



Times Higher Education
**Sustainability
Impact Ratings**

SDG

10

Reduced Inequalities



SDG 10.2.1 Proportion of first-generation students

Number of students starting a degree

Number of students starting a FTE bachelor's degree in 2024: 1,154; Master's degree: 680; Doctoral degree: 79 (Figure 1).

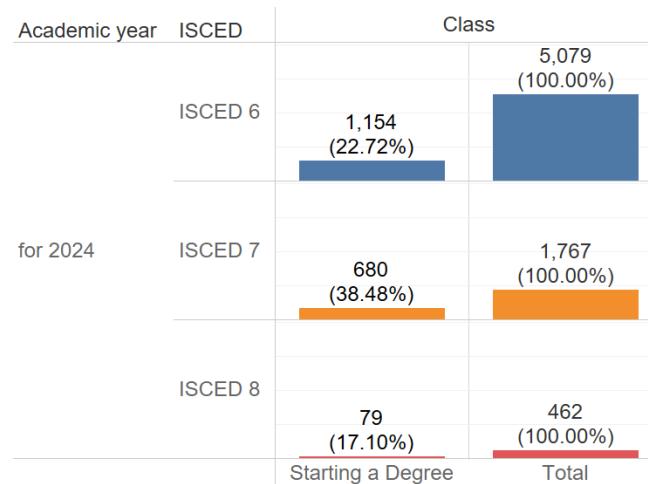


Figure 1. Total number of students starting a FTE degree at NCUE in 2024

Number of first-generation students starting a degree

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

Among the new students enrolled in the day-time courses in 2024, 670 were first-generation students starting a degree, accounting for 35.02% of the 1,913 students in total. The statistics of first-generation students starting (Figure 2)

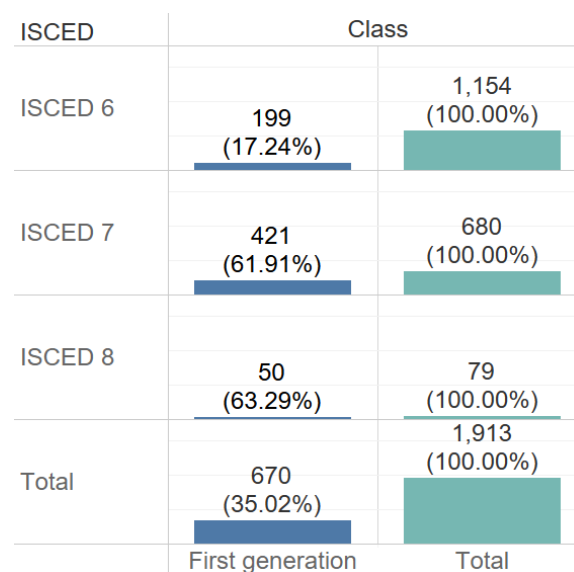


Figure 2. Total number of first-generation college students starting a degree at NCUE in 2024

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

For first-generation university students, their parents have received less education and cannot directly provide immediate learning assistance and resources to the next generation, which easily creates challenges in academic learning, interpersonal relationships, and cultural adaptation. To achieve the goal of the equality of educational opportunities, NCUE is committed to fulfilling its social responsibility as a national university in promoting social mobility, reducing inequitable treatment caused by economically or culturally disadvantaged backgrounds. In conjunction with the Higher Education Sprout Project, NCUE provides various guidance and counselling programs for students who are identified as the first students to attend university in three generations. Through comprehensive care covering all stages from admission pathways, academic assistance, to graduation preparation, we help first-generation university students focus on their learning and cultivate their employment competitiveness.

(1) Pre-admission Guarantees and Increased Admission Opportunities.

To assist students in pursuing their studies smoothly and demonstrating their potential, NCUE actively constructs diverse support mechanisms, such as encouraging various departments to provide additional or reserved quotas through different admission channels and offering admission opportunities for disadvantaged students. Additionally, we reduce admission-related fees and provide transportation subsidies for disadvantaged students to alleviate their economic pressure.

(a) University admission with reserved quotas: The university application admission channel provides certain quotas for priority admission of economically disadvantaged students, and has established the "Soaring Eagles Recruitment Group," which emphasizes students' learning motivation and their uplifting experiences during their academic growth journey, with comprehensive written evaluation processes. In the 2024 academic year, we admitted 1 and 17 students respectively.

(b) Fee reduction for entrance examinations and registration: To alleviate their economic burden and strengthen assistance mechanisms for disadvantaged students, we waive examination fees for economically disadvantaged students participating in admission tests and provide subsidies for transportation and accommodation costs. Since the 2024 academic year, we have provided approximately NT\$28,000 in subsidies.

(2) Post-admission Learning Support at All Stages.

To ensure students can pursue their studies without financial worries, NCUE has implemented a guidance and counselling mechanism of "Replacing Work-study with Learning," enabling economically disadvantaged students to balance both their academic studies and living needs. From the first mile of enrollment to the last mile of graduation, NCUE has thoroughly implemented the "Comprehensive Care for Students' Learning Journey," helping students achieve the goal of "Soaring in Academic Careers and Realizing Eagles dreams." The learning

journey includes secure academic life guidance, professional caring psychological counselling, enhanced self-directed learning guidance, and improved competency career counselling. Table 1 shows the number of students receiving guidance and counselling and the distribution of incentive funds under our university's Soaring Eagles Program in 2024. The number of guidance and counselling sessions provided to economically disadvantaged students has reached 2,505. Among these, first-generation students received 640 guidance and counselling sessions and obtained incentive grants totaling NT\$3,687,600.

