

聯合國《兒童權利公約》兒少報告

United Nations *Convention on the Rights of the Child* the Report of
Children and Youth

實驗教育學生的輔導系統

The Guidance and Counseling System for the Experimental Education
Students

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One. Abstract

Since the experimental education was legally implemented after the Legislative Yuan of the Republic of China (Taiwan) promulgated the “Three Acts for Experimental Education” (Note 1) in 2014, the number of experimental education students has been continuously growing. In Taiwan, there are three types of experimental education: experimental education commissioned by public schools at senior high school level or below to the private sector, school-based experimental education, and non-school-based experimental education. Of these three, there is still a gap in the resources for students in non-school-based experimental education can receive compared to students attending schools. This is particularly clear when it comes to aspects such as psychological counseling and career planning.

In this report, we used interviews and questionnaire surveys to learn more about the current guidance and counseling system in schools and the relevant laws, as well as the needs, experiences and opinions of experimental education students at different education levels with different life plans about the guidance and counseling resources and services. According to the statistics of our questionnaire surveys, 83% of the survey participants of the first version of the questionnaire considered the provision of guidance and counseling resources for experimental education students to be required, and 46% of the survey participants of the second version of the questionnaire thought that the establishment of a guidance and counseling system for experimental education students was necessary.

When students need assistance such as guidance, counseling or life planning advice, it is usually difficult for them to find appropriate channels to seek relevant resources without the help from schools, organizations or teachers. Therefore, we hope to provide experimental education students with a specialized guidance and counseling system that aims to offer services for students who have applied for individual experimental education and thus joined no institute/group, or attend an experimental education institute/group that has no guidance and counseling services.

The guidance and counseling system we designed covers four main aspects: psychological counseling, career planning, school education planning, transition and adaptation, and the preparation, application and implementation of experimental education plans. With the three-level guidance and counseling system of the “Student Guidance and Counseling Act” as

reference, this guidance and counseling system includes developmental guidance, intervention counseling, and remedial counseling. It is our hope that this guidance and counseling system can be put into practice by all the city and county governments' counseling centers or centers in Education Bureaus handling experimental education matters to provide relevant resources and services according to the life plans and needs of experimental education students at different stages (primary, and junior and senior high school levels).

Note 1: "Three Acts for Experimental Education": The "Enforcement Act for School-based Experimental Education," the "Act Governing the Commissioning of the Operation of Public Schools at Senior High School Level or Below to the Private Sector for Experimental Education," and the "Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below" are collectively referred to as the "Three Acts for Experimental Education." Students who apply for experimental education plans according to the "Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below" can be divided into three types: individual experimental education, group experimental education, and institutional experimental education.

Two. Background Information of the Report of Children and Youth

We are a group of students with autonomous learning experience from different places. We attended the Voice of Homeschoolers: Problem Solving Club and heard the stories of other “homeschoolers” (Note 2) and what they have experienced in daily life. As some of them mentioned during the event, even though homeschoolers can enter universities through special admission for special students, application for admission, examination placement, etc., as the content that homeschoolers have learned can be different from what senior high school students have learned, they hoped there could be an independent admission channel. Thus, our initial topic was “the provision of an independent admission channel for students of special programs such as experimental education, science class programs, mathematics and science class programs, and humanities and social sciences class programs.” After consultation with experts, however, we found that providing an independent admission channel for students of special programs might lead to problems of fairness, and that, instead, we could provide guidance and counseling for life planning and assistance in the pursuit of higher education for experimental education students at primary, junior and senior high school levels who intend to attend universities.

According to the second paragraph of the section “Life satisfaction comes from sufficient self-exploration” in the article “First Survey on Graduates from Experimental Education Programs in Taiwan: 96% Will Still Choose Experimental Education If Starting Over” (Pin, Ching-Sun, 2020), 86% of experimental education students have returned to schools under the education system after they left experimental schools. Also, as the section “Shocked at the Differences between Attitudes towards Learning” in the article “After Leaving Experimental Schools: Challenges in the Transition to Schools under the Education System” (Sun, Yi-Yun, Liu, Yu-Ting, Lin, Chieh-Li, Ho, Chia-Hsuan, Tao, Yi-Hsuan, 2019) mentioned, when experimental education students are connected to the education in schools under the education system, they may find that the way of dealing with classmates and teachers, the extent of freedom of campus life, and the exploration of the meaning of learning, etc. are quite different from their experience in experimental education. We also asked some companions to learn about the situation which experimental education students are currently faced with when trying to enter schools for higher education. As a result, we decided to change our focus to “the transition to school education and the life planning of experimental education students,” hoping

to set up a guidance and counseling system for experimental education students. This system can be a platform that provides courses for a smooth transition to education in schools and life planning, or information on attending schools for higher education or on employment, which might be able to provide more multifaceted assistance to experimental education students in connecting to school education than providing an independent admission channel.

During the presentation of the draft reports of children and youth, we listened to the presentations from other teams and the comments from the participants. As we came to realize that there was a huge difference between the guidance and counseling resources required by students from school education and those required by experimental education students, and that schools might not be able to provide the support that experimental education students need, we added psychological counseling service in addition to the two services of our initial guidance and counseling system—career planning, and school education planning, transition and adaptation. Later, after we had interviews with two cases and collected the replies from the questionnaire survey participants, we further included service for the preparation, application and implementation of experimental education plans. We hope that a complete “guidance and counseling system for experimental education students” scheme can be suggested through these adjustments.

Note 2: Homeschooler: The term “homeschooler” in this Report of Children and Youth means any student who applies for experimental education plans according to the “Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below.”

Three. The Importance of the Report of Children and Youth and the Guidance and Counseling System for Experimental Education Students

The right to education and the right to survival and development are rights protected by the Convention on the Rights of the Child that cover the mental health care and education for children and youth. This shows that the promotion of children and youth's mental health is a fundamental aspect of the rights and welfare of children and youth. Even though most people agree that more attention should be given to children and youth's mental health, the actual situation faced by many children and youth doesn't necessarily meet the requirements or conform to the ideals.

There are “Counseling Rooms” set up in schools to deal with students’ mental health problems and provide guidance and counseling for students’ studies, pursuit of higher education, career planning, etc. But is the students’ mental health really taken good care of via such a mechanism? When society emphasizes that students should focus on their studies, the result is that some schools take the students’ pursuit of higher education and examinations as the center of attention and neglect the mental conditions of students.

The above is just the situation in schools. For non-school-based experimental education students, it is even harder to receive the assistance they need from the Counseling Rooms of schools.

