



Times Higher Education
Impact Rankings

SDG

10

Reduced Inequalities



SDG 10.2.1 Proportion of first-generation students

Number of students starting a degree

Number of students starting an FTE bachelor's degree in 2022: 1,190; Master's degree: 693; Doctoral degree: 80. The total number of students at NCUE is shown as follows in Figure 1.



Figure 1. Statistics on the total number of students at NCUE

Number of first-generation students starting a degree

1. Number of first-generation students starting a degree:

Among the new students enrolled in the day-time courses in 2022, 798 were first-generation students starting a degree, accounting for 40.65% of the 1,963 students in total. The statistics of first-generation students starting a degree at NCUE is shown as follows in Figure 2.



Figure 2. Statistics on the total number of first-generation students starting a degree at NCUE

2. Improving the education guidance mechanism for students who are the first to attend university in three generations:

To achieve the goal of equal opportunity in education, and to alleviate the unequal treatment faced by students due to disadvantaged economic or cultural backgrounds, the Higher Education Sprout Project of NCUE provides students “who are the first to attend university in three generations of their families” the opportunity to apply for various kinds of guidance with respect to their studies, lives, psychology, and careers. In 2022, the number of students who received the assistance came to 1,740 and among them, 905 individuals met the criteria of “coming from a family with three-generations without college attendance” status. The relevant assistance strategies are as follows:

- (1) Learning guidance to identify the best students and assist the competent ones: Guided by the needs of students, teachers are responsible for leading and designing customized and comprehensive guidance plans for students. Students who wish to continue their studies are provided with information on the “The Soaring Eagles Bachelor’s and Master’s combined degrees”; To expand the knowledge and functional learning of students, NCUE has designed diversified learning projects for empowerment that train students using empowerment seminars and workshops such as interdisciplinary programs.
- (2) Life guidance for studying with ease: Students experiencing short-term hardships and economic difficulties are supported by measures such as tuition and miscellaneous fee reductions, as well as accommodation programs. They can also obtain resources such as emergency assistance, campus meal vouchers, scholarships, and grants after going through the guidance process. Figures 3 and 4 illustrate the status of the Soaring Eagles Awards and Freshman Scholarship Orientation Conference.



Figure 3. Soaring Eagles Awards Conference



Figure 4. Freshman Scholarship Orientation Conference

- (3) Accompanying and supporting students with psychological counseling: Students in need of psychological counseling can receive individual and group counseling services, as well as participate in diversified mental health promotion activities (including seminars and workshops). The cases of students who need psychological counseling are recorded and

tracked, so as to provide them with comprehensive psychological support and assistance, deepening the strategy of “precise counseling” and enhancing students’ resilience.

- (4) Career counseling that facilitates employment: Since 2022, NCUE has organized career development workshops and seminars to provide students in need of career orientation guidance with the relevant guidance resources. For those who need career counseling, we designed individual counseling, which helps them to quickly and precisely master job-seeking skills for the future with one-on-one professional counseling.
- (5) Student emergency aid: To support students from economically-disadvantaged families and those who face emergencies (including students who are the first to attend university in three generations of their families) through hardship, NCUE provides emergency relief funds of approximately NT\$100,000. Website: <https://alumni.ncue.edu.tw/p/405-1017-4685,c1366.php>.

SDG 10.3.1 Proportion of international students from developing countries

Number of student

Figure 1 shows the statistics of students enrolled in FTE program at NCUE. The total number of FTE students in 2022 was 7,162, including 4,988 Bachelor's students, 1,686 Master's students, and 488 Doctoral students.

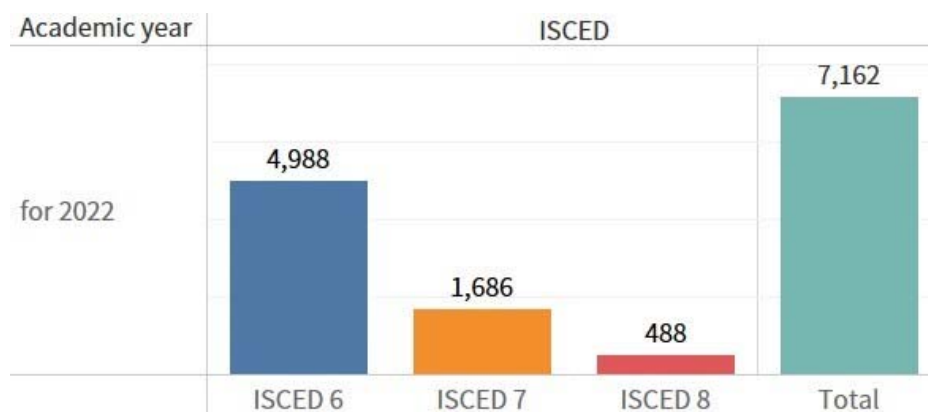


Figure 1. Statistics on the total number of students enrolled in FTE program at NCUE#

Number of international students from developing countries

1. Number of international students from developing countries:

In 2022, there were a total of 352 students from developing countries at NCUE (including those from Hong Kong and Macau), accounting for 4.91% of the total student population. The distribution of students among different academic programs is as shown in Table 1, with a higher proportion in the bachelor's degree programs. Table 2 provides an analysis of the source countries of international students at NCUE, with students coming from countries such as Malaysia, Vietnam, India and so forth.

Table1: Percentage of Grade I international students from developing countries/regions at NCUE in 2022

Program	Students from developing countries	Number of students	Percentage
Bachelor's program	258 (TEEP 11 included)	4,988	5.62%
Master's program	59 (TEEP 5 included)	1,686	3.50%
Doctoral program	35 (TEEP 5 included)	488	7.17 %
Total	352 (TEEP included)	7,162	4.91%

Note: TEEP (Taiwan Experience Education Program) is a program launched by the Ministry of Education.

Table2: Statistics on the number of Grade I international students from developing countries/regions in NCUE in 2022(TEEP included):

Country	Year 2022
Malaysia	140
China (excluding Hong Kong and Macao)	21 (Hong Kong and Macao included: 115)
Vietnam	21
India	21
Indonesia	23
Mongolia	2
South Africa	2
Philippines	1
Pakistan	1
Iran	1
Eswatini	2
Nepal	1
Thailand	1
Total	237 (Hong Kong and Macao included: 352) (TEEP included)

Record date set by MOE: Oct. 15, 2022.

2. Assistance measures offered by NCUE for students from developing countries:

Table 3 presents the items of economic assistance NCUE offers to students from developing countries in 2022. NCUE provides financial support to students from developing countries in various ways, such as government, school, and non-governmental scholarships, epidemic prevention subsidies, and opportunities to participate in research projects and work-study in schools, as well as reduction of tuition, miscellaneous fees, and accommodation fee, so that students can be reassured to study in Taiwan. On the other hand, in response to the global COVID-19 pandemic, NCUE has organized or participated in various forms of events, both in-person and online, to maintain and enhance exchanges with our sister universities in developing countries.

Table 3: Use of NCUE funds for financial aid projects supporting students from developing countries in 2022 (TEEP included)

Item	Service	Number of students served and the amount
Tuition and miscellaneous fee	Those who receive the aid can have their tuition and miscellaneous fees	23 students, NT\$380,158

reduction for overseas Chinese students	reduced by 1/3 in the fall and spring semesters	
Key Points of NCUE's Implementation of Rewards for Foreign Students	Those who receive the rewards can be exempted from tuition, miscellaneous, and accommodation fees for one academic year	35 students, NT\$1,701,530
Installment arrangements for tuition and miscellaneous fees	Economically-disadvantaged overseas Chinese students and foreign students with proof can pay in three installments at most	22 students, NT\$908,754
Scholarships for outstanding students	Including the Scholarship for Distinct Academic Performance, Scholarship for Outstanding Talent, and Scholarship for Service and Dedication	8 students, NT\$50,000
Work-study student subsidies	The served students include students with disabilities, indigenous students, students eligible for the aid plan for disadvantaged students in colleges and universities (students from low-income households as well as low-to medium-income households, families in hardship, and children of persons with disabilities), students whose families are facing financial difficulties due to unexpected events, as well as economically-disadvantaged overseas Chinese students and foreign students	26 students receive work-study student subsidies totaling NT\$1,457,700 (excluding 23 students from Hong Kong and Macao, NT\$1,389,021)
Graduate scholarships	Awarded to those with outstanding performance in academic research	Work-study subsidies: 18 people, NT\$656,671 (13 people, excluding students from Hong Kong and Macao, NT\$484,254)
Taiwan Experience Education Program (TEEP@AsiaPlus)	It is an MoE-funded short-term professional and research internship program offered to students, from South and Southeast Asia. The scholarship, including	21 students, NT\$870,000

	accommodation, airfare, living expenses, insurance, etc., is granted for a period of 6 months	
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For the details of other forms of aid provided by agencies of the central government and civil organizations, please refer to Annex 10.3.1A, Financial Assistance for Students from Developing Countries.

3. Exchange activities between NCUE and institutions in developing countries:

In recent years, NCUE has been responding to the government's New Southbound Policy initiative, aiming to enhance relationships with countries in the ASEAN region, South Asia, and other nations. This involves deepening bilateral academic and talent exchanges, fostering mutual resource complementarity and sharing, and working collaboratively to promote regional prosperity and stability. Therefore, despite the severe COVID-19 situation in Taiwan in 2022, NCUE continued to actively seek cooperation with New Southbound countries through both online and in-person approaches. This collaboration includes activities such as enrollment initiatives, student exchanges, joint research endeavors, and summer camps. At the same time, NCUE organized various events on campus to promote cultural exchanges between the two sides, ensuring that disadvantaged international students receive care and support from the university. Examples are listed as shown below.

(1) Academic and learning exchange activities: NCUE has more than 230 partner universities around the world, among which 34 are located in underdeveloped and developing countries. Despite the COVID-19 pandemic, NCUE continued to communicate with its overseas partners online and offline through different plans such as teacher training, internships, program establishment, lectures, and academic conferences. Those events enhanced the international participation of teachers and students, and supported our partners with NCUE's expertises and experiences in academic research and teaching. We conducted such activities with partner universities in countries such as India, Indonesia, and Vietnam. The academic and learning exchange activities between NCUE and collaborating schools in developing countries are listed in Table 4, and snippets of these activities are shown in Figures 2-5.