Table 1. Distribution of Incentive Grants under NCUE's Soaring Eagles Program in 2024

2024	Life Guidance and Counselling	Psychological Counselling	Learning Guidance and Counselling	Career Guidance and Counselling	Total
Number of Guidance and Counselling Sessions	329	798	1,343	35	2,505
Student Incentive Grants	3,944,000	-	8,636,400	110,000	12,690,400
Number of First-generation Students	122	149	360	9	640
First-generation Student Incentive Grants	1,317,600	-	2,340,000	30,000	3,687,600

- (a) Life guidance and counselling for a secure academic life: Through measures such as tuition and miscellaneous fee reductions, accommodation guarantees, and resources provided after counselling including emergency relief, campus meal coupons, and scholarships, NCUE helps students overcome short-term living and financial difficulties. Figures 3-4 show the implementation of Soaring Eagles incentive grants and freshman financial aid briefings, as well as sharing sessions of Soaring Eagles students' growth experiences.



Figure 3. Soaring Eagles Incentive Grants Briefings



Figure 4. Freshman Scholarship Financial Aid Briefings

- (b) Psychological counselling and supportive accompaniment: For students who require psychological counselling, NCUE provides individualized counselling services, group counselling services, diverse mental health promotion activities (including lectures and workshops), and establish case management tracking for students who need counselling. This provides students with comprehensive psychological support and assistance, deepening "precision counselling" to build student resilience.
- (c) Learning guidance and counselling for excellence and capability enhancement: Oriented by student needs, teachers personally lead and guide students to set learning goals and strategies, planning diverse empowerment learning programs to expand the depth and breadth of learning and adaptive development. This is complemented by various capacity-building lectures and workshops such as micro-program to expand students' knowledge and competency learning.
- (d) Library and digital resources for expanded learning support: NCUE currently has approximately 440,000 volumes in its collection (including Chinese and English books), with an annual investment of approximately NT\$29 million to enrich our library resources. We actively participate in various electronic resource consortiums, such as the Taiwan Academic E-book and Database Consortium (TAEBDC), the Consortium on Core Electronic Resources in Taiwan (CONCERT), the University Library E-book Procurement Consortium, and the Chemistry and Physics Promotion Center Consortiums. NCUE has purchased approximately 30 types of electronic resources, including Elsevier ScienceDirect, Springer, Wiley, IEEE, and other electronic resources to meet students' learning and research needs. Students can actively utilize the university's libraries, computer labs, laboratories, and other resources, providing students with a high-quality learning environment.
- (e) Student emergency aid funds: 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 aid funds of approximately NTD\$100,000 per student. <https://alumni.ncue.edu.tw/p/405-1017-4685,c1366.php>

(3) Comprehensive Career Guidance Before Graduation for Employment Transition.

- (a) Establishment of the "Precision Career Development Center" in February 2025: A dedicated unit has been established to integrate campus career guidance resources and create an integrated platform, establishing cross-departmental cooperation mechanisms and working closely with various departments and institutes to provide students with diverse and precise career guidance.
- (b) To enhance the diversity and stability of students' future development, our university applied for the "2024 Subsidy Program for Universities and Colleges Implementing Employment Service " from the Workforce Development Agency, Ministry of Labor, Taichung-Changhua-Nantou Regional Branch. NCUE hired professional consultants to provide career counselling services, with a total of 48 participants, including 8 first-generation college students. We aim to help students clarify their self-understanding and enhance their self-worth affirmation from an objective perspective, while simultaneously expanding their horizons to understand future market development trends.



Figure 5. Practicing Social Participation: Community Development Leadership Training



Figure 6. Job Fair: Career Development Center Offering Advisory Services

(4) Encouraging Students to Engage in Rural School Service to Demonstrate Self-Worth.

NCUE encourage students to step out of campus and engage in rural education services. During the service process, students not only put their professional knowledge and skills into practice, but also experience the demonstration of their self-worth, and find confidence and a sense of achievement through feedback from students. The Baisha Summer School, the Schweitzer

Educational Service Program, and the USR Baisha x Collaborative Good Program serve as practical venues for these values, demonstrating the power and significance of first-generation college students in educational service.

- (a) Baisha Summer School: Since 2011, the Baisha Summer School has been held annually. It is organized by a team of pre-service teachers who take on various roles such as principal, directors of academic affairs, student affairs, general affairs, as well as homeroom teachers. Through this immersive experience, they simulate the operations of a school and lead newly admitted elementary and junior high school students to adapt to campus life while engaging in creative and enthusiastic bridging courses. In the summer of 2024, a total of 39 pre-service teachers were stationed at Sijhou Junior High School and Hsinyi Public Junior High and Elementary School of Changhua County. They guided 113 incoming seventh graders to experience the joy of learning and to embrace their new life in junior high school. (Figures 7-10)

	
Figure 7. Baisha Summer School – Closing Ceremony at Hsinyi Public Junior High and Elementary School	Figure 8. Baisha Summer School – Curriculum Expo at Hsinyi Public Junior High and Elementary School
	
Figure 9. Baisha Summer School – Sports Day at Sijhou Junior High School	Figure 10. Baisha Summer School – Opening Ceremony at Sijhou Junior High School

- (b) Schweitzer Educational Service Program: Since 2006, the Schweitzer Educational Service Program has embodied the spirit of Dr. Schweitzer by caring for the underprivileged and providing professional services. The participants will be sent to rural schools to conduct academic tutoring and character education activities. In the summer of 2024, 19 pre-service teachers (involving two first-generation college students) served 27 students transitioning

from seventh to eighth grade at Hsienhsi Junior High School in Changhua County (Figures 11-12).



Figure 11. Schweitzer Program – Academic Challenge Stations



Figure 12. Schweitzer Program – Sports Day

- (c) USR NCUE x Common Good Project: Launched in 2020, this project aims to fulfill the university's social responsibility, enhance pre-service teachers' professional teaching knowledge, and strengthen their practical teaching skills. It also promotes the integration of regional resources to provide disadvantaged rural students with better learning opportunities and educational resources. In 2024, the summer camps were co-organized with six schools across Changhua, Yunlin, and Nantou counties. These camps incorporated localized curricula and interdisciplinary courses. For example, the "Magical Journey" bilingual support course at Tianjzhong Senior High School's junior high division used immersive English activities and role-playing to build students' confidence and improve their English communication skills. A total of 61 volunteer (involving twelve first-generation college students) engagements by pre-service teachers served 231 junior high school students (Figures 13-14).