First of all, teachers don't necessarily know the regulations regarding experimental education, and may indeed be difficult for some teachers to learn more about those complicated laws and regulations when they still have many students to take care of in school. Thus, experimental education students have trouble getting the information they need from school teachers in school. Secondly, the “guidance and counseling” that experimental education students require may be different from that required by students in schools in various aspects. If teachers don't have the chance to thoroughly learn information related to experimental education, they won't be able to offer the assistance that experimental education students really need. Furthermore, not all experimental students at senior high school level have student

registration data in schools. Without student registration data, they can't even get access to the Counseling Rooms, let alone seek help through this channel.

With the aforementioned problems, we can see that there is still plenty of room for improvement of the mechanism of Counseling Rooms. On teaching occasions, the Counseling Rooms usually provide advice to students in schools about pursuing higher education instead of providing mental support, and for experimental education students—particularly non-school-based experimental education students—the assistance that Counseling Rooms can offer them is even less. The needs of experimental education students tend to differ greatly from those of students in schools, and with the fact that many teachers don't know the relevant laws, operation and current state of experimental education, experimental education students run into many difficulties in getting psychological counseling service and assistance with career planning. This is why we want to focus on this issue.

Through this report, we hope to bring the matter to more people's attention, and set up a guidance and counseling system for experimental education students to provide guidance and counseling resources "prepared specifically for them" and provide them with assistance in areas such as career planning, psychological counseling, the transition from experimental education to school education, and the preparation, application and implementation of experimental education plans, so that the problems experimental education students have in receiving proper mental health care and assistance in life can be solved.

Four. Research Purpose

1. To understand the laws, systems, current state and students' experiences regarding the guidance and counseling mechanism for students at senior high school level or below in Taiwan.
2. To understand the requirements for and the ideal model of the guidance and counseling system, resources or services for experimental education students at senior high school level or below in Taiwan.

Five. Literature Review

According to the “Three Acts for Experimental Education,” experimental education in Taiwan can be divided into three categories: “school-based experimental education,” which refers to “experimental schools” for the implementation of specific education concepts that continue to adopt the system, administrative operation, organization type, and faculty and staff selection and employment method of schools (Article 3, Paragraph 1 of the “Enforcement Act for School-based Experimental Education”); “experimental education commissioned by public schools at senior high school level or below to the private sector,” which refers to public experimental schools at senior high school level or below established by the private sector that may be transferred from public schools under the education system (Article 1 and Article 3, Paragraph 1 of the “Act Governing the Commissioning of the Operation of Public Schools at Senior High School Level or Below to the Private Sector for Experimental Education”); and “non-school-based experimental education,” which covers three experimental education forms that provide educational methods and content outside the school mode, namely individual experimental education, group experimental education, and institutional experimental education (Article 3, Paragraph 1 and Article 4, Paragraph 1 of the “Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below”). Since the Legislative Yuan promulgated the “Three Acts for Experimental Education,” people have been concerned about the rights of experimental education students.

The mental health care and education of children and youth is an important right within child and youth rights. On October 28, 2014, the “Student Guidance and Counseling Act” was established “for the purpose of promoting and protecting students’ physical and mental health and holistic development, and to ensure student guidance and counseling work is sound” (Article 1, Paragraph 1 of the “Student Guidance and Counseling Act”). In accordance with the Act, three levels of guidance and counseling are provided, namely developmental guidance, intervention counseling, and remedial counseling (Article 6 of the “Student Guidance and Counseling Act”). These guidance and counseling services are mainly for students of public and private educational institutions at all levels (Article 3, Paragraph 1, Subparagraph 1 of the “Student Guidance and Counseling Act”), which includes students of public or private educational institutions at all levels operated on the basis of the “Enforcement Act for School-based Experimental Education” and the “Act Governing the Commissioning of the Operation

of Public Schools at Senior High School Level or Below to the Private Sector for Experimental Education” promulgated in November, 2014.

For students who have applied for experimental education according to the “Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below” (hereinafter referred to as the “Enforcement Act for Non-school-based Experimental Education”) promulgated in the same year, those at the national compulsory education level may apply for the use of facilities and equipment of their respective nominal schools where they have their student identification registered and access the guidance and counseling resources and services of the Counseling Rooms pursuant to Article 15 of the “Enforcement Act for Non-school-based Experimental Education.” As for experimental education students at the senior high school level without student identification registration, they may gain access to the guidance and counseling services in accordance with the “Regulations Governing the Protection of the Right to Education of Non-school-based Experimental Education Students at the Senior High School Level without Student Identification Registration,” as Article 2 states that "students participating in non-school-based experimental education at the senior high school level according to the 'Enforcement Act for Non-school-based Experimental Education,' having no student identification registered at any senior high schools, and thus receiving student identification according to Article 18 of the Regulations (hereinafter referred to as experimental education students) are entitled to the right to education, benefits, and preferential treatments enjoyed by school students by law and fair chance to participate in various contests." Meanwhile, students at all levels who have applied for non-school-based experimental education may receive guidance and counseling services in accordance with the “Enforcement Act for Non-school-based Experimental Education,” as Article 24 of the Enforcement Act specifies that “the municipal, county, or city competent authority shall provide necessary assistance and guidance for students, parents, groups, or institutes in the process of application, participation, or administration of experimental education.”

However, both the “Regulations Governing the Protection of the Right to Education of Non-school-based Experimental Education Students at the Senior High School Level without Student Identification Registration” and the “Enforcement Act for Non-school-based Experimental Education” do not specify how students can get access to the guidance and counseling services when they need them. In addition, the “Enforcement Act for Non-school-based Experimental Education” does not mention through which methods students at the senior

high school level with their identification registered at their nominal schools can have access to the guidance and counseling services when they require such services.

All the city and county governments have established student counseling centers and provide students with services such as psychological assessment, guidance and counseling, and referral of resources in compliance with the “Student Guidance and Counseling Act.” However, according to Article 6 of the “Directions Governing the Establishment of Student Counseling Centers under the Ministry of Education,” “before any school transfers a student to a student counseling center, a project or case meeting shall be convened for assessment. Students may only be transferred to counseling centers when they are not able to be effectively helped by the intervention counseling, have received intervention counseling for at least five times with related records available, and are assessed in a project or case meeting by the school and considered to have such need. Emergency cases, however, may directly be transferred to counseling centers upon the assessment of the school's project or case meeting.” The provision implies that experimental education students without student identification registration at the senior high school level have no way of accessing the services of student counseling centers.

The data of the Department of Statistics, Ministry of Education, shows that the number of students enrolled in non-school-based experimental education has increased year by year since 2011. In 2019, there were 8,245 people who applied for non-school-based experimental education programs. According to the results of our questionnaire surveys, 83% of the survey participants of the first version of the questionnaire considered the provision of guidance and counseling resources for experimental education students to be required, and 46% of the survey participants of the second version of the questionnaire thought that the establishment of a guidance and counseling system for experimental education students was necessary. Therefore, this Report of Children and Youth is expected to provide a guidance and counseling system scheme for experimental education students to help such students respond to challenges in different areas.

