64,679	194,969
2015	26,295	72,438	180,621
2016	25,971	71,937	181,407

*Source:* Ministry of Labor

249. In regard to the campaigns against human trafficking, schools at the secondary and lower levels shall organize educational courses or campaigns each academic year (“Child and Youth Sexual Exploitation Prevention Act,” Article 4). In regard to parenting support, the competent authority may require parents to receive parental education and counseling for a period of not less than eight hours and not more than 50 hours, and may carry out a family intervention program (“Child and Youth Sexual Exploitation Prevention Act,” Article 29).

點次	問題內容(原文)	中文參考翻譯
8.17	In relation to education for indigenous children (para 356) if possible, please elaborate on the extent to which the various plans have been implemented and subject to evaluation regarding their effectiveness.	有關原住民兒童教育（第 356 點），請闡述各種已推動計畫及其效益之評估。

### 中文回應

250. 教育部對於原住民兒童教育推動之相關計畫及成效如下：

- (1) 為加強高級中等學校原住民學生學習成就與增進就學及就業能力，振興原住民族文化，促進多元文化發展，並加強原住民族文化認同，提升民族自信心。本署補助原住民學生人數 100 人以上或占全校學生人數 20% 以上之職業學校（包括普通型高級中等學校附設專業群科、技術型高級中等學校、綜合型高級中等學校專門學程）辦理發展及改進原住民技職教育計畫經費。
- (2) 補助發展及改進原住民技職教育計畫-補助原住民輔導中心學校，共計 7 所（南港高工、樹德家商、啟英高中、仁愛高農、內埔農工、關山工商、花蓮高工），辦理執行發展及改進原住民技職教育經費，106 學年度共計補助 300 萬元。
- (3) 為推展各校原住民教育特色，補助原住民學生人數達 50 人以上學校，或原住民學生數達學校學生總數 1/3 以上學校，購置設備，辦理「充實原住民一般教學設備」經費，以供不同族群學生使用。

251. 原住民族委員會對於原住民兒童推動之之相關計畫及成效如下：

- (1) 社區及部落互助式教保中心：原住民族委員會目前補助 8 所社區及部落互助式教保服務中心營運相關費用，其各中心招收之原住民學生需達 8 成以上，且實行在地族語及文化課程應達 50% 以上，受益原住民兒童達 176 名。
- (2) 《沉浸式族語教學幼兒園計畫》：原住民族委員會自 2013 年度起執行《沉浸式族語教學幼兒園計畫》，共計培訓 67 位族語教保員，實施園所計 47 園 46 班，幼兒人數 1,076 位，含括 12 個族語別，並透過實際教學過程中，研發相關族語教學教材，同時以幼兒園為核心，推動親子共學，落實族語學習家庭化及部落化，有效提升族語學習成效。
- (3) 《族語扎根計畫》：全國 14 個縣市實施，族語保母共計 293 人，幼兒共計 356 人。
- (4) 推展以民族教育為特色之學校本位課程補助計畫：2013 年迄今核定補助 158 校執

行推展以民族教育為特色之校本課程。各校發展民族精神、民族制度、民族生活、民族藝術等課程，課程量每校 1 至 6 年級共計 180 小時以上，計完成課程發展量 2 萬 8,440 小時以上。

- (5) 學校型態原住民實驗教育：2016 年計有臺中市達觀國小 1 校辦理，2017 年計有高雄市民族大愛國小、屏東縣地磨兒國小、臺東縣南王國小、土坂國小等 4 校辦理。協助各校課程發展、部落耆老文化教學、文化學習材料及民族文化環境營造等需求。提昇原住民學生族語能力與族群認同，也增進其生活及學習適應，並提高基礎學力與學習成就。