Table 4. List of academic and learning exchange activities between NCUE and collaborating schools in developing countries in 2022

Date	Topic	Number of student
2022/01/03	Engaging in online discussions with INTI University in Malaysia to explore opportunities for academic cooperation, faculty exchanges, and student enrollment	4
2022/01/08	Engaging in online discussions with representatives from schools in Jakarta on student enrollment	15

2022/01/13	Engaging in online discussions with representatives from schools in Semarang on student enrollment	5
2022/02/08	Engaging in online discussions with Presidency University in India on academic cooperation	6
2022/02/08	Engaged in discussion with Swami Vivekanand Subharti University in India on academic cooperation	7
2022/02/23	Engaged in online discussion with representatives from Indonesian schools, as well as students and parents on student enrollment	12
2022/03/28	Engaged in discussion with Sepuluh Nopember Institute of Technology on potential cooperation	4
2022/03/29	Engaged in discussion with University of Indonesia on potential cooperation	4
2022/03/31	Engaged in discussion with Binus University in Indonesia on academic cooperation	5
2022/04/20	Conducted a “Let’s Study Abroad” orientation session with faculty and students from Sepuluh Nopember Institute of Technology	3
2022/05/27	Engaged in discussion with Sepuluh Nopember Institute of Technology on dual-degree programs, student exchanges and collaborative research projects	9
2022/05/27	Engaged in online discussion with School of Interdisciplinary Management and Technology, Sepuluh Nopember Institute of Technology on potential collaborative programs	13
2022/08/11	Engaged in discussion with University of Jambi on student exchange agreement	9
2022/08/08-09	Organized two online summer camps, with participants primarily coming from Southeast Asia	14
2022/10/01-25	The Department of Guidance and Counseling organized the “Reflection on the Socio-cultural Phenomena about WEIRD Psychology” Conference (online and in-person), featuring the participation of several scholars from Southeast Asia	50 (Approx.)
2022/10/05	Engaged in discussion with the Theresiana Vocational School in Indonesian on student enrollment	8
2022/11/27	Held an student enrollment information session for the Theresiana Vocational School in Indonesian	10
2022/12/06	Engaged in discussion with Chinese language instructors from Thuongmai University to explore	5

	opportunities for student exchange and summer camp cooperation	
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Figure 2. On May 27th, 2022, the International Office and the College of Science, held discussions with Sepuluh Nopember Institute of Technology, regarding a dual-degree program, student exchange opportunities, and collaborative research projects



Figure 3. From October 1 to 2, 2022, the Department of Guidance and Counseling organized an hybrid (virtual and physical) international conference titled "Reflection on the Sociocultural Phenomenon of WEIRD Psychology" and invited several scholars from Southeast Asia to participate



Figure 4. On November 25, 2022, the International Office hosted an Indonesian cultural sharing event titled "Indonesian Culture in Daily Life"



Figure 5. On December 6, 2022, the International Office had a meeting with a Chinese language teacher from Hanoi University of Business and Technology in Vietnam, to discuss student exchange programs and summer camp collaborations

(2) A series of multicultural activities:

NCUE regularly organizes a series of multicultural activities for students every year, as shown in Table 5. These include the Lecture Series on Global Education and cultural experience workshops, inviting foreign institutions in Taiwan, professionals, or foreigners to the campus to share their ideas on different cultural themes or to conduct practical activities to enable students to gain a better understanding of multiculturalism. NCUE associated with the organization of overseas Chinese and foreign students to hold series of cultural lectures, workshops, exhibitions, stage shows, and school fairs, such as International Week, OCSA Week, and spring festival celebration events (as shown in Figure 6), which facilitate the cultural exchanges between foreign and local students. The Cultural Experience Tours are conducted multiple times a year to show overseas students Taiwan's cultural attractions and lead them to delve more deeply into the communities to learn about their customs, as shown in Figure 7. In the activities of the "Chinese Culture International Summer Camp," NCUE invited overseas students to participate in a series of courses involving the Chinese language, local culture, and crafts, and leading them to visit neighboring towns to gain first-hand experience about Taiwanese culture.

Table 5. List of multicultural exchange activities held on campus at NCUE in 2022

Date	Topic	Number of participants (Approx.)
2022/01/15	International student educational visit	80
2022/03/04	Spring festival event - Petite lunar new year gathering	120
2022/03/28-31	OCSA poster exhibition, general education lecture, and theatrical performance "Rebirth"	285

2022/05/25-27	Gifting of rice dumplings on Dragon Boat Festival to care for international students	145
2022/06/11	OCSA graduation gala theatrical performance “Small Moments, Great Memories”	100
2022/06/18	OCSA “Farewell to the Senior” Event	100
2022/09/16	Mid-autumn party & orientation banquet for international students	150
2022/09/17-18	New Student Orientation	150
2022/10/27	Lecture Series on Global Education -Chinese Culinary Culture in Southeast Asia	60
2022/10/29	Campus Fair - food and cultural booths by international students	25
2022/11/25	Indonesian culture sharing event	60
2022/11/03	International student educational visit	120
2022/12/20-22	Gifting of sweet rice balls on Winter Solstice to care for international students	124
2022/12/30	Christmas banquet	100



Figure 6. Spring festival parties were held for overseas students to share the lively vibe of the festival



Figure 7. Every year, NCUE holds educational and cultural visits for overseas students, leading them to delve more deeply into local communities to learn about their customs

Please refer to Annex 10.3.1B, Communication Activities with Developing Countries.

SDG 10.4.1 Proportion of students with disabilities

Number of students

Figure 1 shows the statistics of students enrolled in FTE program at NCUE. The total number of FTE students in 2022 was 7,162, including 4,988 Bachelor's students, 1,686 Master's students, and 488 Doctoral students.

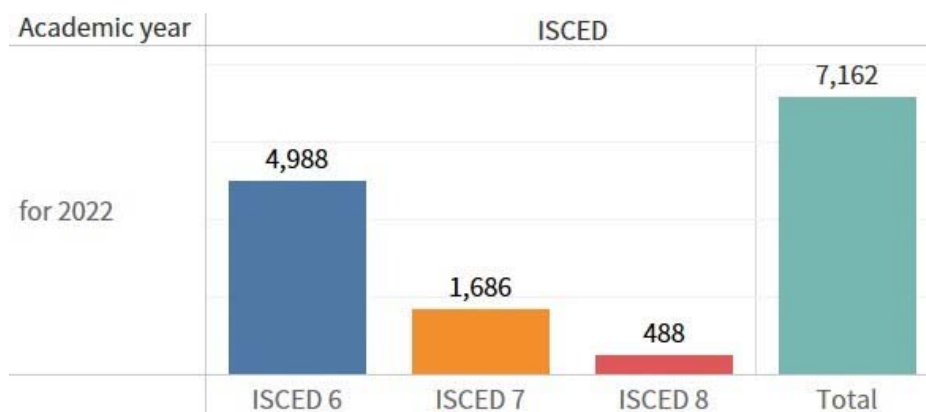


Figure 1. Statistics on the total number of students enrolled in FTE program at NCUE

Number of students with disability

There were 116 students with disabilities in 2022, and the proportion of students with disabilities was $116/7,162 = 1.62\%$. The statistics for students with disabilities in various academic programs are as presented in Table 1.

Table 1: Statistics of the number of students with disabilities at NCUE

Educational system	Extremely severe	Severe	Moderate	Mild	None	Total
Doctoral programme	1	0	1	1	0	3
Master's programme	0	1	9	15	3	28
Bachelor's programme	3	12	14	43	13	85
Total	4	13	24	59	16	116
None: no grade or other category was filled in by the student (determined by the Committee Responsible for the Identification and Placement of Gifted and Disabled Students).						

NCUE provides students with disabilities with a fair chance of admission by applying to study in NCUE through multiple approaches. After they are admitted, they are also provided with comprehensive care on enrollment and studies (including coursework guidance, support in daily life, and transition guidance). By establishing an accessible environment on our campus and ensuring

their dormitory accommodation, the individual's potential can be fully developed. Furthermore, the Ministry of Education has subsidized more than 2.36 million for NCUE to support students with disabilities with verification reports to adapt to university life. The details are as follows:

1. Providing students with disabilities with multiple admission channels:

- (1) We are one of a few national universities to proactively pave the way for students with disabilities to enter into higher education: NCUE proactively paved the way for students with disabilities to enter into higher education by joining the National Joint University and College Admission System for Students with Disabilities. We admitted 14 students in this way in 2022. Since 2015, NCUE admits students with disabilities individually through a special system, and admitted 8 students in this way in 2022. The system helps students with disabilities to enter a national university and pursue their dreams by majoring in their preferred disciplines.
- (2) To encourage departments to provide extra places for disadvantaged students, NCUE's *Measures of Establishing the Recruitment Strategy Committee and the Implementation* stipulates that each department can receive an additional operating fund calculated according to the number of extra places (including those designated for overseas students, students with disabilities, and indigenous students) provided, amounting to NT\$5,000 multiplied by the actual number of students enrolled.

2. Supporting students with disabilities in their enrollment and studies:

- (1) The Resource Classroom provides comprehensive enrollment and study services for students with disabilities: Various guidance and services that help students with disabilities adapt to university life are funded by the subsidies provided by the Ministry of Education, for which NCUE applies based on the Work Plan of Recruiting and Guiding University and College Students with Disabilities. The Ministry of Education subsidized more than NT\$2,600,000 in 2022 to provide students with disabilities with appropriate services in counseling and assessment, and help them finish their studies successfully, with better adaptation to emotional issues, academic matters, society, and employment. We specifically arrange for these students to receive counseling during their studies, which includes general counseling, life counseling, and academic counseling. The onsite services available at NCUE's resource room are detailed in Table 2, with the number of individuals receiving various services illustrated in Table 3 (Please see <https://ncue7232105.wixsite.com/ncue/blank-4>).

Table 2. Statistics for onsite services available at the resource room

Statistics of various services provided in the Resource Classroom	Students served (person-times)
Data query	94
Use of assistive equipment	35
Printing coursework	379

Self-study	221
Exam service	20
Data transfer	13
Academic counseling	182
Life counseling	148
Transition counseling	25
Psychological counseling	6
Other	2

Table 3. Statistics for services available at the resource room

Types of services provided by the Resource Classroom	Students served (person-times)
Coursework tutoring	46
Exam service	32
Study companion service	802
Assistive equipment lending	40
Learning materials conversion	26

(2) Academic support services: The Resource Classroom provides individual remedial teaching on difficult courses, exam services (explaining highlighted points, reviews of specific questions, etc.), learning material conversion, and learning equipment loans, while student helpers and volunteers are on site to help students with learning (adding/dropping courses, recording, explaining highlighted points, copying notes, etc.), and students can receive help with special education grant applications.

(a) Individual remedial teaching (difficult courses):

The Resource Classroom arranges for students with disabilities to be individually taught by tutors on courses that are deemed difficult by them, such as psychological and educational tests, English, and statistics, helping them to catch up on coursework.

(b) Examination services (explaining highlighted points, reviews of specific questions, etc.):

According to the types and degrees of disabilities of different students with disabilities, the Resource Classroom has designed a “Special examination service table” to provide appropriate help according to the needs of course teachers and students.

(c) Learning assistance by work-study student and volunteers (adding/dropping courses, recording, explaining highlighted points, copying notes, etc.):

Work-study students and volunteers are arranged by the Resource Classroom to take shifts

to help students add/drop courses, with recording, copying notes, and explaining highlighted points. Designated student helpers are also arranged to help students with disabilities search for information.

(d) Learning material conversion:

Students receive help converting their textbooks into Braille or enlarged fonts, or convert written data to electronic files.

(e) Students can apply to use assistive equipment.