Six. Research Method

Through interviews and questionnaire surveys, the Report of Children and Youth reveals the needs and experiences that students with experimental education experience have regarding the guidance and counseling resources or services, and their ideal model of a specialized guidance and counseling system for experimental education students.

I. Interviews

The interviewees in this Report are one of the Report's questionnaire survey participants and a former experimental education student who has undergone a transition to the school education. The interview methods included online interviews and sharing of the interviewees' experiences and opinions through e-mail. For the Interview Consent Forms and the interview guides, please refer to Attachments 1, 2, 3, and 4.

II. Questionnaire Surveys

We designed two questionnaires, both prepared with people who have experience with experimental education as the target survey participants. In the questionnaires, there were four types of current student identity: current experimental education student who will continue to participate in experimental education until graduating from senior high school, current experimental education student who will attend a school under the education system, current experimental education student who doesn't have any specific plan for the future, and former experimental education student who is now in a school under the education system. The questionnaires led the survey participants to different sections according to their current student identities to ask them whether they think the establishment of a guidance and counseling system aimed at experimental education students is required.

To learn more about the possible ways for some experimental education students to access guidance and counseling services, additional questions were included in the second version of the questionnaire to ask if the survey participants about their understanding of the services of the guidance and counseling system in schools, and if they have ever made use of the guidance and counseling services provided through any channels. We also made some amendments. After the answer "I think that the establishment of a guidance and counseling system aimed at 'experimental education students' is 'necessary'" is selected, the options for the question "What

resources/services do you think the 'guidance and counseling system for experimental education students' should have?" contain more detailed descriptions for various services compared to the first version of the questionnaire (options of services are based on the website of the Taipei Municipal Jinhua Junior High School), so that we could learn the specific requirements that the survey participants have for guidance and counseling services. We added the question "Why do you think it's not necessary?" if the answer "I think that the establishment of a guidance and counseling system aimed at 'experimental education students' is 'not necessary'" is selected to try to learn the reasons such survey participants consider it not necessary to set up a guidance and counseling system for experimental education students.

When the first version of the questionnaire was open for filling in and we were preparing the second version of the questionnaire, we wanted to know the relationship between the guidance and counseling services used by the students and the cities and counties where the experimental education program was applied for. Thus, we added a question about the city or county where each survey participant applied for the experimental education program.

For the descriptions of the first version of the questionnaire and the second version of the questionnaire, please refer to Attachments 5 and 6.

Seven. Research Results

I. Questionnaire and Interview Results

The data of Lei-Lei (磊磊) (interviewee) was collected through the questionnaire survey and interview; his questionnaire results are not included in VII. 2. Statistics on the Questionnaire Surveys. The data of Huang, Hsin-Yi (黃心怡) (interviewee) was collected through the interview.

1. Interviewee 1: Lei-Lei (磊磊)

I. Understanding the interviewee's learning experience, future plan and the city or county where the interviewee applied for the experimental education:

1. Please tell us about your learning experience, future plan and the city or county where you applied for the experimental education.

I have been a homeschooler since the third grade. I applied to the Education Department of Yilan County Government for the experimental education program. For the primary and junior high school levels, I cooperated with schools, spending most of my time studying by myself at home. Now, my senior high school student identification is registered at the Education Department of Yilan County Government. I will keep participating in experimental education in the future until graduating from senior high school.

II. Understanding what the interviewee knows about the current state of the guidance and counseling mechanism for students at senior high school level or below:

1. According to what you know, what services or resources does the Counseling Room in the school provide?

I remember that the Counseling Room of my junior high school provided services or resources such as counseling courses, guidance and counseling handbooks, aptitude tests, interest inventories, etc. and tried to learn the students' thoughts on the selection of schools for higher education.

2. According to what you know, when current experimental education students need any guidance or counseling, what are the possible channels to get access to the services they require?

To my knowledge, the government doesn't seem to provide guidance and counseling services for experimental education students at the senior high school level with their student identification registered at Education Bureaus or Education Departments of cities/counties. I think students need to turn to nongovernmental guidance and counseling services or resources when they have such requirements.

III. Understanding the interviewee's needs, experiences and opinions or ideal model of the guidance and counseling resources or system for experimental education students at senior high school level or below:

Needs and Experiences:

1. Why do you think the establishment of a guidance and counseling system for experimental education students is necessary?

For those who want to become homeschoolers by themselves and try to apply for the experimental education program while lacking their parents' support and relevant resources, they might need the help from such guidance and counseling resources. Thus, I think the establishment of a guidance and counseling system for experimental education students is necessary.

2. During your participation in experimental education, have you ever made use of the guidance and counseling resources through any channels?

No. When I need help, I ask people online.

Ideal Model:

1. If a guidance and counseling system for experimental education students is going to be established, what is the ideal model of the guidance and counseling system you have in mind?

In my mind, it's a place where homeschoolers have someone to ask their questions and even share their feelings with.

2. If a “guidance and counseling system for experimental education students” is going to be established, what services do you think this system can provide (e.g. career exploration, psychological counseling, advice on interpersonal relations, counseling for family problems, guidance on pursuing higher education, aptitude tests)? In what forms can the services be made available (e.g. mailboxes, e-mail, hotlines, physical counseling centers)?

Categories of Services:

Table 7-1

Career exploration and planning	Psychological counseling	Advice on interpersonal relations	Guidance on pursuing higher education
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Content of Services:

Table 7-2

Guidance and counseling on schoolwork and studies	Assistance with the homeschooler's implementation of experimental education plans
Psychological counseling	Career planning
Case meetings	Telephone counseling services for parents and senior high school students
Supporting people who intend to apply for the experimental education program to prepare the plan for application, including career planning	
Collecting the data of homeschoolers so that people with the same requirements or same interests can learn together	

Forms of Services:

Table 7-3

Online conversation through communication software	Hotlines	Physical counseling centers
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2. Interviewee 2: Huang, Hsin-Yi (黃心怡)

I. Understanding the interviewee's learning experience:

1. When did you start to attend school?

First grade in junior high school

II. Understanding what the interviewee knows about the current state of the guidance and counseling mechanism for students at senior high school level or below:

1. According to what you know, what services does the Counseling Room in school provide?

Table 7-4

Supporting students to explore and learn more about themselves	Giving aptitude tests and interest inventories for students to know their abilities, interests, career aptitudes and personalities
Offering information related to the pursuit of higher education to help students with the selection of schools for such education, etc.	Providing individual counseling services for aspects such as life, studies and career planning
Holding ability enhancement activities such as lectures, etc. for teachers, parents and students	Holding various activities for development in cooperation with social education institutes
Promoting life education, gender education, etc.	Arranging case meetings and accepting consultations with parents who contact them, and taking part in parent-teacher-student consultations
Editing guidance and counseling information and collecting related data	

2. According to what you know, when current experimental education students need any guidance or counseling, what are the possible channels to get access to the services they require?