Figure 13. Enhancing Students' English Communication Skills Through Immersive English Activities



Figure 14. Group Photo from the Course

SDG 10.3.1 Proportion of international students from developing countries

Number of students

Figure 1 shows the number of FTE students at NCUE. The total number of FTE students in 2024 was 7,308, including 5,079 Bachelor's students, 1,767 Master's students, and 462 Doctoral students.

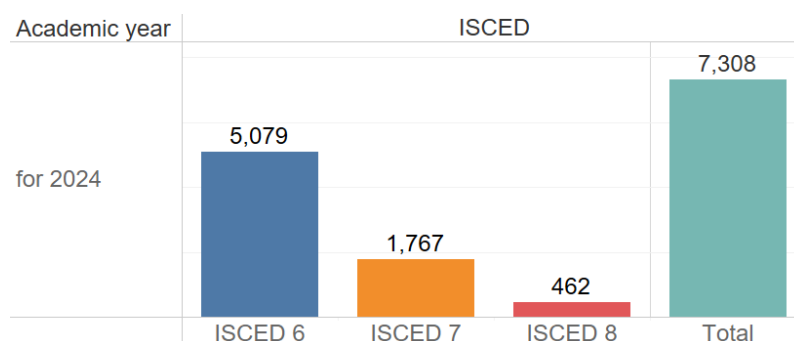


Figure 1. Total number of FTE students at NCUE

Number of international students from developing countries

1. Number of international students from developing countries

In 2024, there were a total of 451 students from developing countries at NCUE (including those from Hong Kong and Macau), accounting for 6.17% 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 master's degree programs. Table 2 provides an analysis of the countries of international students at NCUE, with students coming from countries such as Malaysia, Vietnam, India, etc.

Table1. Percentage of Grade I international students from developing countries/regions at NCUE in 2024

Program	Students from developing countries	Number of students	Percentage
Bachelor's program	321 (including 64 TEEP students, 20 exchange students from China, and 1 exchange student from Indonesia)	5,079	6.32%
Master's program	112 (including 23 TEEP students, 7 exchange students from China, and 3 exchange students from Indonesia)	1,767	6.34%
Doctoral program	18 (including 7 TEEP students)	462	4.00 %

Total	451 (including 94 TEEP students, 27 exchange students from China, and 4 exchange students from Indonesia)	7,308	6.17%
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※Note: TEEP is an abbreviation of Taiwan Experience Education Program.

Table2. Statistics on the number of Grade I international students from developing countries/regions in NCUE in 2024 (TEEP included) :

Country	Year 2024
Malaysia	135
China (including Hong Kong and Macao)	105 (including 78 students from Hong Kong and Macao, and 27 exchange students from China)
Vietnam	29 (including 5 TEEP students)
India	67 (including 58 TEEP students)
Indonesia	83 (including 18 TEEP students, and 4 exchange students)
Mongolia	3
South Africa	2
Philippines	0
Pakistan	23 (including 12 TEEP students)
Iran	0
Eswatini	1
Türkiye	1
Kazakhstan	1
Thailand	1 (including 1 TEEP student)
Total	451 (including 78 students from Hong Kong and Macao, 94 TEEP students, and 31 exchange students)

Record date set by Ministry of Education: Oct. 15, 2024

2. Providing More Admission and Employment Opportunities in Taiwan for Students from Developing Countries

(1) Establishment of the International Foundation Program: This is a 1+4 system where only Chinese language courses are offered in the first year. If students meet the A2 (Level 1) basic level standard in listening and reading tests of the Test of Chinese as a Foreign Language (TOCFL) during or after the Chinese language preparatory period, they can continue to pursue undergraduate studies in the Department of Electronic Engineering. In the 2024 academic year, the International Foundation Program had a total of 35 students from Indonesia, Vietnam, Mongolia, and the Philippines. During the Chinese language preparatory period, tuition and miscellaneous fees are completely waived, with students only responsible for dormitory costs. When continuing to study in the Department of Electronic Engineering, first-year students are

exempted from both tuition, miscellaneous fees, and accommodation costs. This program is currently planning to expand the connected professional departments. In addition to the original Department of Electronic Engineering, it will add bachelor's programs in Electrical Engineering, Mechatronics Engineering, Electrical and Mechanical Technology, Business Administration, and Computer Science and Information Engineering, providing more admission opportunities for students from developing countries.

- (2) Implementation of the International Industrial Talents Education Special Program: This program is expected to begin enrollment in the fall of 2025, with students entering the International Master Program in Engineering at the College of Engineering. The program primarily targets university graduates from countries such as Malaysia, Indonesia, Thailand, India, Vietnam, and the Philippines. Its development goals are to deepen industry-academia collaboration and cultivate high-quality artificial intelligence application talents. After graduation, students will remain in Taiwan for employment or be employed by Taiwanese enterprises' overseas locations. Therefore, our partner enterprises will participate in curriculum design and provide paid internship opportunities and monthly living allowances. Upon graduation, students will be given priority employment by partner enterprises. If the aforementioned employment opportunities do not materialize, NCUE will provide job placement assistance. This program is taught entirely in English. However, after enrollment, the Language Center will provide **free** Chinese language credit courses and non-credit Chinese courses for students to enhance their Chinese language proficiency. Students are also encouraged to pass the A2 (Level 2) basic level in listening and reading of the Test of Chinese as a Foreign Language (TOCFL) in their second year of enrollment to strengthen their employment prospects in Taiwan.
- (3) Active Recruitment from South Asian/Southeast Asian Countries: Strengthening recruitment from South Asian/Southeast Asian countries: Through the TEEP (Taiwan Experience Education Program) scholarship program, NCUE provides internship opportunities for students from these regions and encourages them to apply for admission after completing their internships. In 2024, Indian interns numbered 58, representing the largest group, with some becoming international students in the College of Engineering after completing their internships. Additionally, in 2024, NCUE participated in Taiwan Higher Education Fairs held in Indonesia, Malaysia, and Vietnam. We also made three visits to high schools in Indonesia or Thailand, conducting promotional activities in approximately 10 high schools, attracting local students to apply for admission through preferential measures such as tuition/accommodation fee reductions and our excellent teaching quality.