(f) Application for special education scholarships and grants (handled by the Office of Student Affairs) and application for external scholarships and grants.

(3) Life support services: Regular Orientation and Mobility (O&M) training are held to help students with disabilities familiarize themselves with the on-campus environment. Regular extracurricular activities, get-togethers, and teacher–student forums are held to allow students with special needs to get to know, understand, and support each other, while counseling teachers can exchange opinions with students and provide timely assistance. If the students face difficulties due to personal issues, they will be referred to the counseling center for psychological counseling (individual counseling and growth groups). NCUE offers various learning support services for students with disabilities, as indicated in Table 4, and conducts various activities as shown in Table 5.

(a) Orientation and Mobility training:

The Taiwan Foundation for the Blind is usually invited to conduct O&M training to help blind students familiarize themselves with the campus environment as quickly as possible.

(b) Extracurricular activities and get-togethers:

To allow students with special needs to get to know, understand, and support each other, the Resource Classroom hosts dinner parties, external visits, and experience sharing by alumni on civil service examinations or on teacher selection exams at the beginning and the end of each semester.

(c) Student forums:

To promote the learning effectiveness of students in classes and to understand their progress, the Resource Classroom regularly holds forums for counseling teachers and students that allow counseling teachers to exchange opinions with students and provide timely assistance.

(d) Psychological counseling (individual counseling and growth groups):

If students with disabilities face difficulties due to personal issues, the Resource Classroom will refer them to NCUE's Psychological Counseling and Guidance Centre so that they can

participate in individual counseling and growth groups.

(e)Arrangement of on-campus accommodation and transportation.

(f)Improving the accessible environment.

Table 4: Students (person-times) served by different types of services in 2022

Type of supporting services	Students served (person-times)
Help with learning	1,056
Life assistance	950
Career and transition services	232
Consulting and sonseling	243

Table 5. Statistics of supportive activities provided by the Resource Classroom to students with disabilities in 2022

Name of support service	Number of participants
2nd semester of 2021 - Social skills counseling activity	4
2nd semester of 2021 - My teacher, therefore I am - Leveraging resources and building up strength to win in the game of life	11
2nd semester of 2021 - General education lecture - SE-RNA (Special Education RNA) Transforming lives - The journey from a special education student to a special education teacher	52
2nd semester of 2021 - Homecoming of alumni with disabilities to share their experience	11
2nd semester of 2021 - Special education promotion	600
2nd semester of 2021 - Off-campus visits and experiential activity	12
2nd semester of 2021 - Symposium on sharing of the pros and cons of entrepreneurship for the new generation	9
2nd semester of 2021 - Student forum at Baoshan Campus	16
2nd semester of 2021 - Student forum at Jinde Campus	20
1st semester of 2022 - Student forum at Jinde Campus	35
1st semester of 2022 - Pre-employment seminar - Essential guide to prepare you for future workplace	6
1st semester of 2022 - General education lecture - Long-term	39

care and how far we are from it	
1st semester of 2022 - Seminar on workplace strategies	8
1st semester of 2022 - Succulent planting experience workshop	7
1st semester of 2022 - Entrepreneurship experience sharing seminar by young farmers with disability	6
1st semester of 2022 - End-of-term luncheon and transition meeting	17
1st semester of 2022 - Off-campus visits and experiential activity	18
1st semester of 2022 - Comprehensive lecture series on civil service examination	15
1st semester of 2022 - New student parent meeting	21
1st semester of 2022 - Student forum at Baoshan Campus	23

(4)Support services concerning transition counseling: NCUE provides student transition communication services, as well as graduate transition communication and tracking services.

(a)Student transition notification services.

(b)Graduate transition notification and tracking services.

3. A campus environment with accessible facilities for students with disabilities:

NCUE places considerable emphasis on building a campus environment with accessible facilities. The buildings and campus facilities are inspected and improved in accordance with accessibility regulations, while millions of NTD are spent annually to improve the accessible facilities. The total amount spent on the improvement of accessible facilities has reached NT\$99,540,000, providing consummate accessible facilities on campus. There are 23 major buildings on the campus, each of which is equipped with accessible elevators and accessible toilets, with a 100% installation rate. The status of relevant facilities are as shown in Table 6. All accessible ramps, guide facilities, and accessible stairway hand railings in the buildings are set according to accessibility regulations. The status of accessible facilities is shown in Figures 2-5. The accessibility facilities at both the Jinde and Baoshan campuses of NCUE are shown as in Figures 6-7, reflecting our effort in providing a barrier-free campus environment for students with disabilities.

Table 6. Accessible facilities available on campus

Accessible Facility	Quantity	Installation Rate
Accessible elevator	23	100%
Accessible toilet	61	100%

Renovated accessible ramp	19	100%
Accessible stairway hand railings	36	100%
Guide facility	26	100%



Figure 2. Accessible stair handrail



Figure 3. Accessible ramp



Figure 4. Accessible elevator



Figure 5. Accessible toilet



Figure 6. Map of the accessible facilities on NCUE's Jinde campus



Figure 7. Map of the accessible facilities on NCUE's Baoshan campus

4. Priority accommodation for students with disabilities:

There are seven dormitories on campus, and the allocation of rooms for students with disabilities at each dormitory is detailed in Table 7, with a maximum capacity of 3,300 students. Every year, NCUE guarantees that freshmen, students with disabilities, overseas Chinese and foreign students, government-funded students, students from outlying islands, students with outstanding athletic performance, disadvantaged indigenous students, and students from low- to middle-income families are given priority in the allocation of accommodation; students from low-income

families can live in the dormitory for free. The accommodation for the remaining students is allocated by lottery, and the accommodation rate is as high as 95%. Students with disabilities are entitled to discounts on tuition and miscellaneous fees, while their dormitory accommodation is guaranteed. They may be allocated to accessible dormitories according to their physical and mental conditions. The spatial environment inside the dormitory rooms and bathroom facilities are illustrated in Figures 8-9.

Table 7. Statistics on accommodation for students with disabilities in 2022

Dormitory	Number of rooms	Number of rooms allocated to students with disabilities
3rd dormitory	77	3
5th dormitory	90	4
6th dormitory	63	1
7th dormitory	140	3
8th dormitory	179	6
9th dormitory	151	6
10th dormitory	187	8



Figure 8. Accessible facilities in dormitories



Figure 9. Accessible facilities in dormitory toilets

5. Operating funds prepared for counseling for students with disabilities:

According to the *Fundamentals for Subsidizing Universities and Colleges on Recruiting and Counselling Students with Disabilities* issued by the Ministry of Education (<https://edu.law.moe.gov.tw/LawContent.aspx?id=FL026216>), NCUE applies for an annual subsidy from the Ministry of Education provided by the *Work Plan of Recruiting and Guiding University and College Students with Disabilities*, so as to provide various forms of counseling and services to students with disabilities. In 2022, the Ministry of Education subsidized more than NT\$2,360,000 to help students with disabilities verification reports adapt to university life, expand their networks, and increase their ability to study various courses so that they can finish

their studies successfully. The funds are also used to provide support services that enhance their adaptation to emotional issues, academic matters, society, and employment.

SDG 10.5.1 Proportion of employees with disabilities

Number of employees

There were 827 active employees in 2022, and the statistics of different personnel categories are shown in Figure 1.

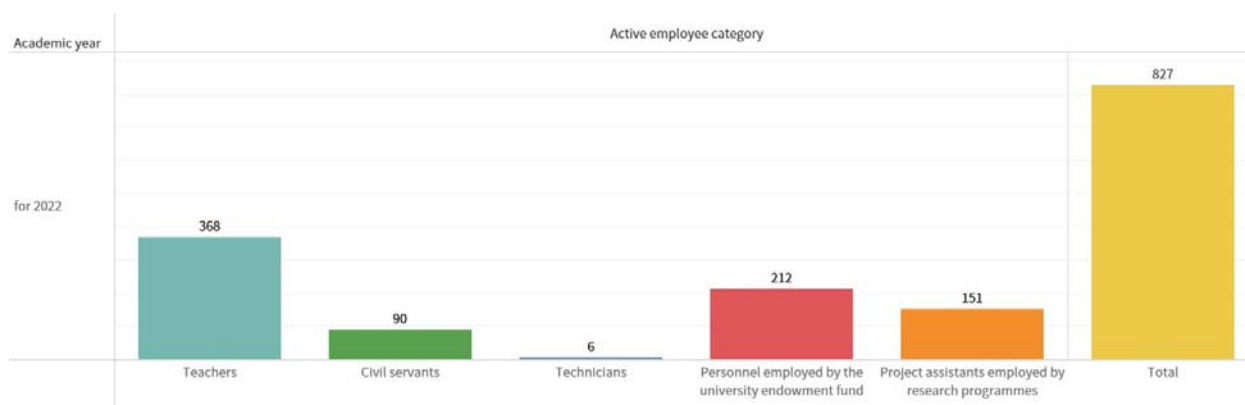


Figure 1. Statistics of employees at NCUE

Number of employees with disability

The number of employees with disabilities was 39 in 2022, and the proportion of employees with disabilities was $39/827 = 4.72\%$. The employment statistics for different personnel are shown in Table 1. NCUE is committed to providing care for individuals with disabilities, and our employment ratio for such individuals exceeds the legal requirement of 3% set forth in Article 38 of the People with Disabilities Rights Protection Act, reaching 4.72%. The statistical breakdown of employment ratios for various personnel categories is illustrated in Figure 2.

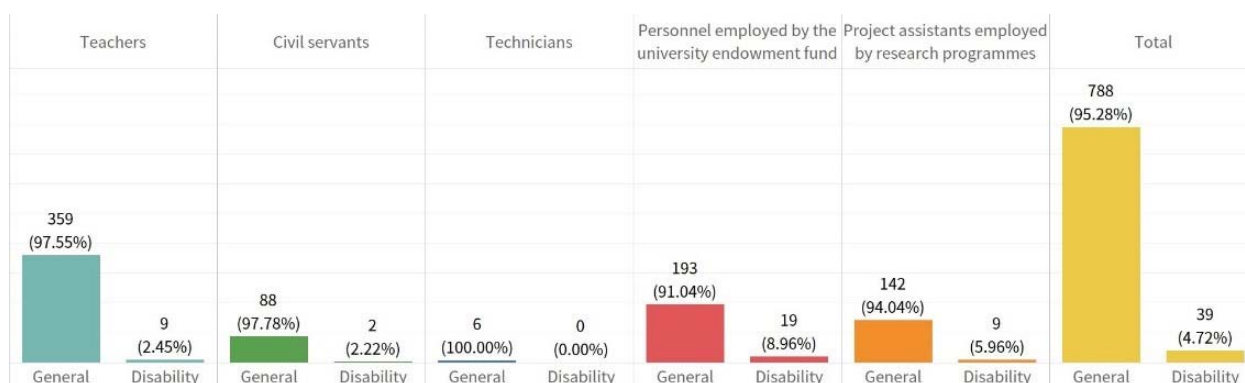


Figure 2. Ratio chart of NCUE's employees with disabilities

Table 1. Statistics of the number of employees with disabilities at NCUE

Active employee category	Mild to moderate disability	Severe disability	Number of people
Teachers	3	6	368
Civil servants	0	2	90

Technicians	0	0	6
Personnel employed by the university endowment fund	15	4	212
Project assistants employed by research programmes	1	8	151
Total	19	20	827

Having enacted the National Changhua University of Education Commitment of Sustainability, the university spares no effort to take care of employees with disabilities. To ensure inclusion and equity, NCUE abides by the rules stipulated by the *Employment Service Act*, *Gender Equity Education Act*, and *People with Disabilities Rights Protection Act*, so that no forms of discrimination or inequality due to race, belief, disability, and gender are allowed under the rules and regulations of the university, and ensures equal pay for faculty members. The number of employees with disabilities in NCUE conforms with the *People with Disabilities Rights Protection Act*. We continuously provide help in optimizing the work environment and prioritize accommodating employees with disabilities so that they can have a safe and secure work environment.