Basically, the school can solve the problems. They can go online and ask the seniors in the homeschooler group for help as well.

III. Understanding the interviewee's needs, experiences and opinions or ideal model of the guidance and counseling resources or system for experimental education students at senior high school level or below:

Needs and Experiences:

1. During your participation in experimental education, have you ever thought that "I need guidance and counseling resources"?

First reply: Yes, but not really often.

Second reply: I thought of needing the guidance and counseling services when I was about to enter junior high school. I was considering whether I should continue to be a homeschooler. My mother exchanged thoughts with the parents of other friends who were homeschoolers. I haven't used the guidance and counseling services myself before.

2. During the process of your "transition from experimental education to school education," have you ever thought that "I hope to receive help from guidance and counseling resources"? Why?

No. My studies are going well, and I have good interpersonal relations. I also have had a clear plan for my future development already.

Ideal Model:

1. If a "guidance and counseling system for experimental education students" is going to be established, what services do you think this system can provide (e.g. career exploration, psychological counseling, advice on interpersonal relations, counseling for family problems, guidance on pursuing higher education, aptitude tests)? In what forms can the services be made available? (e.g. mailboxes, e-mail, hotlines, physical counseling centers)

Categories of Services:

Table 7-5

Career exploration	Psychological counseling	Advice on interpersonal relations
Counseling for family problems	Guidance on pursuing higher education	

Content of Services:

Table 7-6

Supporting self-exploration and self-understanding	Giving aptitude tests and interest inventories
Offering resources related to the pursuit of higher education	Holding guidance and counseling activities and small group activities
Case meetings	Telephone counseling services for parents
Organizing parent education classes, study groups, etc.	Providing vocational training, career exploration education, and vocational education information
Individual counseling services for aspects such as life, studies and career	Editing guidance and counseling information and collecting related data
Collecting the data of homeschoolers so that those of a similar age with related requirements can learn together	

Forms of Services:

Table 7-7

E-mail	Hotlines
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II. Questionnaire Results

1. First Version of the Questionnaire

There were 23 questionnaire survey participants in total for the first version of the questionnaire.

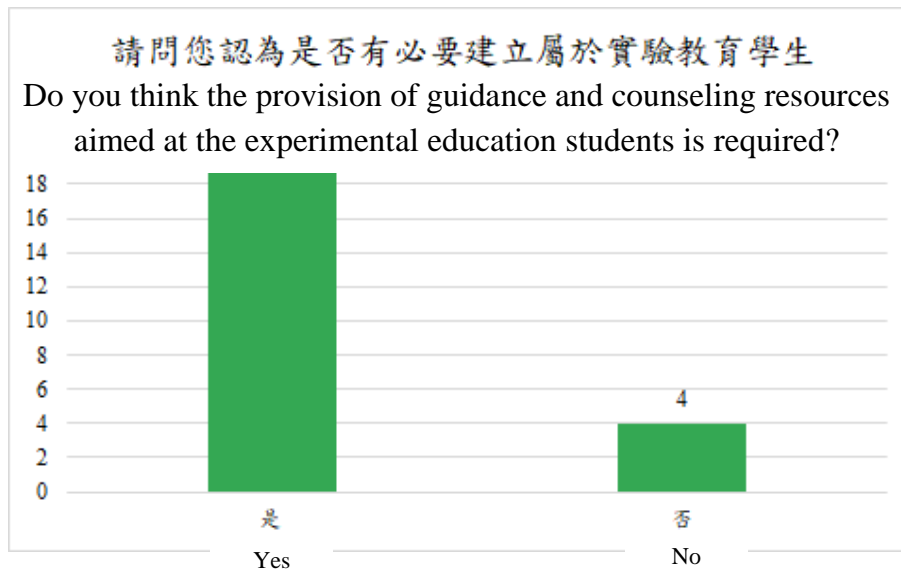


Figure 7-1 Questionnaire Results of the First Version of the Questionnaire (1)

Description: Figure 7-1 shows the questionnaire survey participants' answers to whether they think the provision of guidance and counseling resources aimed at experimental education students is required.

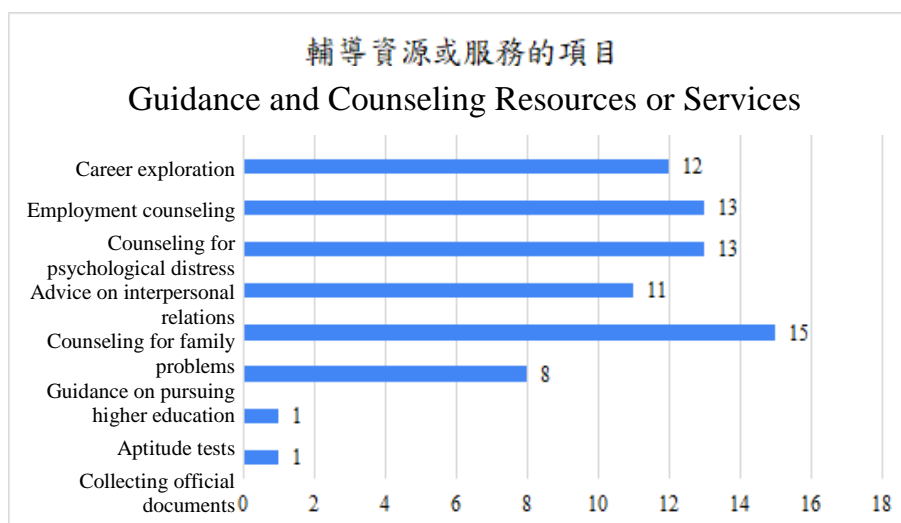


Figure 7-2 Questionnaire Results of the First Version of the Questionnaire (2)

Description: Figure 7-2 shows the items that the questionnaire survey participants think the guidance and counseling resources for experimental education students can include.