Figure 2. In 2024, the Dean of International Affairs and staff from the Office of International Affairs visited local high schools in Indonesia to conduct in-class promotional activities



Figure 3. In 2024, the Dean of International Affairs and staff from the Office of International Affairs traveled to Indonesia to participate in the education fair and conduct recruitment activities.

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

- (1) Table 3 presents the items of economic assistance NCUE offered to students from developing countries in 2024. 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.
- (2) Promoting the Dual-Advisor System for All Classes: In addition to the existing academic advisors for each grade/class in departments, an international advisor is added to each department to provide timely consultation and guidance for international students in academic, living, and psychological aspects. Furthermore, the Office of International Affairs trains student buddies from various departments to assist international students in solving daily life and academic problems, helping them adapt to life in Taiwan more quickly.
- (3) Promoting the Professionalization Program for Career Counseling of International Students in Taiwan: The Office of International Affairs has been coordinating this program since the 2024

academic year, appointing two bilingual dedicated career counselors and integrating resources from the Office of Student Affairs to implement: 1. One-on-one career consultation services for staying in Taiwan; 2. Corporate visits for international students; 3. Corporate campus recruitment activities and briefings; 4. Establishing industry-academia cooperation mechanisms with enterprises and providing employment guidance, tracking, and care services for participating students; 5. Organizing career lectures, resume reviews, mock interviews, and employment regulation workshops. To date, over 100 international students have participated in career consultation, and we have organized 7 career lectures, 4 resume review sessions, 4 mock interviews, 3 corporate visits, and 1 international student job fair. (Job Fair News: <https://www.ncue.edu.tw/p/406-1000-30684,r93.php?Lang=zh-tw>)

- (4) Industry Collaboration and Internship Programs: Our university is currently planning to collaborate with enterprises such as Siliconware Precision Industries Co., Ltd. to design internship courses and negotiate interdisciplinary corporate training programs, helping international students gain early exposure to real workplace environments, accumulate practical experience, and enhance their employment competitiveness. According to current tracking data, 14% of international graduates have successfully remained in Taiwan for further studies or employment, with the majority coming from developing countries in Southeast Asia and South Asia, demonstrating positive results.

Table 3. Use of NCUE Funds for Financial Aid Projects Supporting Students from Developing Countries in 2024 (TEEP Included)

Item	Services	Number of students served and the amount
Tuition and miscellaneous fee reduction for overseas Chinese students	Those who received the aid could have their tuition and miscellaneous fees reduced by 1/3 in the fall and spring semesters.	53 students, NTD\$ 392,402
Key Points of NCUE's Implementation of Rewards for Foreign Students	Those who received the rewards could be exempted from tuition, miscellaneous, and accommodation fees for one academic year.	99 students, NTD\$ 5,056,667
Installment arrangements for tuition and miscellaneous fees	Economically-disadvantaged overseas Chinese students and foreign students with proof could pay their tuition and miscellaneous fee in up to three installments.	17 students, NTD\$ 604,556
Scholarships for outstanding students (Office of Student	Including the Scholarship for Distinct Academic Performance, Scholarship for Outstanding Talent, and Scholarship for	9 students, NTD\$ 52,000

Affairs)	Service and Dedication	
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 were facing financial difficulties due to unexpected events, as well as economically-disadvantaged overseas Chinese students and foreign students.	29 students receive work-study student subsidies totaling NTD\$ 1,435,040
Graduate scholarships	Awarded to those with outstanding performance in academic research.	Scholarships: NT\$250,096 for 46 students; Work-study funds: NT\$194,368 for 11 students; Total: NT\$444,464
Taiwan Experience Education Program (The TEEP program)	The scholarship, including accommodation, airfare, living expenses, insurance, etc., was granted for up to 6 months.	60 students, NTD\$ 5,697,300
Professionalization Program for Career Counseling for International Students Staying in Taiwan after Graduation	The Program enhances employability for students from developing countries through language courses, career counseling, and internships, supporting their development in Taiwan.	A program budget of NT\$3,000,000.

For the details of other forms of aid provided by agencies of the central government and civil organizations, please refer to Appendix 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. NCUE continued to actively seek cooperation with New Southbound countries through both online and in-person approaches. This collaboration included 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 240 partner universities around the world, among which 34 are located in underdeveloped and developing countries. NCUE communicated 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 expertise and experiences in academic research and teaching. We conducted such activities with partner universities in countries such as India, Indonesia, Thailand, the Philippines, and Malaysia. 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 4-7.