1. Protecting the rights of people with disabilities in the workplace:

According to Article 38 of the *People with Disabilities Rights Protection Act*, any agency and school whose total number of employees is no less than 34 shall employ people with disabilities capable of working, and the number of employees with disabilities shall be no less than 3% of the total number of employees. The total number of employees of NCUE in 2022 was 827, among which 39 are persons with disabilities. The number of employees with disabilities accounts for 4.72% of the total number of employees, which is higher than the standard set by the abovementioned rule.

2. Optimizing the work environment for employees with disabilities:

On behalf of hearing-impaired faculty members, NCUE applied to the Changhua County Government to implemented the Job Accommodation for People with Disabilities plan. After receiving a total of NT\$126,288, hearing-impaired faculty members can now enjoy transcription services (180 hours in total, with NT\$500/hour compensation subsidized, totaling NT\$90,000) and assistance from helpers in the workplace (216 hours in total, with 168 NT\$/hour compensation subsidized, totaling NT\$36,288).

3. A campus environment with accessible facilities for employees with disabilities:

NCUE places considerable emphasis on building a campus environment with accessible facilities. The buildings and campus facilities are inspected and improved in accordance with accessibility regulations, while millions of NTD are spent annually to improve the accessible facilities. The total amount spent on the improvement of accessible facilities has reached NT\$99,540,000,

providing consummate accessible facilities on campus. There are 23 major buildings on the campus, each of which is equipped with accessible elevators and accessible toilets, with a 100% installation rate. The status of relevant facilities are as shown in Table 2. All accessible ramps, guide facilities, and accessible stairway hand railings in the buildings are set according to accessibility regulations. The status of accessible facilities is shown in Figures 3-6. The accessibility facilities at both the Jinde and Baoshan campuses of NCUE are shown as in Figures 7-8, reflecting our effort in providing a barrier-free campus environment for students with disabilities.

Table 2. Accessible facilities available on campus

Accessible Facility	Quantity	Installation Rate
Accessible elevator	23	100%
Accessible toilet	61	100%
Renovated accessible ramp	19	100%
Accessible stairway hand railings	36	100%
Guide facility	26	100%



Figure 3. Accessible stair handrail



Figure 4. Accessible ramp



Figure 5. Accessible elevator



Figure 6. Accessible toilet



Figure 7. Map of the accessible facilities on NCUE's Jinde campus



Figure 8. Map of the accessible facilities on NCUE's Baoshan campus

4. Employees with disabilities are given the first priority for accommodation:

Under the suitable accommodation policy of NCUE, faculty members and staff can enjoy the right to use suites for people with disabilities in the university dormitory. On the first floors of the Zhong and Xiao Buildings of the university's dormitories (single room), suites with a bedroom and toilet with accessible bathroom facilities are available for qualified faculty members and staff to use. The prices are reasonable and discounted, with costs being approximately 20-30% of the prevailing rates in the local rental market, and this helps to alleviate the financial burden on employees with disabilities.

SDG 10.6.1 Non-discriminatory admissions policy

The admission policy of NCUE is not discriminatory, and all admission matters are handled in accordance with the principles of fairness, justice, and openness. We also have various admission policies for disadvantaged groups. In accordance with Article 24 of the ‘University Act’ and Article 19 of its implementation rules and the ‘Key Points on the Review and Approval Procedures of the University Admission Rules’, NCUE has formulated the “Regulations on Transfer and Admission to Doctoral, Master’s, and Bachelor’s Programmes”, “Admission Regulations for New Immigrant Students” and “Admission Regulations for Indigenous Peoples’ Special Classes”. The admission guides have no restrictions on gender or students with disabilities, and no discriminatory conditions.

NCUE’s “**Admission Regulations for New Immigrant Students**” were approved by the Ministry of Education on January 29, 2021 per letter Tai-Jiao-Gao-(IV) No.1100009988; and our “**Admission Regulations for Indigenous Peoples’ Special Classes**” were approved on March 2, 2023, per letter Tai-Jiao-Gao-(IV) No. 1120016639. With these regulations, NCUE implements separate admission examinations each year for new immigrant and indigenous students. These examinations are held independently from the general student admissions process, ensuring that new immigrant and indigenous students have a fair opportunity to compete for admission.

Annex:

Please refer to Annex 10.6.1A - Key Points on the Review and Approval Procedures of the University Admission Rules

Please refer to Annex 10.6.1B - The university’s Regulations on Transfer and Admission to Doctoral, Master’s, and Bachelor’s Programmes

Please refer to Annex 10.6.1C - NCUE’s Admission Regulations for New Immigrant Students

Please refer to Annex 10.6.1D - NCUE’s Admission Regulations for Indigenous People’s Special Classes

SDG 10.6.2 Access to university track underrepresented groups applications

The core of higher education lies in promoting social mobility and redistributing resources through education. NCUE is committed to enhancing financial aid measures to assist disadvantaged groups, economically or culturally disadvantaged students, and students with special needs. We provide diverse pathways for admission to help them enroll successfully, thereby achieving the public nature of higher education. In 2022, we applied to offer an Indigenous Peoples' Special Class to admit Indigenous students, ensuring a specific proportion of opportunities for admission.

1. Statistics of NCUE's disadvantaged students in 2022:

To compensate for the underrepresentation of students due to their backgrounds, NCUE motivated recruit disadvantaged students, including those with disabilities, indigenous students, as well as economically or culturally disadvantaged students. The statistics on these students in 2022 are as Table1.

Table1: Statistics on NCUE's disadvantaged students, 2022

Category	Bachelor's program	Master's program	Doctoral program
Disabilities	85	28	3
Indigenous	110	18	2
Low-income households	64	11	0
Low- to middle-income households	83	13	1
Grants for disadvantaged students (levels 1-5)	178	55	0
Children of military and civil servants	8	2	1
Children of families in hardship	22	4	0
New immigrants	257	29	1
Total	807	160	8

2. Admission of underrepresented groups to NCUE in 2022:

To achieve the goal of sustainable development on the basis of equality, to eliminate, to reduce all inequalities, and to ensure the education rights of poor and disadvantaged groups, NCUE improved the admission opportunities of disadvantaged students, and effectively promoted the mobility of social classes so as to achieve the measures of a social protection system. NCUE also provided various admission channels and welcomed disadvantaged students (such as indigenous people, students with disabilities, and economically disadvantaged students) to enrol. The admission situation of each channel is as follows Tables 2-4.

Table 2. Statistics on the admission of disadvantaged students through various channels in 2022

Name of admission channel	Admission quota	Number of applicants	Number of students admitted
University admission of individual applicants in 2022 – priority admission (economically disadvantaged students)	7	1	1 such student has been admitted through regular admission, without the need for priority admission mechanism
University admission of individual applicants in 2022 – The Soaring Eagles Admission Section (economically disadvantaged students)	23	74	14
University admission of individual applicants in 2022 – additional quota for indigenous students	74	67	48
The 2022 separate admission examination for the Bachelor's programme for students with disabilities	8	48	8
The 2022 college and university screening test for students with disabilities (by placement)	17	–	14

Table 3. Statistics on the admission of students with special talents to NCUE in 2022

Approach through which the student is admitted	Quota of recruitment	Number of students admitted
2022 Athletic performance screening	73	9

Table 4. The application status of foreign students with NCUE is as follows

Admission name	Number of applicants	Number of students admitted
Foreign student application for admission in 2022	189	78
Separate admission of overseas Chinese students and students from Hong Kong and Macao in 2022	214	38

Application by overseas Chinese students for graduate schools in 2022	76 Master's students, 2 doctoral students	12 Master's students, 1 doctoral students
Individual application by overseas Chinese students for bachelor's programmes in 2022	146	24
Admission of overseas Chinese students to bachelor's programmes by joint registration and placement in 2022	–	35
Joint admission of mainland Chinese students to the graduate school, 2022	1 Master's students, 1 doctoral student	1 doctoral students

3. NCUE applied to offer special classes for indigenous people in 2022:

In 2022, we applied to the Ministry of Education to establish the "Indigenous Peoples' Special Class for Aging Health Promotion and Care Management." After approval, we enrolled 30 indigenous students, with 29 of them successfully admitted. The program aims to nurture economically and culturally disadvantaged students, facilitating their employment prospects and contributing to the enhancement of elderly care resources in indigenous areas.

SDG 10.6.3 Access to university underrepresented groups recruit

To facilitate the enrolment of underrepresented groups, NCUE provides a sufficient number of admission or employment channels for students, faculty, and staff:

1. Students:

(1) NCUE provides opportunities for disadvantaged students (such as indigenous students, students with disabilities, and economically disadvantaged students).

(a) Encourage departments to actively provide quotas to increase the admission opportunities for disadvantaged students.

i. In recent years, NCUE has actively provided additional quota for indigenous people and students with disabilities to be admitted to NCUE through different channels.

ii. NCUE established its “Indigenous Peoples’ Special Class for Aging Health Promotion and Care Management”, which offered 30 admission openings for indigenous students.

iii. NCUE offers multiple entrance programs for students with disabilities, such as independent and screening-based admissions, to enhance their opportunities to study at our school.

iv. To increase the opportunities for economically disadvantaged students (including those from low-income households, middle-low-income households, and special circumstances backgrounds), and to uphold the principles of social justice, NCUE has implemented a "Priority Admission" mechanism since 2018. This mechanism involves lowering admission criteria to increase the admission chances for economically disadvantaged students. Additionally, starting from 2019, we have introduced our "The Soaring Eagles Admissions Category". Under this initiative, certain departments shall allocate a number of admission slots to each category, with reduced test score requirements and exemption from interviews, all aimed at enhancing the opportunities for economically disadvantaged students to enroll at NCUE.

v. In order to encourage departments to actively provide additional quotas for disadvantaged students, NCUE’s “Measures for the Establishment and Promotion of the Admission Strategy Committee” stipulates that the actual total registered number of additional quotas (including overseas students, students with disabilities, and indigenous students) of various programmes in a department in the current academic year will be multiplied by NT\$5,000 as additional affair expenses for the department. Please refer to Annex 10.6.3A, “Measures for the Establishment and Promotion of the Admission Strategy Committee”.