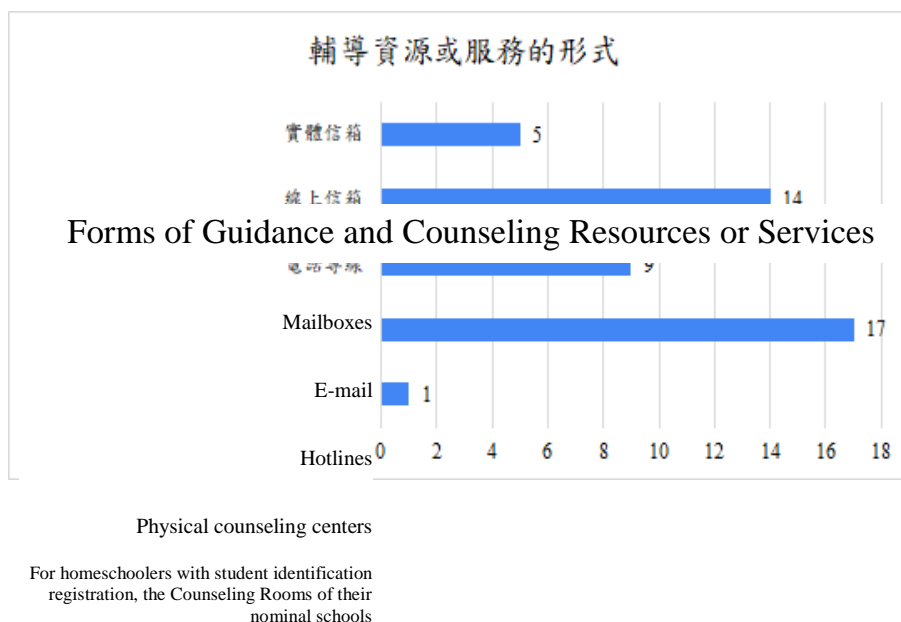


Figure 7-3 Questionnaire Results of the First Version of the Questionnaire (3)

Description:

Figure 7-3 shows the forms in which the questionnaire survey participants think the guidance and counseling resources for experimental education students can be provided.

2. Second Version of the Questionnaire

There were 13 questionnaire survey participants in total for the second version of the questionnaire.

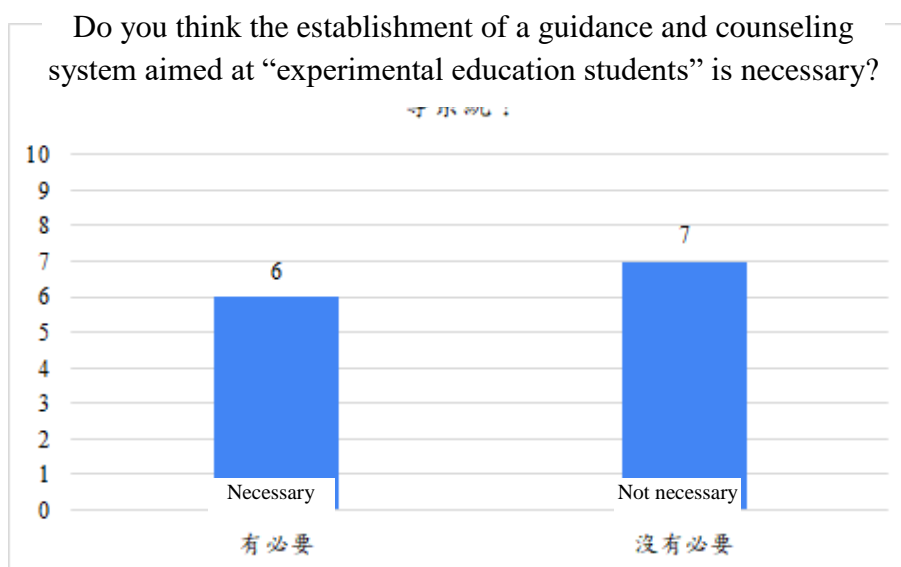


Figure 7-4 Questionnaire Results of the Second Version of the Questionnaire (1)

Description: Figure 7-4 shows the questionnaire survey participants' answers to whether they think the establishment of a guidance and counseling system aimed at experimental education students is necessary. For the age groups of the questionnaire survey participants, 10 are senior high school students, 1 is a junior high school student, and 2 are primary school students. The questionnaire survey participants who think that the establishment of a guidance and counseling system aimed at experimental education students is not necessary are all senior high school students, with 86% of them thinking that they don't have a need for guidance and counseling as their reason.

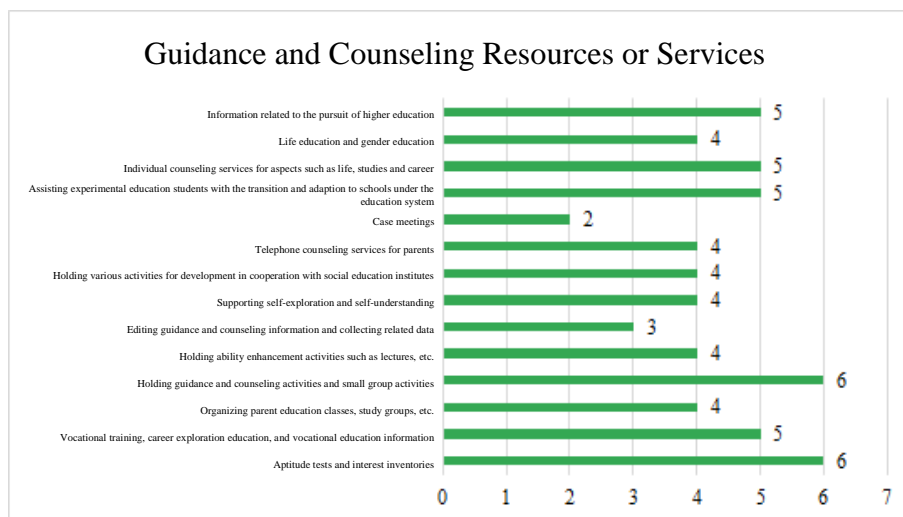


Figure 7-5 Questionnaire Results of the Second Version of the Questionnaire (2)

Description:

Figure 7-5 shows the guidance and counseling resources or services that the questionnaire survey participants think the guidance and counseling system for experimental education students can provide.

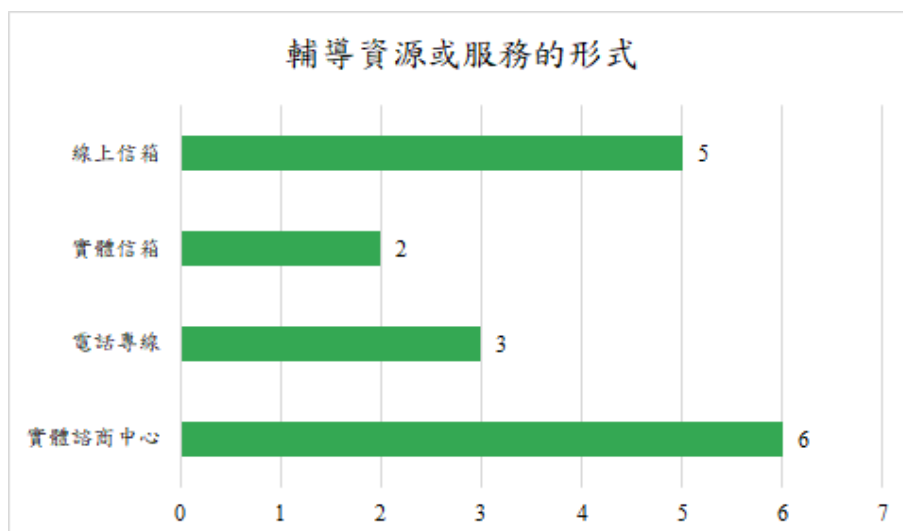


Figure 7-6 Questionnaire Results of the Second Version of the Questionnaire (3)

Description: Figure 7-6 shows the forms in which the questionnaire survey participants think the guidance and counseling resources or services for experimental education students can be provided.