### 英文回應

250. The relevant programs and results of the MOE for the education of Indigenous children are as follows:

- A. The MOE has granted the expense for the development and improvement of vocational skills education scheme to vocational schools (including Regular Senior High School Affiliated professional programs and disciplines, skill-based senior high schools, and professional areas in comprehensive senior high schools) with more than 100 Indigenous students or the number of Indigenous students accounts for more than 20% of the total number of students, so as to improve the learning achievement of Indigenous students in senior secondary schools as well as equip them with abilities for further study and employability, revitalize their culture, promote multicultural development, strengthen Indigenous peoples' cultural identity, and enhance national self-confidence.
- B. Subsidize the development and improvement of Indigenous technical and vocational education programs- total 7 indigenous counseling center schools (Nangang Vocational High School, Shu-Te Home Economics & Commercial High School, Chi-Ying Senior High School, Ren-ai Agricultural Vocational Senior High School, Nei-Pu Senior Agricultural-Industrial Vocational High School, Kuan-Shan Vocational Senior High School, and Hualien Vocational High School). The fund for implementation, development and improvement of Indigenous technical and Vocational Education in 2017 totaled up to 3 million NTD.
- C. To promote the characteristics of Indigenous education, the fund is granted to schools of more than 50 Indigenous students, or the number of indigenous students is more than 1/3 of the total number of students in the school. Equipment purchase for the purpose of “enriching the general teaching equipment for Indigenous” for students of every ethnic group.

251. The relevant programs and results of the CIP for the education of indigenous children are as follows:

- A. Community Cooperative and Tribal Cooperative Educare Services Center: Currently, the CIP subsidizes 8 service centers' daily overhead expenses and benefits 176 indigenous children. The indigenous preschoolers should be more than 80% of total

enrollment in each service center. The dialect implement and cultural courses should be more than 50% of the total course contents.

- B. “Plan for Immersive Indigenous Language Teaching in Preschools”: The CIP has implemented the “Plan for Immersive Indigenous Language Teaching in Preschools” since 2013. It includes 12 different indigenous languages and 67 professionally-trained preschool educators in indigenous languages, 47 preschools with 46 classes, and 1,076 preschoolers were benefited. Furthermore, through the teaching processes, the indigenous languages teaching materials was developed, parent-child co-learning was promoted and indigenous languages were implemented in the family as well as in the tribe with preschool-centered. It has improved the indigenous languages learning outcomes.
  - C. “Indigenous Language Grassroots Program”: 14 cities and counties across the country have implemented the “Indigenous Language Grassroots Programs” —293 indigenous nannies and 356 preschoolers were benefited from the Program.
  - D. Subsidy Regulations for Promoting Schools Featuring Curriculum Based on Ethnic Education: The CIP has officially approved subsidies to 158 schools featuring curriculum based on ethnic education since 2013. Each school has developed curricula that bring to life their tribal spirit, tribal system, tribal life-ways, and tribal arts—which amounts to a total of over 180 course hours from grade 1 through grade 6 within each school, representing a total of over 28,440 hours of curriculum development.
252. School-Based Indigenous Experimental Education: In 2016, one school alone, namely, Da-Guan Elementary School in Taichung, participated in the Project. A total of four schools participate in the Project in 2017, namely, Da-Ai Elementary School in Kaohsiung City, Mo-Er Elementary School in Pingtung County, Nan-Wang Elementary School in Taitung County, and Tu-Ban Elementary School. The CIP has assisted these schools in curriculum development, lectures on indigenous cultures given by tribal elders, learning materials, and creation of indigenous cultural environment. The CIP has also helped indigenous students improve their language-skills in their own mother tongue, as well as enhance their own ethnic identity, while learning to adapt to their living environment, so as to boost their academic achievements and learning outcomes.