Table 4. List of academic and learning exchange activities between NCUE and collaborating schools in developing countries in 2024

Date	Subjects	Number of Participants
2024/01/08	Academic exchange and cooperation with Rizal System University, Philippines	9
2024/01/21–28	Visit by NCUE Office of International Affairs to two universities and two high schools in Thailand, and two high schools and one university in Indonesia	2
2024/02/18–28	Visit by teachers from Tsun Jin High School, Malaysia for exchange	1
2024/03/26–27	Academic exchange and study program with faculty and students from Thaksin University, Thailand	21
2024/04/29–05/03	Academic exchange and study program with faculty and students from Thaksin University, Thailand	13
2024/05/06	Academic exchange with Universitas Komputer Indonesia (UNIKOM) and International Women University (IWU)	6
2024/05/18	Cultural visit in Nantou organized for international students at NCUE	90

Date	Subjects	Number of Participants
2024/06/22	Department of Special Education hosted the “2024 International Conference on Special Education and Thesis Presentation—Inclusion and Practice of General and Special Education”	Approximate 50
2024/06/23–30	Southwest University “Bayu Cultural Journey” Summer Camp (overseas program)	3
2024/06/29–07/07	Northeast Normal University 2024 Cross-Strait University Students Summer Camp	5
2024/07/01–31	NCUE faculty and students’ exchange and practicum program at Chinese Independent High Schools in Malaysia	6
2024/07/03	Academic exchange with faculty from Kasetsart University, Thailand	3
2024/07/08	Academic exchange and cooperation with faculty from Indian Institute of Technology Gandhinagar (IITGN)	3
2024/07/10–21	“Sunshine Teaching and Confucius Footprints” volunteer teaching program at Central China Normal University	3
2024/08/01–04	Department of Guidance and Counseling hosted the “Emergence · Imagery · Dialogue: International Conference on Multidisciplinary Professions and Imagery Expression”	Approximate 130
2024/08/12–21	Visit by NCUE Office of International Affairs to 12 high schools and universities in Indonesia	2
2024/9/16	Academic exchange with faculty from Universitas Negeri Semarang (UNNES), Indonesia	3
2024/10/14–30	Faculty and students from Northwest Normal University participated in a study camp at NCUE	18
2024/11/15	Academic exchange with faculty from King Mongkut’s University of Technology Thonburi (KUMTT), Thailand	8
2024/11/16	Cultural visit in Southern Changhua organized for international students at NCUE	85
2024/11/19	Academic exchange and cooperation with faculty from Indian Institute of Technology Gandhinagar (IITGN)	3
2024/11/23–27	Graduate Institute of History hosted the “7th Baisha International Symposium on Historical Geography”—Presentation of the “Land Deed Spatial-Temporal Retrieval System”	Approximate 50

Date	Subjects	Number of Participants
2024/11/26–29	Faculty from Kasetsart University, Thailand participated in the “College of Science × Kasetsart University Joint Academic Symposium”	50
2024/12/04–08	Academic exchange by faculty from the Department of Chinese Literature visiting universities in Malaysia	3

	
Figure 4. Academic exchange and cooperation with Rizal System University, Philippines (2024/01/08)	Figure 5. Academic exchange and study program with faculty and students from Thaksin University, Thailand (2024/03/26-27)
	
Figure 6. " Emergence · Imagery · Dialogue: International Conference on Multidisciplinary Professions and Imagery Expression " organized by Department of Guidance and Counseling (2024/08/01-04)	Figure 7. Academic exchange with faculty from King Mongkut's University of Technology Thonburi (KMUTT), Thailand (2024/11/15)

(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 conducts 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 8), 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 9. 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 2024

Date	Topic	Number of participants (Approx.)
2024/01/16	Winter Vacation Orientation & Let's Celebrate the Year of Dragon!	80
2024/03/01	Spring Festival Event - Lunar New Year Gathering	100
2024/03/04-05	Aichi University of Education -Academic Exchange Meeting	43
2024/03/27-29	OCSA and Taiwanese Student Cultural Exchange Week: Activities and theatrical performance "Mirror "	300
2024/04/29-05/03	Thaksin University Mandarin Language Camp	23
2024/05/18	Cultural trip to Nantou	90
2024/06/08	OCSA Graduation Gala Theatrical Performance & "Farewell to Seniors" Event	280
2024/06/12	Exchange student experience-sharing session	35
2024/06/25	OCSA Graduation Farewell party	80
2024/09/20	Mid-autumn Party and Orientation Banquet for International Students	150
2024/09/21-22	Freshmen Orientation	150
2024/10/16	Temple University – Program Information Session	50
2024/10/26	Campus Fair - food and cultural booths by international students	30
2024/10/27-11/02	OCSA Sports day	70
2024/11/13	Temple University – Dual Degree Information Session	55
2024/11/16	Cultural Trip to Southern Changhua	82

2024/12/15	International student educational visit	130
2024/12/17-19	Exchange student experience-sharing session	130
2024/12/20	Christmas banquet	100



Figure 8: Our university organizes a Mid-autumn Party and Orientation Banquet for international students, allowing them to experience the festive atmosphere and warmly welcome new students



Figure 9: Our university organizes annual educational and cultural visits for international students, guiding them to explore local communities and experience traditional customs and practices

Please refer to Appendix 10.3.1B for more cultural exchanging activities with developing countries.

4. Offering Multicultural Courses to Deepen Students' Understanding of Other Ethnic Cultures:

In the 2024 academic year, our university offered 86 multicultural-related courses, both compulsory and elective, across various departments (including the Physical Education Office), the Teacher Education Center, and the Center for General Education. This provides ample and diverse resources for culturally inclusive education.

SDG 10.4.1 Proportion of students with disabilities

Number of students

Figure 1 shows the FTE number of students enrolled in NCUE. The total number of FTE students in 2024 was 7,308 including 5,079 Bachelor's students, 1,767 Master's students, and 462 Doctoral students.