III. Data Collection and Analysis

1. The laws, systems, current state and students' experiences regarding the guidance and counseling mechanism for students at senior high school level or below in Taiwan

As stated in the “Student Guidance and Counseling Act,” the current guidance and counseling mechanism for students is a three-level system of guidance and counseling. The first level is developmental guidance, the second level is intervention counseling, and the third one is remedial counseling. The forms of Guidance and Counseling Resources or Services are as follows: E-mail, physical mailbox, hotline, and physical counseling centers. Meanwhile, the use of the student counseling centers in different cities and counties is used on Article 6 of the “Directions Governing the Establishment of Student Counseling Centers under the Ministry of Education,” which specifies that students may only be referred to student counseling centers when they are not able to be effectively helped by the school. Students who have received intervention counseling for at least five times with related records available, and are assessed in a project or case meeting by the school and considered to have such need.

We learned more about the current state of the guidance and counseling mechanism for students at senior high school level or below in Taiwan from the interviewees and questionnaire survey participants' replies. According to Lei-Lei (磊磊) (interviewee), the guidance and counseling services provided by the Counseling Room of the junior high school he was in cooperation with included counseling courses, guidance and counseling handbooks, career planning (aptitude tests, interest inventories) and guidance on pursuing higher education. At the same time, it seems that the government doesn't provide guidance and counseling resources or services for experimental education students at the senior high school level with their student identification registered at Education Bureaus or Education Departments of cities/counties. These students might need to seek nongovernmental assistance when they need guidance or counseling. For the services provided by a school's guidance and counseling system, as indicated by Huang, Hsin-Yi (黃心怡) (interviewee), the services of a school's Counseling Room include guidance on pursuing higher education, career exploration, individual counseling, collecting guidance and counseling information, holding activities for development, promoting life education and gender education, and arranging case meetings, accepting consultations with parents who contact them, as well as taking part in parent-teacher-student consultations. Both the interviewees mentioned that, currently, experimental education students can receive assistance by asking people online when they need help. In addition, three survey participants of the second version of the questionnaire replied that they had gotten guidance and counseling resources or services in the past through teachers at school, the school where the student identification is registered, and Taoyuan Autodidactic 3.0 Lab.

2. The requirements for and ideal model of the guidance and counseling system, resources or services for experimental education students at senior high school level or below in Taiwan

In the first version of the questionnaire, 19 participants, around 83% of the total participants, thought that the provision of the guidance and counseling resources for experimental education students was required; in the second version of the questionnaire, 6 participants, about 46% of the total participants, considered the establishment of a guidance and counseling system for experimental education students to be necessary. In both versions, the survey participants told us the problems the experimental education students may encounter. For example, assistance might not be available because the experimental education students' requirements for guidance and counseling differ from those of students in schools (survey participant 2-1), the guidance and counseling personnel in schools do not really know the

services for homeschoolers (survey participant 1-1), and that the homeschoolers participating in individual experimental education have no teachers of any institute or group to help them out (survey participant 1-2). In addition, it may be that the guidance and counseling resources or services of the Counseling Rooms of schools are inaccessible to the homeschoolers at senior high school level who are not cooperating with any schools (survey participant 1-1). Someone also mentioned that not all families are able to afford the self-paid guidance and counseling resources (survey participant 1-3). It was also pointed out that there may not be guidance and counseling resources mainly aimed at homeschoolers in Taiwan (survey participant 1-4). Furthermore, survey participant 2-2 voiced a hope for resources for experimental education students equal to those for school students through a guidance and counseling system for experimental education students.

For the ideal models of the guidance and counseling system for experimental education students, aside from the options we provided in the questionnaires and the interview guides, survey participant 1-5 of the first version of the questionnaire expressed a hope for learning partners. The two interviewees, Lei-Lei (磊磊) and Huang, Hsin-Yi (黃心怡), also mentioned that they wanted the guidance and counseling system for experimental education students to collect homeschooler data as one of its services so that those with the same interests or of similar ages can learn together. Meanwhile, Lei-Lei (磊磊) (interviewee) hoped that the system could give assistance to individuals who intended to apply for the experimental education program in preparing the application and carrying out the submitted plan.

According to the questionnaire results of the first version of the questionnaire, 16 out of 19 participants (nearly 84.2% of the participants) had a need for guidance and counseling for career exploration, 15 out of 19 participants (nearly 79% of the participants) needed guidance and counseling for pursuing higher education, and 13 out of 19 participants (nearly 68% of the participants) were in need of assistance with psychological distress and interpersonal relation problems. As for the questionnaire results of the second version of the questionnaire, 6 out of 6 participants (100% of the participants) showed a need for guidance and counseling activities and small group activities, and resources related to aptitude tests and interest inventories, while 5 out of 6 (nearly 83% of the participants) asked for individual counseling services for aspects such as information on higher education, life, studies and career, assistance for experimental education students with the transition and adaptation to school education, and the provision of vocational training, career exploration education and vocational education information. In the

first and second versions, 17 out of 19 and 6 out of 6 participants thought that the guidance and counseling resources or services for experimental education students could be offered through physical counseling centers, which were 89% and 100% of the participants, respectively. Also, 14 out of 19 and 5 out of 6 participants believed that the guidance and counseling resources or services for experimental education students were available by e-mail, which were 74% and 83% of the participants, respectively.

Eight. Solution: Our Ideal Guidance and Counseling System for Experimental Education Students

I. Guidance and Counseling System

Three-level guidance and counseling system: developmental guidance, intervention counseling, and remedial counseling

II. Competent Authority

Central: Ministry of Education; Local: Education Bureaus under municipal governments (for municipalities) or Education Departments under city/county governments (for cities or counties).