點次	問題內容(原文)	中文參考翻譯
8.18	In relation to education for indigenous children (para 356) please indicate whether it is possible to provide any more details of the ‘opportunities’ for these children to ‘learn their respective ethnic languages, histories and cultures and enjoy curriculum related to ethnic education. Please provide details of a	有關原住民兒童教育（第 356 點），可否提供更多關於提供原住民學生學習其族語、歷史與文化的機會及享有民族教育課程之資訊。請說明兒童在自認未獲得這樣的機會或教育課程時對主管機關或學校提出質疑的權利。

點次	問題內容(原文)	中文參考翻譯
	child's right to challenge the authorities/a school where they believe they have not received such opportunities or such an education.	

### 中文回應

252. 為讓原住民學生落實學習母語，教育部相關作為如下：

- (1) 族語教材編輯、印製及配送。
- (2) 補助中小開設族語課程所需相關經費（包含鐘點費、交通費、勞健保費用及勞工退職金提撥）。
- (3) 培育原住民族語言師資：與原住民族委員會共同訂定《原住民族語言師資培育計畫》，並協調國內大專校院，分區開授不同語別原住民族語言課程，包含族語教學知能課程及族語課程，俾利有志從事族語教學人員精進充實族語教學能力。
- (4) 分攤原住民族委員會辦理之「沉浸式族語幼兒園」，推動族語學習向下紮根。
- (5) 加強辦理及推廣原住民族語相關活動，賡續辦理全國語文競賽之原住民演說及朗讀項目，鼓勵學生參與競賽，並再編輯「國小」、「國中」及「高中」朗讀文章，強化族語學習及語言文字化之效益。
- (6) 為傳承原住民族文化，訂定補助要點，鼓勵學校推動原住民族語。
- (7) 族語教學直播共學：分攤經費，配合原住民族委員會辦理《105 學年度推動族語教學直播共學計畫》，期解決部分縣市學校族語師資聘任不易問題，讓族語教學更落實。
- (8) 族語教學支援人員專職化，穩定師資。

253. 另外，教育部刻正規劃《認識臺灣原住民族基礎語言與文化試辦課程計畫》，希望讓臺灣的兒童認識、親近原住民語言與文化，例如透過用簡單的原住民語打招呼或歌唱，進而增進原漢間彼此之尊重與瞭解，預計於 107 學年度起擇定學校試辦課程，並於 108 年底檢討、修正計畫後，提供建議予國民教育課程綱要修正之參考。

254. 原住民族委員會相關作為如下：

- (1) 補助社區及部落互助式教保中心營運經費，提供原住民族幼兒學習其族語、歷史、文化機會及發揮部落照顧精神，期能降低原鄉地區學前教育資源不足問題，提供近便可及之幼兒教保服務。
- (2) 辦理沉浸式族語教學幼兒園計畫，原住民族委員會自 2013 年度起執行《沉浸式族語教學幼兒園計畫》，共計培訓 67 位族語教保員，實施園所計 47 園 46 班，幼兒人數 1,076 位，含括 12 個族語別，並透過實際教學過程中，研發相關族語教學教材，同時以幼兒園為核心，推動親子共學，落實族語學習家庭化及部落化，有效提升族語學習成效。
- (3) 族語扎根計畫，計畫對象為幼兒，非學生，透過族語保母全族語托育，建構最自然的族語文化學習環境。
- (4) 更多資訊機會：教育部目前正訂定《本土教育中長程計畫》已推動有關政策，提



供更多原住民學生學習其族語、歷史與文化的機會及享有民族教育課程的資訊與機會。

255.倘原住民兒童自認未獲得更多關於學習其族語、歷史與文化及享有民族教育課程之資訊，可透過教育部等首長信箱申訴機制，以完善各項問題之申訴並依《行政院及所屬各機關處理人民陳情案件要點》規定，對陳情人之身分資料加以保密，以保障其權益。

### 英文回應

253. To implement mother tongue learning among indigenous students, the following measures are included by the MOE:

A. Indigenous language teaching materials compilation, printing and distribution.

B. Funding required for indigenous language courses in junior high schools and elementary schools (including hourly pay, transportation expense, labor Insurance and health insurance, pension).