(b) Reduce the burden for disadvantaged students – waive the registration fee as well as subsidise the transportation and accommodation expenses for “individual application”.

i. NCUE will exempt economically disadvantaged students (low-income households and middle-to-low-income households) from the registration fee when they take our self-held admission examinations, such as the ‘Second-stage Screening Test for Individual Application for Bachelor’s Programmes’, ‘Transfer Examination for Bachelor’s Programmes’, ‘Reference Screening Test and Admission Examination for Master’s and Doctoral Programmes’, and ‘Separate Admission of Students with disabilities to Bachelor’s Programmes’.

Annex:

Please refer to Annex 10.6.3B - Department Rules of Admission Guide for Individual Application for University Admission in 2022

Please refer to Annex 10.6.3C - NCUE’s 2022 Admission Guide for Separate Admission of Students with Disabilities

Please refer to Annex 10.6.3D - Transfer Admission Examination Guide for Bachelor’s Programmes in 2022

Please refer to Annex 10.6.3E - Guide on Reference to Master’s and Doctoral Programmes in 2022

Please refer to Annex 10.6.3F - Admission Guide for Master’s Programmes in 2022

Please refer to Annex 10.6.3G - Admission Guide for Doctoral Programmes in 2022

ii. During the second-stage screening test for “individual application” and the “Admission Screening for 4-year Technological Undergraduate and 2-year Vocational Junior College Programmes”, the transportation and accommodation expenses required by the students will be subsidised according to their place of residence, and the departments will give the subsidies to the qualified candidates on the day of the screening test.

(c) Implement projects such as the Higher Education Sprout Project and The Soaring Eagles Project to increase admission opportunities for disadvantaged students.

With the promotion of the Higher Education Sprout Project, NCUE has increased diversified admission opportunities for senior high school students year by year. This includes encouraging departments to actively provide quotas to increase admission opportunities for disadvantaged students, waiving registration fees, subsidising transportation and accommodation fees for “individual application”, and holding lectures in senior and vocational high schools (please refer to Annex 10.6.3H).

NCUE continues to conduct the “Caring for Regional High Schools and Vocational High Schools” micro-course activities to attract more students who come from families in the lowest 20% income group in Taiwan to study at NCUE. Figure 1 is a snippet of our Soaring Eagles Learning Enhancement Activity, and Figure 2 features the implementation of

Adaptive Teaching Micro-Course. Through these activities, NCUE aims to attract more students from families in the lowest 20% income bracket in Taiwan to enroll at NCUE. As of the end of 2022, 378 students from families in the lowest 20% income group are studying at NCUE, accounting for 5.3% of all students.

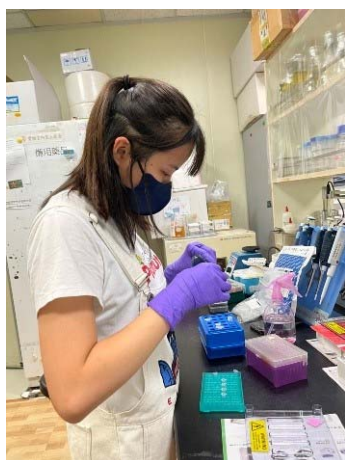


Figure 1. Soaring Eagles Learning Enhancement - Learning through Experimentation-Verifying sample through electrophoresis after PCR



Figure 2. Adaptive Teaching Micro-Course - Introduction to Nanoprecision Medicine and Hands-on Workshop

(d)Subsidise disadvantaged students to enter university, and simultaneously, plan and improve the mechanism of schooling and study counselling to promote social class mobility.

In addition, in order to encourage economically disadvantaged students (children from low-income families, middle-to-low-income families, and families in special circumstances) to study hard and to improve their chances of entering national universities, NCUE has planned a series of perfect schooling, study, and counselling mechanisms that enable students to exhibit their personal potential in National Changhua University of Education, in the hope of achieving the goal of increasing the number of economically disadvantaged students admitted annually.

In 2022, the departments provided 129 admission seats for economically disadvantaged students (children from low-income families, middle-to-low-income families, and families in special circumstances). A total of 190 students applied and 84 students were admitted.

On February 13, 2022, staff from the Admissions Section of the Office of Academic Affairs and the Indigenous Resources Center of the Office of Student Affairs visited National Ping Pei Senior High School, a key indigenous school, for an educational tour and student recruitment. Approximately 40 participants attended this event, and the promotional activities are detailed in Figures 3-4.



Figure 3. Dean of Student Affairs Ken Chuan-Fu led NCUE staff to visit National Ping Pei Senior High School to explain the key items and preparation guidelines for documentations needed in the second stage of university enrollment application



Figure 4. Staff from the Admissions Section of the Office of Academic Affairs presenting an overview of NCUE's colleges and departments, as well as the various pathways for admission and an explanation of additional admission quotas

References:

Please refer to Annex 10.6.3H - Admission Measures for Disadvantaged Students and Achievements in 2022

Please refer to Annex 10.6.3.I - Recruitment outcomes for key indigenous schools in 2022

(2) Providing exceptionally talented students with multiple admission approaches:

NCUE is open to students with outstanding athletic performance. 9 students were admitted to NCUE's Department of Sports through athletic performance screening, which offered 73 places.

2. Employee

Having enacted the National Changhua University of Education Commitment of Sustainability, the university spares no effort to take care of employees with disabilities. To ensure inclusion and equity, NCUE abides by the rules stipulated by the *Employment Service Act*, *Gender Equity Education Act*, and *People with Disabilities Rights Protection Act*, and ensures that no forms of discrimination or inequality due to race, belief, disability, and gender are allowed under the rules and regulations of the university, ensuring equal pay for faculty members. The number of employees with disabilities in NCUE conforms with the *People with Disabilities Rights Protection Act*. We continuously provide help in optimizing the work environment, and prioritize accommodating employees with disabilities so that they can have a safe and secure work environment.

(1) NCUE provides adequate employment channels for the recruitment of faculty and staff from underrepresented groups, in accordance with regulations.

(a) Pursuant to Article 38 of the People with Disabilities Rights Protection Act:

Any given government department (agency/organisation) of individual levels, public school, or public business agency/organisation/institution whose total number of employees is no less than 34 shall employ people with disabilities with the capability to work, and the number of employees with disabilities shall be no less than 3% of the total number of employees. In 2022, NCUE had 827 employees, among whom 39 had disabilities, and the proportion of employees with disabilities was 4.72%, which was higher than the stipulated standard. The statistics on the employment of staff with disabilities at NCUE are shown in Table 1.

(b) Pursuant to Article 4 of the Indigenous Peoples Employment Rights Protection Act:

Among the total number of the following personnel hired by each level of government, public schools, and state-owned businesses, excluding those located outside Penghu, Jinmen, and Lianjiang County, there shall be 1 indigenous individual for every 100 workers: 1. Contract employee; 2. Stationed police; 3. Mechanic, driver, janitor, cleaner; 4. Fee administrator; 5. Non-technical workers not requiring the qualifications of civil servants. The total number of personnel listed in the preceding paragraph shall be one indigenous individual for every government agency, public school, and public institution at all levels with over 50 employees but less than 100 employees. The total number of these five categories of staff employed by NCUE was 9 in 2022, so according to the above regulations, the employment of indigenous faculty or staff members was not required. However, in order to take care of disadvantaged groups, NCUE had employed 1 indigenous faculty and staff members, which was higher than the stipulated standard. The statistics on the employment of aboriginal staff at NCUE are shown in Table 1.

Table 1. Statistics on the employment of staff with disabilities and aboriginal staff at NCUE in 2022

Standard	Percentage (number) of employees from disadvantaged groups that should be employed by NCUE according to regulations	Actual percentage (number) of employees from disadvantaged groups	Total number of faculty and staff members in NCUE
People with Disabilities Rights Protection Act	Faculty and staff members with disabilities 3% (24 people)	Faculty and staff members with disabilities 4.72% (39 people)	The total number of faculty and staff members in NCUE was 827

Indigenous Peoples Employment Rights Protection Act	Indigenous faculty and staff members 0% (0 person)	Indigenous faculty and staff members 0.1% (1 people)	The total number of employees from the five categories was 9
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References:

Please refer to Annex 10.6.3J - People with Disabilities Rights Protection Act

Please refer to Annex 10.6.3K - Indigenous People Employment Rights Protection Act

Please refer to Annex 10.6.3L - National Changhua University of Education Commitment of Sustainability

(2) Supporting mechanism for employees with disabilities and indigenous employees:

Applying to implement the Job Accommodation for People with Disabilities plan on behalf of the staff, prior allocation of dormitory rooms to employees with disabilities, and accessible facilities in dormitories.

(a) On behalf of hearing-impaired faculty members, NCUE applied to the Changhua County Government and implemented the “Job Accommodation for People with Disabilities” plan. A total of NT\$126,288 was allocated to NCUE. The subsidized services and used amounts are as follows:

i. Transcription services: 180 hours in total, with NT\$500/hour compensation subsidized, totaling NT\$90,000.

ii. Assistance from helpers in the workplace: 216 hours in total, with NT\$168/hour compensation subsidized, totaling NT\$36,288. Please refer to Annex 10.6.3M, Application documents submitted to Changhua County Government concerning job accommodation.

(b) Prior allocation of dormitory rooms to employees with disabilities On the first floors of the Zhong and Xiao Buildings of the university’s dormitories (single room), suites with a bedroom and toilet with accessible bathroom facilities are available for qualified faculty members and staff to use.

SDG 10.6.4 Anti-discrimination policies

NCUE has always attached importance to gender equality and devoted itself to the policy propaganda of anti-discrimination and anti-harassment in order to create a friendly campus. The relevant regulations and propaganda are as follows:

1. Rules on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Bullying on Campus:

According to the Ministry of Education's "Regulations on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Sexual Bullying on Campus", NCUE has formulated the "Rules on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Bullying on the Campus of National Changhua University of Education" to safeguard students' rights and interests in education and growth, and to provide the learning and working environments in which NCUE's faculty and staff are free from sexual assault, sexual harassment, or sexual bullying.

Annex:

Please refer to Annex 10.6.4A - Rules on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Bullying on the Campus of NCUE

Please refer to Annex 10.6.4B - Regulations on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Sexual Bullying on the Campus of the Ministry of Education

2. Measures for the Prevention, Complaints, and Handling of Sexual Harassment:

In addition, in order to safeguard the working rights and interests of the faculty and staff, to provide a working environment free from sexual harassment, as well as to prevent and to handle sexual harassment and protect the rights and interests of parties concerned, the "Measures for the Prevention, Complaints, and Handling of Sexual Harassment" has been formulated. Its legal basis is the Ministry of Labour's "Regulations for Establishing Measures of Prevention, Complaints, and Punishment of Sexual Harassment in the Workplace."