III. Categories of Services

Table 8-1

Psychological counseling	Career planning and exploration	Planning, transition and adaptation to school education
Preparation, application and implementation of experimental education plans	Learning companion	Social resources
Group guidance and counseling	Administrative matters	Others

IV. Content of Services

Table 8-2

Holding guidance and counseling activities and small group activities	Giving aptitude tests and interest inventories	Providing Information related to the pursuit of higher education
Individual counseling services for aspects such as life, studies and career	Assisting experimental education students with the planning, transition and adaption to schools under the education system	Providing vocational training, career exploration education, and vocational education information
Life education and gender education	Telephone counseling services for parents and students	Holding various activities for development in cooperation with social education institutes
Supporting self-exploration and self-understanding	Holding ability enhancement activities such as lectures, etc.	Organizing parent education classes, study groups, etc.
Editing guidance and counseling information and collecting related data	Case meetings	Supporting students who applied for individual experimental education to find learning partners
Supporting people who intend to apply for the experimental education program to prepare the plan for application	Supporting students who applied for non-school-based experimental education program to carry out the experimental education plans they prepared	Others

V. Forms of Services

1. Physical form - physical counseling centers, mailboxes
2. Online - e-mail, guidance and counseling hotlines, website services, communication software, videotelephony

Nine. Research Limitations

The major research limitation of this Report of Children and Youth is that we couldn't get access to students in school-based experimental education schools and those in public experimental education schools managed by the private sector. In addition, as the students participating in non-school-based experimental education may have different study and living places, we couldn't distribute our questionnaires the same location. We distributed our questionnaires via social media and communication software and had the questionnaire links shared by our team members in classes or at gatherings. The numbers of samples we got were 24 people for the first version of the questionnaire and 13 people for the second version. We looked for interviewees through the introduction school teachers or contact with the questionnaire survey participants. Since only one survey participant responded to our interview invitation and was willing to be interviewed, we had an online interview with one participant. As another interviewee could not have an interview with us before the submission of our draft report, we let her share her experiences and thoughts on the guidance and counseling services via e-mail. Therefore, the number of samples from the questionnaire surveys and interviews is not enough for sampling, which means the results of the research do not represent the thoughts of all experimental education students in Taiwan. At the same time, since our team consists of school students and homeschoolers, we were not able to perform on-site visits to the institutes that currently provide guidance and counseling services for experimental education students. With regard to the understanding of the guidance and counseling mechanism for the students at senior high school level or below in Taiwan, we got limited information on the current state of Counseling Rooms in schools, for the target respondents of our questionnaire surveys were people with experimental education experience. Moreover, we didn't have any specific advisors, so we could only ask the professors or experts around us for their opinions when we needed help with the concept development of the topic and the writing of the Report. Possible solutions for the aforementioned problems we ran into include finding an advisor for the report, and increasing the number of questionnaire samples by asking the city/county government institutions responsible for matters of experimental education, or the school-based experimental education schools and the public experimental education schools managed by the private sector to distribute the questionnaires for us. Also, a questionnaire designed for school students might also help us know more about the current state of the guidance and counseling mechanism for school students in Taiwan and the requirements that different types of experimental education students have for guidance and counseling services.

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Attachments

Attachment 1. Interview Consent Form (1)

Interview Consent Form

Hello,

We are the planners of “Guidance and Counseling System for Experimental Education Students” Report of Children and Youth. It is our hope to let the government know the experimental education students’ requirements for and thoughts on guidance and counseling by submitting this Report of Children and Youth.

Thank you for agreeing to accept our interview and share your story to help us present the experimental education students’ requirements for and thoughts on guidance and counseling more precisely. Before the interview, here are some things we would like to inform you of beforehand:

1. Throughout the interview, we will record our conversation upon your agreement for subsequent data compilation.
2. There will be three planners of this Report of Children and Youth taking part in this interview.
3. During the entire process, including the time before your sharing, during your sharing or during our data compilation and report preparation, please let us know when you have any doubts or concerns. You have the right to stop at any time.
4. After compiling the interview data, we will confirm the content with you and only use the material upon your agreement. You may decide to use your real name or remain anonymous when we present the data you provided.
5. The information obtained through the interview will not be used for any purposes other than this Report of Children and Youth or be revealed to any other people without your permission.
6. After this Report of Children and Youth is completed, we will share it with you.

Again, thank you for agreeing to share your story and thoughts with us.

All the planners of “The Guidance and Counseling System for Experimental Education Students” Report of Children and Youth

Attachment 2. Interview Guide (1)

1. Please tell us the city or county where you applied for the experimental education.
2. Would you like to share your learning experience with us?
3. What do you know about the “Counseling Rooms in schools” or what do you imagine them to be like?
* Please refer to Attachment 3 for the services provided by the Counseling Rooms in schools.
4. When you were still in a school under the education system, have you ever made use of the services of the Counseling Room in your school?
5. During your participation in experimental education, have you ever made use of the guidance and counseling resources/services provided by any units, institutes or groups?
6. You mentioned in the questionnaire that you think the provision of guidance and counseling resources aimed at experimental education students is required. Would you like to tell us the reason in detail?
7. What services do you think the “guidance and counseling system for experimental education students” should include?
* Please refer to Attachment 4.
8. Would you be willing to describe your ideal model of the “guidance and counseling system for experimental education students” to us in detail (including the provided services and forms, etc.)?
9. Do you have any suggestions for our interview and our Report of Children and Youth?

Attachment 3. Reference for the Services of Schools' Counseling Rooms

Table Attachment-1

Supporting students to explore and learn more about themselves	Giving aptitude tests and interest inventories for students to know their abilities, interests, career aptitudes and personalities
Offering information related to the pursuit of higher education to help students with the selection of schools for such education, etc.	Providing vocational training, career exploration education, and vocational education information
Providing individual counseling services for aspects such as life, studies and career planning	Assisting experimental education students with the transition and adaption to schools under the education system
Holding guidance and counseling activities and small group activities	Holding ability enhancement activities such as lectures, etc. for teachers, parents and students
Holding various activities for development in cooperation with social education institutes	Offering guidance and counseling on the studies, life and career for students of artistic talent programs, special education programs and gifted education programs
Promoting life education, gender education, etc.	Arranging case meetings and accepting consultations with parents who contact them, and taking part in parent-teacher-student consultations
Telephone counseling services for parents	Helping the Parents' Association in organizing parent education classes, study groups, etc.
Editing guidance and counseling information and collecting related data	Improving the guidance and counseling techniques of teachers for better teaching and learning results

Attachment 4. Reference for the Possible Services of the “Guidance and Counseling System for Experimental Education Students”

Table Attachment-2

Supporting self-exploration and self-understanding	Giving aptitude tests and interest inventories	Providing Information related to the pursuit of higher education
Providing vocational training, career exploration education, and vocational education information	Individual counseling services for aspects such as life, studies and career	Assisting experimental education students with the transition and adaption to schools under the education system
Holding guidance and counseling activities and small group activities	Holding ability enhancement activities such as lectures, etc.	Holding various activities for development in cooperation with social education institutes
Life education and gender education	Case meetings	Telephone counseling services for parents
Organizing parent education classes, study groups, etc.	Editing guidance and counseling information and collecting related data	Others

Attachment 3. Interview Consent Form (2)

Interview Consent Form

Hello,

We are the planners of “Guidance and Counseling System for Experimental Education Students” Report of Children and Youth. It is our hope to let the government know the experimental education students’ requirements for and thoughts on guidance and counseling by submitting this Report of Children and Youth.