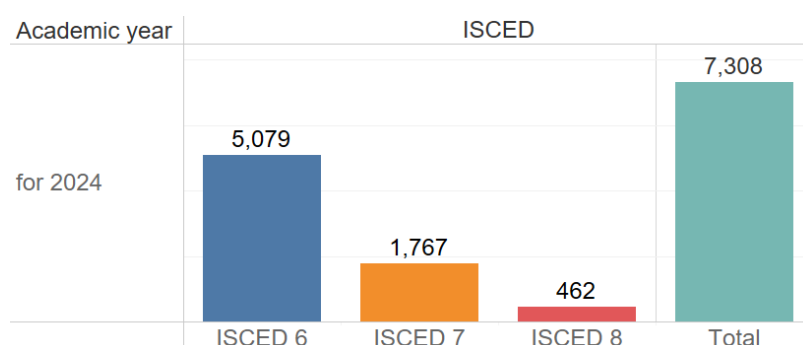


Figure 1. Statistics on the total FTE number of students enrolled in NCUE

Number of students with disability

In 2024, there were 113 students with disabilities enrolled in NCUE, and the proportion of students with disabilities was $113/7,308 = 1.55\%$. 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	Other (determined by the Committee Responsible for the Identification and Placement of Gifted and Disabled Students))	Total
Doctoral programme	1	0	2	4	0	7
Master's programme	0	0	4	22	1	27
Bachelor's programme	0	9	8	61	1	79
Total	1	9	14	87	2	113

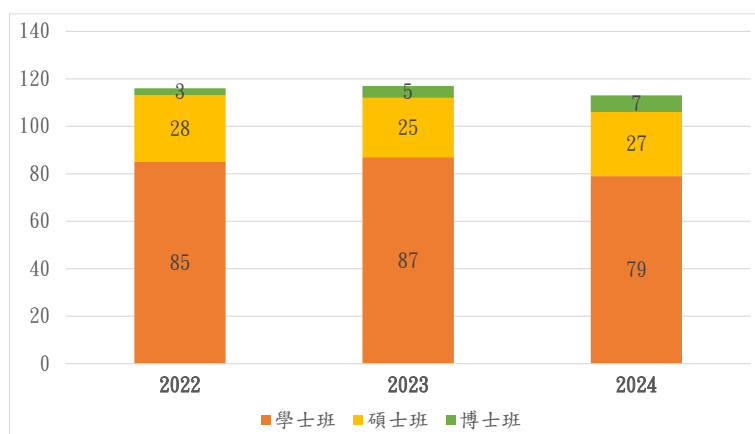


Figure 2: Statistical Chart of Students with Disabilities from 2022 to 2024

NCUE provides students with disabilities with a fair chance of admission by applying to study in NCUE through multiple approaches. After students with disabilities 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 NT\$3,600,000 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) NCUE is one of a few national universities to proactively pave the way for students with disabilities to receive higher education: NCUE proactively paved the way for students with disabilities to receive higher education by joining the National Joint University and College Admission System for Students with Disabilities. We admitted 8 students through the system in 2024. Since 2015, NCUE has been admitting students with disabilities through an independent system, and admitted 8 students through this type of channel in 2024. The system helps students with disabilities to enter a national university and pursue their dreams by majoring in their preferred disciplines.

Table 2. Providing students with disabilities with multiple admission channels

Admission Channel	Admission Quota	Number of Applicants	Number of Admissions
2022 Bachelor's Program, Independent Admission Exam for Students with Disabilities	8	48	8
2022 University Admission Screening (Placement) for Students with Disabilities	17	-	14
2023 Bachelor's Program Independent Admission Exam for Students with Disabilities	8	43	7
2023 University Admission Screening (Placement) for	21	-	11

Students with Disabilities			
2024 Bachelor's Program Independent Admission Exam for Students with Disabilities	8	43	8
2024 University Admission Screening (Placement) for Students with Disabilities	17	-	8

(2) To encourage departments to provide extra admission quota 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 admission quota (including those designated for overseas students, students with disabilities, and indigenous students) provided, amounting to NTD\$5,000 multiplied by the actual number of students enrolled.

2. Number of Students with Disabilities in the Past Three Years:

Year/Program	Bachelor's	Master's	Doctoral	Total
2022	85	28	3	116
2023	87	25	5	117
2024	79	27	7	113

3. 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 NCUE with more than NTD\$3,652,822 in 2024 to provide students with disabilities with appropriate services in counselling 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 on-site services provided by our university's resource room are shown in Table 3, and the number of students served in different service categories is presented in Table 4. (please refer to: <https://ncue7232105.wixsite.com/ncue/blank-4>)

Table 3. Statistical Summary of On-site Services Provided by the Resource Room

Statistics of various services provided in the Resource Classroom	Students served (person-times)
Data query	296
Use of assistive equipment	9
Printing coursework	589

Self-study	793
Exam service	80
Data transfer	17
Academic counselling	245
Life counselling	256
Transition counselling	10
General counselling	14

Table 4. Statistics of Resource Room Service Categories

Types of services provided by the Resource Classroom	Number of students served
Schoolwork counselling	240
Examination service	80
Study companion service	927
Borrowing assistive equipment	38
Textbook conversion	29

(2) Academic support services: The Resource Classroom provides individual with remedial teaching on difficult courses, exam services (explaining highlighted contents, reviews of specific questions, etc.), learning material conversion, and learning equipment loans, while student helpers and volunteers are on site to assist 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 contents, 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 student helpers and volunteers (adding/dropping courses, recording, explaining highlighted contents, copying notes, etc.): Student helpers and volunteers are arranged by the Resource Classroom to take shifts to help students add/drop courses, with recording, copying notes, and explaining highlighted contents. 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 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 counselling 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 counselling and growth groups). The various learning support services provided by our university for students with disabilities are shown in Table 5, and the details of various activities organized are presented in Table 6.
- (a) Orientation and mobility training: The Taiwan Foundation for the Blind is usually invited to conduct orientation and mobility 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 teacher selection exams for students at the beginning and 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 counselling teachers and students that allow counselling teachers to exchange opinions with students and provide timely assistance.
- (d) Psychological counselling (individual counselling and growth groups): If students with disabilities face difficulties due to personal issues, the Resource Classroom will refer them to NCUE’s Psychological Counselling and Guidance Centre so that they can participate in individual counselling and growth groups.
- (e) Arrangement of on-campus accommodation and transportation
- (f) Assistance to improve the accessible environment