Annex:

Please refer to Annex 10.6.4C - Measures for the Prevention, Complaints and Handling of Sexual Harassment in NCUE

Please refer to Annex 10.6.4D - Regulations for Establishing Measures of Prevention, Complaints, and Punishment of Sexual Harassment in the Workplace' of the Ministry of Labour

Please refer to Annex 10.6.4E - Methods for announcing the Measures for the Prevention, Complaints, and Handling of Sexual Harassment' in NCUE and specific practices of prevention and control measures

3. Cases of sexual assault, sexual harassment, or bullying on campus handled by NCUE in 2022:

NCUE is actively engaged in promoting education and awareness regarding the prevention of campus sexual harassment, sexual assault, and bullying. The primary objective is to enhance the understanding and respect for both one's own and others' sexual and bodily autonomy among our faculty, staff, and students. To achieve this, we conducted regular educational and awareness activities on the prevention of these issues. In addition to these efforts, we used various communication channels to disseminate our anti-discrimination and anti-harassment policies. These policies are also incorporated into employment contracts for faculty and staff, as well as the student handbooks. We also urged victims or those with knowledge of campus sexual harassment, sexual assault, and bullying incidents to report them promptly. This not only facilitated evidence collection but also ensures that appropriate investigations and actions can be taken. Table 1 illustrates the situation regarding the handling of incidents related to campus sexual harassment, sexual assault, or bullying at NCUE in 2022. Both the number of incidents and substantiated cases have seen a significant decrease compared to 2021 (where there were 12 incidents and 7 substantiated cases). This demonstrates the effectiveness of our education and awareness initiatives in combating discrimination and bullying.

Table 1: List of incidents of sexual assault, sexual harassment,
or sexual bullying on campus handled by NCUE in 2022

Category	Status of incidents	Quantity (cases)	True cases
Incidents in which the investigation procedure was executed after an application for investigation	Suspected sexual assault and sexual harassment case	2	2
Cases where suspected victims are unwilling to file a request for investigation	Cases of suspected sexual harassment	2	0
Incidents not under the jurisdiction of NCUE	Suspected sexual harassment	1	1
Incidents for which no suspected victim or suspected culprit was found upon investigation	Suspected sexual harassment	2	0
Total		7 cases	3 cases

4. Holding related study activities:

In 2022, NCUE held a total of 90 sessions of study activities related to gender equality education (anti-discrimination and anti-harassment). Snippets from these sessions are shown in Figures 1-5. With an increase of 11.1% from 81 sessions in 2021, NCUE has publicized the crucial ideas

of gender equality education, anti-discrimination, and anti-harassment. A total of 5,797 people participated in these activities, an increase of 34.9% from 4,295 in 2021.



Figure 1. On April 13, 2022, NCUE invited Hsiao-Chin Hsieh, the Professor of the Center for General Education and Institute of Learning Science and Technology in Tsinghua College, National Tsinghua University, to share experiences in the online lecture: Gender Mainstreaming Education and Administration in order to promote gender mainstreaming, and to plan actions such as legislations, policies and programs. Relevant actions in all areas and all work levels for men and women correspond to the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). There were 143 faculty, staff and students in NCUE who participated enthusiastically



Figure 2. From May 17 to May 19, 2022, in response to the International Day Against Homophobia, NCUE hosted White Sand Gender Film Festival. The films shown included Dear Tenant, Alifu, the Prince/ss, and Tick Tock Lullaby



Figure 3. The three films at the White Sand Gender Film Festival delved into various topics, including same-sex marriage, same-sex adoption, societal prejudices and discrimination against the LGBTQ + community, and the emotional journey of LGBTQ + individuals and their families. These discussions aimed to provide further insight into the potential limitations and shortcomings in same-sex families and adoption in Taiwan after the passage of the same-sex marriage law. NCUE's faculty, staff, and students participated enthusiastically, with a total of 259 participants



Figure 4. On December 6, 2022, in response to the International Day to End Violence Against Women, and to the White Ribbon movement, NCUE provided short films including My AI Lover, Non-Existent Voice and The Third Nipple War in cooperation with the Taiwan International Women's Film Festival



Figure 5. Through the introduction and presentation of the works of female directors at home and abroad coupled with the invitation of Shu-Ching Chuang (director of the Taiwan Gender Equality Education Association) to hold a post-screening seminar, the event was designed to present to the audience the situation of women in various countries around the world in the hopes of eliminating all forms of discrimination against women, so as to create a friendly environment that respects gender diversity and individual differences. NCUE's faculty, staff, and students participated enthusiastically, with a total of 149 participants

Please refer to Annex 10.6.4F, Statistics and records of study activities related to gender equality education (anti-discrimination and anti-harassment) in NCUE in 2022.

SDG 10.6.5 University diversity officer

The university attaches importance to the participation of diverse members in handling various university affairs. NCUE also attaches importance to gender equality in the composition of committees concerning the rights and interests of faculty and staff, and encourages students to participate in the decision-making and discussion of university affairs. In addition, a gender equality committee has been set up to integrate relevant resources to promote gender equality education, planning to establish a safe campus space with gender equality, etc. It is described as follows:

1. Composition of committees related to the rights and interests of faculty and staff:

The statistics on the composition of faculty and staff committees at NCUE in 2022 are as shown in Table 1. Committees at the university level, such as the Teacher Appraisal Committee, the Evaluation Committee, the Performance Appraisal Committee, the Teachers' Complaints Review Committee, and the Principal Selection Committee, all meet the statutory requirement that the ratio of any gender should not be less than 1/3.

Table 1. Statistics on the composition of faculty and staff committees at NCUE in 2022

Committee name	Number of members	Male members	Female members
Teacher Appraisal Committee in 2022	33	22	11
Evaluation Committee in 2022	11	4	7
Performance Appraisal Committee in 2022	14	9	5
Teachers' Complaints Review Committee in 2022	13	8	5

2. The formation of committees for the protection of the rights of multi-ethnic students:

NCUE students come from diverse backgrounds. To protect underrepresented students' right to study, the Special Education Counseling and Guidance Committee was established at the Special Education Centre, while the Advisory Committee for the Resource Center of Indigenous Students was established at the Resource Center of Indigenous Students, so as to integrate the university's resources and provide students with services such as administrative support, learning guidance, and employment transition.

Annex:

Please refer to Annex 10.6.5A - *Fundamentals for Establishing the Advisory Committee for the Resource Center of Indigenous Students, National Changhua University of Education*

Please refer to Annex 10.6.5B - *Measures for the Establishment of the Special Education Centre,*

3. Encourage students to participate in university affairs:

NCUE encourages students to participate in university affairs and make suggestions for university meetings. In 2022, students actively participated in 31 of these meetings. Please refer to Annex 10.6.5C, Participation of student representatives in university affairs meetings in 2022.

4. NCUE has a Gender Equality Education Committee:

According to the Gender Equity Education Act of the Ministry of Education, NCUE has a Gender Equality Education Committee. The committee's task is to integrate relevant resources of all units of NCUE, to draft the implementation plan of gender equality education, to implement the plan, and to examine the implementation results. Moreover, the committee has to plan or to hold activities related to gender equality education for students, faculty, staff, as well as parents. The committee also formulates regulations on the implementation of gender equality education as well as the prevention and handling of sexual assault and sexual harassment on campus, establishes mechanisms, and coordinates and integrate relevant resources, planning and establishing a safe campus space with gender equality.

Annex:

Please refer to Annex 10.6.5D - Gender Equity Education Act of the Ministry of Education

Please refer to Annex 10.6.5E - Measures for Setting up the Gender Equality Education Committee of National Changhua University of Education

Please refer to Annex 10.6.5F - Sexual equality activities conducted by the National Changhua University of Education

SDG 10.6.6 Support for underrepresented groups

NCUE has provided guidance, consultation, or peer support programmes to support students, faculty, and staff from disadvantaged groups, as described below.

1. Assistance programs offered to faculty members and staff:

NCUE has established its “Faculty and Staff Mental Health Service Program (please see Annex 10.6.6A)”, which offer psychological counseling and physical health services.

(1) NCUE conducts annual psychological counseling service activities which are a part of the assistance programs to protect the mental health of faculty members and staff. A feedback form is designed to collect the opinions of the applicants, which serves as a basis to decide how to improve and whether to conduct the activities again.

(2) NCUE allocated a special fund of NT\$200,000 for the psychological counseling services provided in 2022, which served 94 person-times, helping a total of 14 employees.

Annex 10.6.6A - Faculty and Staff Mental Health Service Program, National Changhua University of Education (Website: <https://reurl.cc/9RLQyx>).

2. Services to support economically-disadvantaged students:

To help students study without worry, a plan to “replace part-time work with studying” was designed to guide economically-disadvantaged students so that they can strike a balance between their studies and economic needs. We support them from the first mile of studying at the university through the last mile, fulfilling the goal of “all-round care for students’ learning process,” and helping them to “fly high in academic life, be an eagle to fulfill their dreams.” The learning process includes life guidance for studying with ease, professional care with psychological guidance, guidance on improving students’ autonomous learning, and career guidance on improving students’ abilities. Table 1 presents the status of the distribution of the recipients of 2022 The Soaring Eagles Program and the number of students who received the aid. The number of economically disadvantaged students who received counseling has reached 2,488 individuals.

Table 1: The statistics for the distribution of Soaring Eagles program rewards of NCUE in 2022 are as follows:

2022	Daily life guidance	Psychological guidance	Learning guidance	Career guidance	Total
Number of students served	561	733	1,151	43	2,488
Expenditures of rewards for students (NTD)	5,344,000	N/A	6,904,000	36,000	12,284,000

Annex 10.6.6B - Fundamentals for The Soaring Eagles program rewards of the National Changhua University of Education.

3. Services to support students with disabilities:

A Resource Classroom has been set up in the Special Education Centre of NCUE. In order to provide students with disabilities with more appropriate consulting and evaluation services, to help them successfully complete their studies, and to improve their emotional, learning, social, and professional adaptation, the “Resource Classroom” of NCUE is specially designed to arrange counselling during the learning process. The Resource Classroom is responsible to provide general, life, and academic counselling. The onsite services available at NCUE’s resource room are detailed in Table 2, with the number of individuals receiving various services illustrated in Table 3 (Please see <https://ncue7232105.wixsite.com/ncue/blank-4>):

Table 2. Statistics for the number of individuals using services available at the resource room

Statistics of various services provided in the Resource Classroom	Students served (person-times)
Data query	94
Use of assitantive equipments	35
Printing coursework	379
Self-study	221
Exam service	20
Data transfer	13
Academic counseling	182
Life counseling	148
Transition counseling	25
General counseling	6
Other	2

Table 3. Statistics for the number of individuals served through the resource items

Types of services provided by the Resource Classroom	Number of students served
Schoolwork counselling	46
Examination service	32
Study companion service	802
Borrowing assistantive equipments	40
Textbook conversion	26

4. Support services for indigenous students:

In order to effectively provide various types of assistance and services, such as life, schoolwork, and employment counselling for students from indigenous ethnic groups (hereinafter referred to as indigenous students), NCUE established the Indigenous Students Resource Centre in 2017, and organized the above service activities 15 times in 2022, in which 708 students participated. The list of services and number of students served are as shown in Table 4. Snippets from various visits and activities are as shown in Figures 1-4, please see:

<https://student.ncue.edu.tw/files/11-1017-2282-1.php?Lang=zh-tw>.