Thank you for agreeing to accept our interview and share your story to help us present the experimental education students’ requirements for and thoughts on guidance and counseling more precisely. Before the interview, here are some things we would like to inform you of beforehand:

1. During the entire process, including the time before your sharing, during your sharing or during our data compilation and report preparation, please let us know when you have any doubts or concerns. You have the right to stop at any time.
2. After compiling the data you shared, we will confirm the content with you and only use the material upon your agreement. You may decide to use your real name or remain anonymous when we present the data you provided.
3. The information you shared will not be used for any purposes other than this Report of Children and Youth or be revealed to any other people without your permission.
4. After this Report of Children and Youth is completed, we will share it with you.

Again, thank you for agreeing to share your story and thoughts with us.

All the planners of “The Guidance and Counseling System for Experimental Education Students” Report of Children and Youth

Attachment 4. Interview Guide (2)

The “guidance and counseling” mentioned below refers to the services of our ideal model of the guidance and counseling system for experimental education students, including “psychological counseling,” “career planning,” “guidance on pursuing higher education” and “support for experimental education students’ transition and adaptation to school education,” etc.

Questions:

1. Would you be willing to share your learning experience with us?
2. During your participation in experimental education, have you ever thought that “I need guidance and counseling resources”?
3. When did you start to attend school?
4. During the process of your “transition from experimental education to school education,” have you ever thought that “I hope to receive help from guidance and counseling resources”? Why?
5. According to what you know, when current experimental education students need any guidance or counseling, what are the possible channels to get access to the services they require?
6. According to what you know, what services does the Counseling Room in school provide?
* Please refer to Attachment 2. Reference for the Services of Schools' Counseling Rooms
7. If a “guidance and counseling system for experimental education students” is going to be established, what services do you think this system can provide (e.g. career exploration, psychological counseling, advice on interpersonal relations, counseling for family problems, guidance on pursuing higher education, aptitude tests)? In what forms can the services be made available? (e.g. mailboxes, e-mail, hotlines, physical counseling centers)
8. Do you have any suggestions for our interview and our Report of Children and Youth?

Attachment 2. Reference for the Services of Schools' Counseling Rooms

Table Attachment-3

Supporting students to explore and learn more about themselves	Giving aptitude tests and interest inventories for students to know their abilities, interests, career aptitudes and personalities
Offering information related to the pursuit of higher education to help students with the selection of schools for such education, etc.	Providing vocational training, career exploration education, and vocational education information
Providing individual counseling services for aspects such as life, studies and career planning	Assisting experimental education students with the transition and adaption to schools under the education system
Holding guidance and counseling activities and small group activities	Holding ability enhancement activities such as lectures, etc. for teachers, parents and students
Holding various activities for development in cooperation with social education institutes	Offering guidance and counseling on the studies, life and career for students of artistic talent programs, special education programs and gifted education programs
Promoting life education, gender education, etc.	Arranging case meetings and accepting consultations with parents who contact them, and taking part in parent-teacher-student consultations
Telephone counseling services for parents	Helping the Parents' Association in organizing parent education classes, study groups, etc.
Editing guidance and counseling information and collecting related data	Improving the guidance and counseling techniques of teachers for better teaching and learning results

Attachment 3. Reference for the Possible Services of the “Guidance and Counseling System for Experimental Education Students”

Table Attachment-4

Supporting self-exploration and self-understanding	Giving aptitude tests and interest inventories	Providing Information related to the pursuit of higher education
Providing vocational training, career exploration education, and vocational education information	Individual counseling services for aspects such as life, studies and career	Assisting experimental education students with the transition and adaption to schools under the education system
Holding guidance and counseling activities and small group activities	Holding ability enhancement activities such as lectures, etc.	Holding various activities for development in cooperation with social education institutes
Life education and gender education	Case meetings	Telephone counseling services for parents
Organizing parent education classes, study groups, etc.	Editing guidance and counseling information and collecting related data	Others

Attachment 5. Description of the First Version of the Questionnaire

We are a group of students concerned about the rights of children and youth. With the intention of submitting a report of children and youth about the guidance and counseling resources for experimental education students to the “CRC International Review Meeting” in 2022, we hope to collect more and different children and youth’s thoughts and opinions through this questionnaire.

Description of the questionnaire:

I. Purposes of the data collection:

- (1) To understand the requirements for guidance and counseling resources that experimental education students have, and the assistance they hope the government can provide for them.
- (2) To understand whether experimental education students are in need of guidance and counseling services for career planning, psychological counseling and transition to school education.

II. Processing and use of the data:

- (1) The data provided by the participants of this questionnaire survey will be used for graph analyses. Such data, together with the research results, might be presented in the reports of children and youth in the Second National Report.

III. Data collected by: Wu, Yun Chin, Kuan Ai, Lee Wanling, Chu Yukang

- * This questionnaire is intended to be completed by students at senior high school level or below.
- * The survey participants may claim their own rights based on the relevant laws: Personal Data Protection Act and Copyright Act.
- * Definition of “schools under the education system” in this questionnaire: Public or private elementary, junior high and senior high schools under the education system.
- * Definition of “experimental education” in this questionnaire: non-school-based experimental education, school-based experimental education, and public experimental education schools managed by the private sector.

Attachment 6. Description of the Second Version of the Questionnaire

Hello,

We are a group of students concerned about the rights of children and youth. With the intention of submitting a report of children and youth about the “guidance and counseling system for experimental education students” to the “CRC International Review Meeting” in 2022, we hope to collect more and different children and youth’s thoughts and opinions through this questionnaire. Therefore, we would like to invite you to share your experiences, thoughts and opinions regarding the use of counseling resources/services, and join us in working hard for the rights of experimental education students and all the children and youth.

I. Purposes of the data collection:

- (1) To understand the requirements for guidance and counseling resources/services that experimental education students have, and the assistance they hope the government can provide.
- (2) To know more about the guidance and counseling resources/services experimental education students are using or have used, and the relevant channels.

II. Processing and use of the data:

- (1) The data provided by the participants of this questionnaire survey will be used for graph analyses. Such data, together with the research results, might be presented in the reports of children and youth in the Second National Report.

III. Data collected by: All the planners of “The Guidance and Counseling System for Experimental Education Students” Report of Children and Youth

- * The questionnaire is intended to be completed by “students at senior high school level or below (1st - 12th grade).”
- * The survey participants may claim their own rights based on the relevant laws: Personal Data Protection Act and Copyright Act.
- * Definition of “schools under the education system” in this questionnaire: “Public or private elementary and junior high schools under the education system” and “senior and vocational high schools, and five-year junior colleges.”
- * Definition of “experimental education” in this questionnaire: “non-school-based experimental education,” “school-based experimental education,” and “public experimental education schools managed by the private sector.”