Table 5. Students (person-times) served by different types of services in 2024

Support service category	Number of participants
Schoolwork assistance service	2029
Life assistance service	256
Career and schooling system transition service	130
Consulting and counselling	280

Table 6. Statistics of supportive activities provided by the Resource Classroom to students with disabilities in 2024

Activity Title	Number of Participants
Student Forum at Baoshan Campus, 2nd Semester of AY 2023	15
Student Forum at Jinde Campus, 2nd Semester of AY 2023	2
Career Test: Discover Your Employability (online test)	8
One-on-One Career Orientation Counselling, 2nd Semester of AY 2023	8
Joint Intercollegiate Exchange Activity between NCUE and Feng Chia University	5
Entrepreneurship Lecture for Students with Disabilities: Back to the Starting Point – The Startup Journey of Sunnysreeroll	20
Special Education Advocacy Activity – Q&A on Special Education Resources	306
General Education Lecture, 2nd Semester of AY 2023 – Special Education Advocacy: Guide Dogs, the Angel Eyes of the Visually Impaired	49
Alumni Career Sharing Session – Experiences on National Examinations and Employment in State-Owned Enterprises	19
Off-campus Visits and Experiential Learning Activities, 2nd Semester of AY 2023	23
End-of-Semester Gathering and Farewell Party, 2nd Semester of AY 2023	11
Student Forum at Jinde Campus, 1st Semester of AY 2024	28
Student Forum at Baoshan Campus, 1st Semester of AY 2024	17
One-on-One Career Orientation Counseling, 1st Semester of AY 2024	10
Alumni Career Sharing Lecture – My Supercar Teacher Dream	19
Special Education Advocacy Activity, 1st Semester of AY 2024 – Love in Understanding and Acceptance	226
Special Education Advocacy and Resource Classroom Service Introduction (with 2025 Desk Calendar for Homeroom Teachers and Special Education Promotion Committee)	150
General Education Lecture, 1st Semester of AY 2024 – The Warm Fragrance of Coffee by a Visually Impaired Barista: Touching Aroma, Savoring Life	36
Career Workshop – Recognizing Industrial Trends and Enhancing Workplace Flexibility	18
Wellness Workshop – Aromatherapy Solutions for Mind and Body Relaxation	23
Job Redesign Workshop – Designing Your Workplace Stage	—
End-of-Semester Gathering and Transition Meeting, 1st Semester of AY 2024	18

Activity Title	Number of Participants
Off-campus Visits and Experiential Learning Activities, 1st Semester of AY 2024	13
Freshman Parents' Forum, 1st Semester of AY 2024	17

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

(a) Student transition communication services

(b) Graduate transition communication and tracking services:

4. A campus environment with accessible facilities for students with disabilities

NCUE places great emphasis on creating an accessible campus. All buildings and campus facilities are inspected and improved in accordance with accessibility regulations. Every year, millions of dollars are invested in improving accessibility-related facilities. To date, the cumulative expenditure on accessibility improvements has reached NT\$153,292,100, resulting in a highly accessible environment.

There are 23 main buildings on campus, each equipped with accessible elevators and restrooms, achieving a 100% installation rate, as shown in Table 7. The buildings' accessible ramps, guiding facilities, and stair handrails all comply with accessibility regulations. Examples of these accessible facilities are illustrated in Figures 3-10.

Accessibility maps for both the Jinde and Baoshan campuses are provided in Figures 11 and 12, ensuring a barrier-free campus environment for students with disabilities.

Table 7: Accessible facilities available on campus

Accessible Facility	Quantity	Installation Rate
Accessible elevator	23	100%
Accessible toilet	61	100%
Renovated accessible ramp	19	100%
Accessible stair handrails	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: Accessible ramp

Figure 8: Accessible ramp with service bell



Figure 9: Handrails for accessible ramp

Figure 10: Accessible ramp and parking space



Figure 11: Map of the accessible facilities on NCUE's Jinde

Figure 12: Map of the accessible facilities on NCUE's Baoshan

campus	campus
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5. Maintaining Lighting Equipment to Create a Safe Campus

NCUE is gradually replacing T5 fluorescent lights with LED lights across all campus buildings, with a target of at least 500 fixtures replaced annually. For both new constructions and renovations of older buildings, LED energy-efficient lighting fixtures are being installed. In public areas of the campus, lighting fixtures are being converted to motion-sensor types or equipped with timers. This approach not only enhances energy efficiency but also improves the safety of public spaces within the campus.



Figure 13: All street lights on campus are equipped with timers for zoned and time-controlled activation



Figure 14: All street lights on campus are equipped with timers for zoned and time-controlled activation

6. Priority accommodation for students with disabilities

NCUE has seven dormitory buildings. The distribution of rooms in each building and the number of rooms provided for students with disabilities are shown in Table 8. The dormitories can accommodate up to 3,300 students in total.

Priority for dormitory accommodation is given annually to first-year students, students with disabilities, overseas Chinese students, government-sponsored students, students from offshore

islands, outstanding athletes, indigenous students from disadvantaged backgrounds, and students from low to middle-income families. Students from low-income families are provided with **free** accommodation. The remaining beds are allocated to other students through a lottery system. The overall accommodation rate reaches 95%.

Students with disabilities enjoy tuition fee concessions and guaranteed accommodation. Based on their physical and mental conditions, they are assigned to accessible rooms. The living space and bathroom facilities in these rooms are shown in Figures 15-16.

Table 8: Statistics on accommodation for students with disabilities in 2024

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 15: Accessible facilities in dormitories



Figure 16: Accessible facilities in dormitory toilets

7. Operating funds 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 2024, the Ministry of Education subsidized more than NTD\$ 3,652,822 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 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 805 active employees in 2024, and the statistics of different personnel categories are shown in Figure 1.