C. Cultivating indigenous language teachers: “Indigenous Language Teacher Training Program” set out with the collaboration from the CIP. Conduct various indigenous language classes in domestic colleges of different regions. The course covering indigenous language teaching knowledge course and indigenous language course serves as an access for teachers who are devoted to relevant field to better the teaching capability.

D. Assisting in the “Plan for Immersive Indigenous Language Teaching in Preschools” executed by the CIP so as to enhance the solid learning of mother dialect.

E. Enhance the execution and promotion of indigenous language activities. Continue on the indigenous people speech and recitation contest. Encourage students’ participation. Compilation of articles for recitation for “elementary school,” “junior high school” and “senior high school” to reinforce the effect of indigenous language learning and written ability.

F. The indigenous culture heritage is emphasized with grant scheme, and schools are encouraged to facilitate indigenous language.

G. Indigenous language live broadcast learning program: the expenditure is partially granted for the execution of “2016 Indigenous Language Live Broadcast Learning Program Promotion” in order to ease on the lack of indigenous teachers for schools in certain administrative region so as to expedite better implementation of indigenous language education.

H. Stabilize indigenous language teachers by offering full-time positions.

254. In addition, “Pilot Program of Familiarizing Taiwan Indigenous Basic Dialect and its Culture” is under planning to acquaint our children with indigenous languages and their cultures. Through the program it allows children to greet and sing in basic indigenous languages, increase mutual respect and understandings between indigenous people and the Chinese. Pilot program will be implemented in 2018 in chosen schools. Reviews and

revision of the program at the end of 2019 shall provides advices for the improvement of “National Education Curriculum Guideline.”

255. Related measures taken by the CIP are as followings:

- A. The CIP subsidizes the operating expenses of community cooperative and tribal cooperative educare services centers, provides indigenous children the opportunities to learn their languages, histories and cultures and brings into tribal care spirit, hopes to ease the problem of insufficient preschool education resources in indigenous areas and provides accessible services.
- B. “Plan for Immersive Indigenous Language Teaching in Preschools”: The CIP has implemented the “Plan for Immersive Indigenous Language Teaching in Preschools” since 2013. It includes 12 different indigenous languages and 67 professionally-trained preschool educators in indigenous languages, 47 preschools with 46 classes, and 1,076 preschoolers were benefited. Furthermore, through the teaching processes, the indigenous languages teaching materials was developed, parent-child co-learning was promoted and indigenous languages was implemented in the family as well as in the tribe with preschool-centered. It improve the indigenous languages learning outcome.
- C. “Indigenous Language Grassroots Program”: The program is for children, not for students, through providing childcare services by indigenous nannies, the most natural indigenous language culture learning environment has been built.
- D. More information opportunities: The MOE is currently setting “Long-term Local Education Plan” and has promoted relevant policies to provide more opportunities for the indigenous students to learn their languages, histories and cultures, and allow them enjoy information and opportunities of ethnic education curriculum.

256. When indigenous children regard themselves not acquiring more information on the learning of their own languages, histories, cultures and other ethnic education curriculum, it can be expressed by filing complaint to the mailbox of minister of the MOE. Each complaint issue will be completed with the confidentiality of their identities under the “Notices for Executive Yuan and Affiliated Departments Managing Citizens’ Petitions.”