In addition, NCUE also offers relevant resources tailored to the needs of indigenous students. These resources have been pooled with both on-campus and external resources as components of our comprehensive services. Relevant information is available on our Indigenous Resource Center's website, as shown in Figure 5, please see:

<http://student.ncue.edu.tw/files/11-1017-2254-1.php?Lang=zh-tw>.

Table 4. Statistics on activities for indigenous students and number of students served

Item	Contents	No. of students served
Life services	Beginning-of-semester care conference for the 2nd semester of 2021	19
	Beginning-of-semester care conference for the 1st semester of 2022	23
	Online farewell event	25
	Christmas care banquet	25
Academic guidance	Mind mapping for effective learning workshop	50
Employment counseling	“Regain Your Inner Radiance” Career Workshop	51
	Homecoming and Youth Entrepreneurship Experience Sharing Seminar	59
Cultural empowerment	Aboriginal dance lessons	30
	Visit to the Tsou Cultural Exhibition	6
	Hunter culture seminar	96
	Amis Tribe Wild Vegetable Workshop	60
	Visit at Cukalatju	12
	Handicraft Workshop - Fabric Earrings	29
	Seminar on the lives of Amis people in the city	120
	Indigenous tribal music night	103
Total		708



Figure 1. Visit at Cukalatju



Figure 2. Seminar on the lives of Amis people in the city



Figure 3. Indigenous tribal music night



Figure 4. Christmas care banquet



Figure 5. Indigenous Resource Center website

Please refer to Annex 10.6.6C, Key Points on Setting up the Indigenous Students Resource Centre.

5. Services of student unions and associations:

(1) The Student Union has the right to send representatives to attend school meetings and make suggestions on university affairs.

A student union organisation has been set up to implement the idea of student autonomy, to cultivate democratic accomplishment, and to promote the communication of opinions on campus and the equality of student associations. NCUE's Students' Union website and Facebook fan page are as shown in Figures 6-7. Its task is to manage students' public affairs, to participate in various activities on behalf of all members, to plan and coordinate university-level activities internally, coordinate the fund usage and auditing of the student

union, and sending representatives to participate in school meetings. The organisation has the right to make suggestions on university affairs, suggest issues that reflect the opinions of most students, protect students' rights and interests, and arbitrate student affairs.



Figure 6. Website of the Student Union
<https://ncuesa.ncue.edu.tw/>



Figure 7. Facebook fans page of the Student Union
<https://www.facebook.com/NCUESA>

Please refer to Annex 10.6.6D, Articles of the Association of the Student Union of National Changhua University of Education.

(2) Student service associations provide social services:

Student service associations in NCUE, such as the Rural Service Society, Mountainous Service Society, Education Promotion Service Society, Wangwang Society, Baisha Scout Society (Luofu Society), Tzu Chi Junior College Youth Society, Fishing Village Service Society, Bai Hai Yu Goodwill Ambassador Group, and Chong De Youth Society, not only routinely provide related social services on weekdays, but also hold social service activities, such as activities in mountainous areas, activities in rural areas, and education promotion activities every winter and summer vacation.

Students learn the importance of communication and interpersonal relationships by serving others. In 2022, 14 sessions of exchanges and interactions with elementary schools in the neighboring communities in the central region were conducted, and snippets of these activities are shown in Figures 8-9.



Figure 8. NCUE's Rural Service Team organized "People's Night" events to engage and to share with residents in local communities. Depicted in the image was the opening flag dance performance presented to foster a sense of community and enjoyment for the participants

Figure 9. Students from the English Department engaging in dialogues with elementary students in English as part of their coursework

Please refer to Annex 10.6.6E, Number of service association participants.

SDG 10.6.7 Accessible facilities

1. The establishment of accessible facilities on our campus:

NCUE places considerable emphasis on building a campus environment with accessible facilities. The buildings and campus facilities are inspected and improved in accordance with accessibility regulations, while millions of NTD are spent annually to improve the accessible facilities. The total amount spent on the improvement of accessible facilities has reached NT\$99,540,000 providing consummate accessible facilities on campus. There are 23 major buildings on the campus, each of which is equipped with accessible elevators and accessible toilets, with a 100% installation rate, and a summary of these facilities are shown in Table 1. All accessible ramps, guide facilities, and accessible stairway hand railings in the buildings are set according to accessibility regulations. The status of accessible facilities is shown in Figures 1-4.

Table 1. Accessible facilities available on campus

Accessible Facility	Quantity	Installation Rate
Accessible elevator	23	100%
Accessible toilet	61	100%
Renovated accessible ramp	19	100%
Accessible stairway hand railings	36	100%
Guide facility	26	100%



Figure 1. Accessible stair handrail#



Figure 2. Accessible ramp



Figure 3. Accessible elevator



Figure 4. Accessible toilet

Annex:

Annex 10.6.7A - Map of the accessible facilities on the Jinde campus of the National Changhua University of Education

Annex 10.6.7B - Map of the accessible facilities on the Baoshan campus of the National Changhua University of Education

2. Accessible facilities in the dormitories of NCUE:

There are seven dormitories on campus, and the allocation of rooms for students with disabilities at each dormitory is detailed in Table 2, with a maximum capacity of 3,300 students. Among the dormitories, we have 31 accessible bedrooms that can accommodate 68 students with disabilities. Students with disabilities are entitled to discounts on tuition and miscellaneous fees, while their dormitory accommodation is guaranteed. They may be allocated to accessible dormitories according to their physical and mental conditions. The spatial environment inside the dormitory rooms and bathroom facilities are illustrated in Figures 5-6.

Table 2. Quantity statistics of accessible accommodations in the dormitories

Name of the dormitory	Number of rooms	Number of rooms for students with disabilities
3rd dormitory	77	3
5th dormitory	90	4
6th dormitory	63	1
7th dormitory	140	3
8th dormitory	179	6
9th dormitory	151	6
10th dormitory	187	8



Figure 5. Accessible facilities in dormitories



Figure 6. Accessible facilities
in dormitory toilets

SDG 10.6.8 Disability support services

In order to help students with disabilities adapt to school life, NCUE provides support services in terms of schoolwork, life, and schooling system transition counselling.

1. Schoolwork support services:

(1) Individual remedial teaching (difficult subjects):

The Resource Classroom aims to help students with disabilities with difficult subjects, such as psychology and educational tests, English, and statistics, and arranges individual tutors for students to help them with their progress.

(2) Examination service measures (translation upon clicking, amplified examination questions, etc.):

The Resource Classroom has designed a “Special Examination Service Form” to meet the needs of teachers and students and provide appropriate assistance according to the different types and degrees of students’ disabilities.

(3) Work-study students and volunteers assist with learning (text-to-speech, audio recording, translation upon clicking, note taking, etc.):

The Resource Classroom arranges regular shifts of work-study students and volunteers to assist students with disabilities with text-to-speech, audio recording, note taking, and translation upon clicking. At the same time, specific work-study students are arranged to assist students with disabilities with searching for information, etc.

(4) Textbook conversion:

Help to convert textbooks into braille or enlarged fonts, and convert written materials into electronic files.

(5) Provide assistive equipments for borrowing.

(6) Application for special education award scholarships (provided by the Academic Affairs Office), and application for scholarships from off-campus units.

2. Life support services:

(1) Orientation and Mobility training:

In order to help students with severe or total blindness familiarise themselves with the campus environment as soon as possible, Taiwan Foundation for the Blind is usually invited to assist with orientation and mobility training.

(2) Organise extracurricular activities and fellowship:

To help students in special education become acquainted with, understand, and support each other, the Resource Classroom organises activities such as dinners, off-campus visits, and alumni experience sharing in public office examinations or teacher enrolment examinations for students at the beginning and end of each semester.

(3) Hold student forums:

In order to understand students' learning efficiency in the classroom and effectively assist with it, the Resource Classroom regularly holds symposiums between counseling teachers and students to enable them to exchange views and to provide timely assistance.

(4) Psychological counselling (individual counselling, growth group):

In view of the personal troubles faced by students with disabilities, the Resource Classroom helps students refer to the Student Psychological Consulting and Counselling Centre of NCUE for individual consultation and participation in growth groups.

(5) Arrange accommodation and transportation on campus.

(6) Improve the accessible environment.

3. Support services concerning transition counseling:

The participation count for various services offered at NCUE's resource room are detailed in Table 1, and the participation in support services are detailed in Table 2. For additional information, (please refer to the resource room activities webpage at <https://ncue7232105.wixsite.com/ncue/blank-7>) snippets from these activities are as shown in Figures 1-4).

(1) Student transition notification services : The resource room also offer students comprehensive and ongoing transition counseling and services, incorporating individualized special education plans to assist students in achieving their transition goals, which may include independent living, social adaptation, participation, further education, or employment.

(2) Graduate transition notification and tracking services : The resource room is committed to provide transition services for students with disabilities after graduation, tailoring our support to meet each student's individual needs by linking them to resources related to further education, transfer to other institutions, employment, vocational training, and homecare.

Table 1. Number of participants in various support services in 2022

Support service category	Number of participants
Schoolwork assistance service	1,056
Life assistance service	950
Career and schooling system transition service	232
Consulting and counselling	243

Table 2: Statistics of support services by the Resource Classroom
in 2022 for students with disabilities

Name of support service	Number of participants
2nd semester of 2021 - Social skills counseling activity	4
2nd semester of 2021 - My teacher, therefore I am - Leveraging resources and building up strength to win in the game of life	11
2nd semester of 2021 - General education lecture - SE-RNA (Special Education RNA) Transforming lives - The journey from a special education student to a special education teacher	52
2nd semester of 2021 - Homecoming of alumni with disabilities to share their experience	11
2nd semester of 2021 - Special education promotion	600
2nd semester of 2021 - Off-campus visits and experiential activity	12
2nd semester of 2021 - Symposium on sharing of the pros and cons of entrepreneurship for the new generation	9
2nd semester of 2021 - Student forum at Baoshan Campus	16
2nd semester of 2021 - Student forum at Baoshan Campus	20
1st semester of 2021 - Student forum at Baoshan Campus	35
1st semester of 2022 - Pre-employment seminar - Essential guide to prepare you for future workplace	6
1st semester of 2022 - General education lecture - Long-term care and how far we are from it	39
1st semester of 2022 - Seminar on workplace strategies	8
1st semester of 2022 - Succulent planting experience workshop	7
1st semester of 2022 - Entrepreneurship experience sharing seminar by young farmers with disability	6
1st semester of 2022 - End-of-term luncheon and transition meeting	17
1st semester of 2022 - Off-campus visits and experiential activity	18
1st semester of 2022 - Comprehensive lecture series on civil service examination	15
1st semester of 2022 - New student parent meeting	21
1st semester of 2022 - Student forum at Baoshan Campus	23



Figure 1. On December 9, 2022, NCUE organized a seminar for young entrepreneurs in agriculture to share their experiences, their observations on local revitalization efforts and the transition of young people into agricultural activities and youth empowerment in rural areas



Figure 2. On December 17, 2022, staff from Taiwan Career Rehabilitation Guidance Association gave lectures on various tips and strategies in the workplace for interviews and resume writing



Figure 3. At the general education lecture titled “Long-term care and how far we are from it” held on December 27, 2022, we invited students to learn about the operations of long-term care and the peripheral industries for the elderly population



Figure 4. On August 30, 2022, a New Student Parent Meeting was held to assist new students in understanding the services provided by the resource room and familiarizing them with the campus environment. This aimed to reduce anxiety and feelings of unfamiliarity among students with disabilities in their new environment

4. The activities related to the guidance services provided by the Resource Classroom are announced to all students with disabilities on a Facebook group, and the students are encouraged to participate actively, as shown in Figure 5.