點次	問題內容(原文)	中文參考翻譯
8.19	In relation to the right of indigenous children to learn in their own language, please indicate what measures are being taken to ensure there are appropriately trained teachers to provide such education across the education system (including pre-school, primary and secondary school).	有關原住民兒童以母語學習的權利，請說明有何措施確保有受過適當培訓之師資能於教育體系中（包含幼兒園、小學和中學）提供此類教學。

中文回應

256. 教育部、原住民族委員會為強化族語師資教學專業知能及族語能力，訂定《原住民族語言師資培育計畫》(草案)，以期振興原住民族族語與文化。補助辦理的內容包括：
- (1) 編制內教師族語能力增能學習。
  - (2) 原住民族語老師認證研習。
  - (3) 原住民族語老師教學知能增能學習。
  - (4) 開辦原住民族語學程。
  - (5) 開設族語教保員專班。
  - (6) 開設族語教學碩士在職專班。
257. 另教育部為確保受過培訓之師資能於教育體系中提供原住民兒童以母語學習的權利，訂定發布《師資職前教育課程教育專業課程科目及學分對照表實施要點》(以下簡稱本要點)，其中，中小等學校及國民小學教師師資職前教育課程教育專業課程科目列有「本土語言」2學分及教學實習及教材教法課程「本土語文教材教法」2學分、選修課程「多元文化教育」；中等學校教師師資職前教育課程教育專業課程科目列有選修課程「多元文化教育」，提供師資生修習，自103學年度起實施。辦理情形如下(以105學年度師資培育之大學51校)：
- (1) 本土教育(含原住民族教育及多元文化教育)相關課程：一般選修課程：11,172人次師資生(公費生551)修習45校220系所開設之844門本土教育相關選修課程。
  - (2) 原住民族教育多元文化教育相關課程：
    - ①一般選修課程：1,636人次師資生(公費生104)修習31校65系所開設之120門原住民族教育相關選修課程。
    - ②教育議題專題部分：47校(只培育幼教類科者無此課程，106.7.1收回46校)。
      - i. 多元文化教育：28校43系所開設89班次201小時多元文化教育議題課程計3,483人次師資生修習。
      - ii. 原住民族教育：17校32系所開設71班次91小時多元文化教育議題課程計2,734人次師資生修習。

### 英文回應

257. To enhance the dialect teacher's professionalism and competence of the dialect, the MOE and the CIP has set up the "Indigenous Dialect Teacher Training Program (draft)" for revitalizing the indigenous dialect and its culture. The contents of the subsidy include:
- A. Study course to enhance permanent indigenous dialect teacher's competence.
  - B. Indigenous dialect teacher's certification study.
  - C. Indigenous dialect teachers' teaching competence enhancement.
  - D. Program for indigenous dialect learning.
  - E. Indigenous dialect teachers and caregivers class.
  - F. In-service master program for indigenous dialect teaching.
258. In addition, to ensure the trained teachers are able to serve themselves under education system as a teacher towards indigenous children for the learning of their mother dialect,

the MOE has promulgated “The implementation Guidelines for teachers’ pre-service education course on teaching professional subjects and its credit chart (hereinafter referred to as the Guidelines).” In which, Grade 1-9 and elementary school teachers pre-service education course on teaching professional subjects includes “Native Language” (2 credits), “Native Language Teaching Material Teaching Method” (2 credits) under teaching practice and teaching material teaching method, elective course “Multicultural Education”; junior high school teachers pre-service education course on teaching professional subjects provides elective course “Multicultural Education” for teacher students. The implementation started 2014 academic year. The situation is as follows (in 51 universities of teacher education in 2015 academic year):

A. Native education (including indigenous education and multicultural education) courses:

General elective courses: 11,172 teacher students (551 state financed student) studied 844 native education related elective courses under 220 departments in 45 universities.

B. Indigenous ethnical education & multicultural education related courses:

(a) General elective courses: 1,636 teacher students (104 state financed student) studied 120 indigenous ethnical education related elective courses under 65 departments in 31 universities.

(b) Education special subject: 47 universities (No such courses in pediatric education only department. 46 universities revoked in July 1, 2017).

i. Multicultural education: 3,483 teacher students studied, of total 201 hours, in 89 classes of multicultural education under 43 departments in 28 universities.

ii. Indigenous education: 2,734 teacher students studied, of total 91 hours, in 71 classes of indigenous education under 32 departments in 17 universitie.