Figure 5. Facebook group for Resource Room counseling activity announcements

SDG 10.6.9 Disability access scheme

1. Job accommodation plans for people with disabilities:

According to the job accommodation plans of the Workforce Development Agency, Ministry of Labor (https://jobacmd.wda.gov.tw/DJOB_WEB/), NCUE helps people with disabilities, middle-aged, and elderly people overcome work obstacles and improve their work efficiency so as to implement the goal of employment services. On behalf of the hearing-impaired faculty members, NCUE applied to the Changhua County Government and implemented the “Job Accommodation for People with Disabilities” plan, and a total amount of NT\$126,288 was allocated to NCUE. The subsidized services and used amounts are as follows:

(1)Transcription services: 180 hours in total, with 500 NT\$/hour compensation subsidized, totaling NT\$90,000.

(2)Assistance from helpers in the workplace: 216 hours in total, with 168 NT\$/hour compensation subsidized, totaling NT\$36,288.

2. Service plans to help students in the Resource Classroom:

According to the Implementation Key Points on Recruiting and Counselling Students with Disabilities in Colleges and Universities Subsidised by the Ministry of Education (<https://edu.law.moe.gov.tw/LawContent.aspx?id=FL026216>), NCUE applies to the Ministry of Education every year for the subsidies of the work plan for recruiting and counselling students with disabilities in colleges and universities, and provides various forms of counselling and service work for students with disabilities. In 2022, the Ministry of Education subsidised more than NT\$2,360,000 to help students with disabilities who have disability identification certificates adapt to university life, expand interpersonal relationships, and improve their learning ability in various subjects. NCUE helps them successfully complete their studies, as well as improve their emotional, learning, social, and professional adaptation. The support services provided are as follows (please refer to <https://ncue7232105.wixsite.com/ncue/blank-4>), and the participation count for various support services are shown in Table 1:

Table 1. Number of participants in various support services in 2021

Support service category	Number of participants
Schoolwork assistance service	1,056
Life assistance service	950
Career and schooling system transition service	232
Consulting and counselling	243

(1)Schoolwork support services:

(a)Individual remedial teaching (difficult subjects):

The Resource Classroom aims to help students with disabilities with difficult subjects, such as psychology and educational tests, English, and statistics, and arranges individual tutors for students to help them with their progress.

- (b) Examination service measures (translation upon clicking, amplified examination questions, etc.):

The Resource Classroom has designed a “Special Examination Service Form” to meet the needs of teachers and students and provide appropriate assistance according to the different types and degrees of students’ disabilities.

- (c) Work-study students and volunteers assist with learning (text-to-speech, audio recording, translation upon clicking, note taking, etc.):

The Resource Classroom arranges regular shifts of work-study students and volunteers to assist students with disabilities with text-to-speech, audio recording, note taking, and translation upon clicking. At the same time, specific work-study students are arranged to assist students with disabilities with searching for information, etc.

- (d) Textbook conversion:

Help to convert textbooks into braille or enlarged fonts, and convert written materials into electronic files.

- (e) Provide relevant aids for borrowing.

- (f) Help to apply for special education award scholarships (provided by the Academic Affairs Office), and to apply for scholarships from off-campus units.

(2) Life support services:

- (a) Orientation and mobility training:

In order to help students with severe or total blindness familiarise themselves with the campus environment as soon as possible, Taiwan Foundation for the Blind is usually invited to assist with orientation and mobility training.

- (b) Organise extracurricular activities and fellowship:

To help students in special education get acquainted with, understand, and support each other, the Resource Classroom organises activities such as dinners, off-campus visits, and alumni experience sharing in public office examinations or teacher enrolment examinations for students at the beginning and end of each semester.

- (c) Hold student forums:

In order to understand students' learning efficiency in the classroom and effectively assist with it, the Resource Classroom regularly holds symposiums between counseling teachers and students to enable them to exchange views and provide timely assistance.

(d) Psychological counselling (individual counselling, growth group):

In view of the personal troubles faced by students with disabilities, the Resource Classroom helps students refer to the Student Psychological Consulting and Counselling Centre of NCUE for individual consultation and participation in growth groups.

(e) Arrange accommodation and transportation on campus.

(f) Improve the accessible environment.

(3) Support services for schooling system transition counselling:

(a) Student transition notification services: NCUE offers comprehensive and ongoing transition counseling and services, incorporating individualized special education plans to assist students in achieving their transition goals, which may include independent living, social adaptation, participation, further education, or employment.

(b) Graduate transition notification and tracking services: The resource room is committed to provide transition services for students with disabilities after graduation, tailoring our support to meet each student's individual needs by linking them to resources related to further education, transfer to other institutions, employment, vocational training, and homecare.

Reference:

Please refer to Annex 10.6.9A - Implementation Key Points on Recruiting and Counselling Students with Disabilities in Colleges and Universities Subsidised by the Ministry of Education

Please refer to Annex 10.6.9B - Statistics on Usage and Activity Holding of the Resource Classroom of National Changhua University of Education

SDG 10.6.10 Disability accommodation policy

1. Protecting the rights of people with disabilities in the workplace:

The university has enacted the National Changhua University of Education Commitment of Sustainability to protect the rights of people with disabilities to enjoy equal and appropriate workplace conditions. In accordance with Article 38 of the *People with Disabilities Rights Protection Act*, NCUE employed 39 persons with disabilities, accounting for 4.72% of the total number of employees, which is higher than the 3% standard set by the rule.

Reference:

Please refer to Annex 10.6.10A - *People with Disabilities Rights Protection Act*

Please refer to Annex 10.6.10B - *National Changhua University of Education Commitment of Sustainability*

2. Accommodation regulations of NCUE:

NCUE provides appropriate accommodation policies. Students with disabilities enjoy a reduction in tuition and miscellaneous fees, as well as guaranteed accommodation, and accessible dormitories are arranged according to their physical and mental conditions, as follows:

(1) Providing suites for faculty members and staff with disabilities:

On the first floors of the Zhong and Xiao Buildings of the university's dormitories (single room), suites with a bedroom and toilet with accessible bathroom facilities are available for qualified faculty members and staff to use. Please refer to Annex 10.6.10C, Fundamentals for the Management of Dormitories of National Changhua University of Education.

(2) NCUE's rules for student accommodation:

There are seven dormitories on campus, and the allocation of rooms for students with disabilities at each dormitory is detailed in Table 1, with a maximum capacity of 3,300 students. Every year, freshmen, students with disabilities, overseas Chinese and foreign students, public expense students, students from offshore islands, students with excellent sports performance, and disadvantaged indigenous students are guaranteed to be prioritised for accommodation. Students from low-to-middle-income families and low-income families are provided with free accommodation. The rest of the students draw lots for the allocation of beds, and the accommodation rate is as high as 95%. Students with disabilities are entitled to a reduction in tuition and miscellaneous fees as well as guaranteed accommodation. According to their physical and mental conditions, accessible dormitories are arranged for accommodation, and the occupancy situation of disadvantaged students at NCUE in 2022 is shown in Table 2.

Table 1. Current quantitative statistics of accommodation for students with disabilities

Name of the dormitory	Number of rooms	Number of rooms for students with disabilities
3rd dormitory	77	3
5th dormitory	90	4
6th dormitory	63	1
7th dormitory	140	3
8th dormitory	179	6
9th dormitory	151	6
10th dormitory	187	8

Table 2. Accommodation statistics of disadvantaged students

Disadvantaged students	Number of people
Students with disabilities	43
Overseas Chinese and foreign students	154
Disadvantaged indigenous students	51
Students from low-income families (free accommodation)	53

Reference:

Please refer to Annex 10.6.10D - Regulations on Application for Residence Allocation in the Student Dormitories of National Changhua University of Education

Please refer to Annex 10.6.10E - Regulations on the Management of Student Dormitories in National Changhua University of Education

3. Off-campus housing rent subsidy:

To further assist underprivileged students in their pursuit of education, we are dedicated to ensuring that students from families with incomes falling within the lower 40% can access educational subsidies either from the government or the institution. Students eligible for these subsidies include those from low-income households, moderate-income households, or those identified as disadvantaged within the college or university system. These students may apply for rent subsidies, with the specific subsidy amount varying according to the student's rental location, ranging from NT\$2,400 to NT\$3,600 per person per month. The subsidy period covers both the first semester, from August to January of the following year, and the second semester, from February to July. Typically, the subsidy period is for 6 months each semester. In 2022, a total of 81 received these subsidies, with the total sum reaching NT\$1,065,080.

Reference:

Website: <https://stuaff01.ncue.edu.tw/files/11-1020-2887.php?Lang=zh-tw>

Please see Annex 10.6.10F - College and University Financial Aid Program for Underprivileged Students (excerpt on accommodation benefits)

4. Accommodation for foreign students is also guaranteed:

Along with the annual accommodation guarantee for foreign students, the accommodation fee for the first year is exempted. Graduate students who meet the eligibility criteria of the university's award points are exempted from accommodation fees for up to two years for master's degree programmes and for up to three years for doctoral degree programmes, effective from February 2020. The occupancy 2022 status for international students at the dormitories are as shown in Table 3. Please see Annex 10.6.10G, NCUE Implementation Guidelines for Awarding Foreign Students.

Table 3. Statistics on the accommodation of foreign students

Preferential treatment	Number of people
Free accommodation in the first year	18
Free accommodation in the second year	5
Free accommodation in the third year	4

5. Operating funds allocated to guide students with disabilities:

According to the *Fundamentals for Subsidizing Universities and Colleges on Recruiting and Counselling Students with Disabilities* issued by the Ministry of Education (<https://edu.law.moe.gov.tw/LawContent.aspx?id=FL026216>), NCUE applies for an annual subsidy from the Ministry of Education provided by the *Work Plan of Recruiting and Guiding University and College Students with Disabilities* so as to provide various forms of counselling and services for students with disabilities. In 2022, the Ministry of Education subsidized more than NT\$2,360,000 to help students with disabilities with verification reports adapt to university life, expand their networks, and increase their ability to study various courses, so that they could finish their studies successfully. The funds were also used to provide support services that enhanced their adaptation to emotional issues, academic matters, society, and employment.