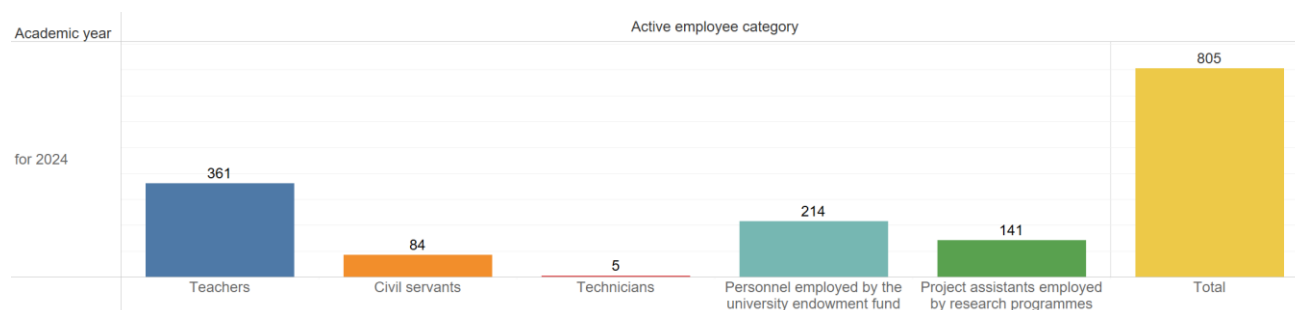


Figure 1. Statistics of employees at NCUE

Number of employees with disability

The number of employees with disabilities was 25 in 2024, and the proportion of employees with disabilities was $25/805=3.11\%$. 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 3.11%. The statistical breakdown of employment ratios for various personnel categories is illustrated in Figure 2.

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	4	361
Civil servants	0	1	84
Technicians	0	0	5
Personnel employed by the university endowment fund	13	2	214
Project assistants employed by research programmes	0	2	141
Total	16	9	805

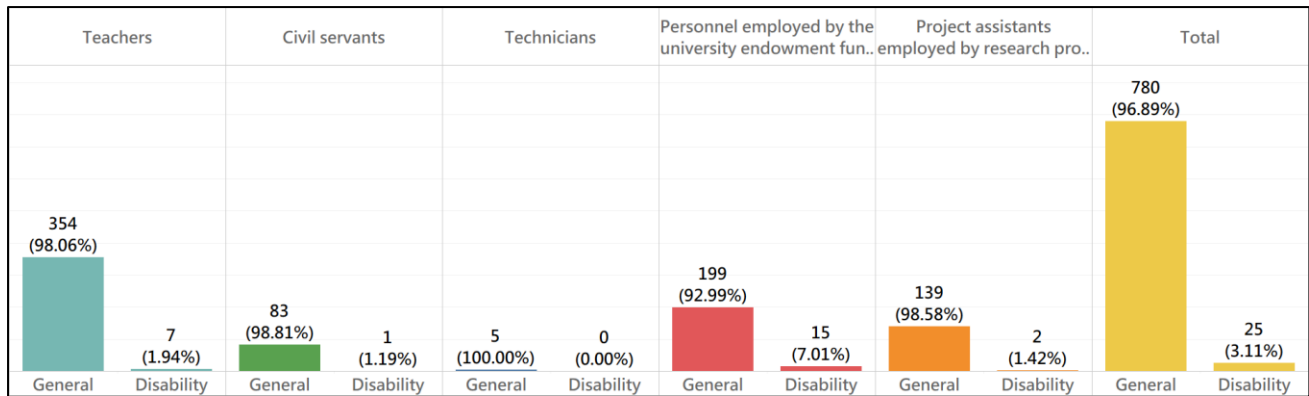


Figure 2. Ratio chart of NCUE's employees with disabilities

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, 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, 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 with the capability to work 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 2024 was 805, among which 25 are persons with disabilities. The number of employees with disabilities accounts for 3.11% 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 and visually impaired faculty members, NCUE applied to the Changhua County Government and implemented the "Job Accommodation for People with Disabilities" plan. A total of NTD\$295,342 was allocated to NCUE. The subsidized services and used amounts are as follows:

- (1) Transcription services: 120 hours in total, with NTD\$500 /hour compensation subsidized, totaling NTD\$60,000.
- (2) Assistance from helpers in the workplace: 218 hours in total, with NTD\$183 /hour compensation subsidized, totaling NTD\$39,894.
- (3) Transportation expenses: NTD\$6,000 in total

(4) Vision assistance services: 456 hours in total, with NTD\$183 /hour compensation subsidized, totaling NTD\$83,448.

(5) Desktop video magnifier: subsidy amount totaling NTD\$106,000.

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 dollars are spent annually to improve the accessible facilities. The total amount spent on the improvement of accessible facilities has reached NTD\$153,292,100 so that NCUE can provide disabled faculty members with 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 installation details are shown in Table 2. All accessible ramps, guide facilities, and accessible stairway handrails in the buildings are set according to accessibility regulations. Examples of these accessible facilities are illustrated in Figures 3-6. Accessibility maps for both the Jinde Campus and Baoshan Campus are provided in Figures 7 and 8, illustrating the barrier-free environment available 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 handrail	36	100%
Guide facility	26	100%

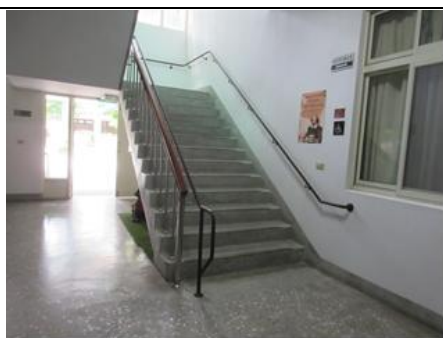


Figure 3: Accessible stair handrail



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 accommodation is offered at reasonable and discounted rates. The fees are only about 20-30% of the local rental market prices, which helps to reduce the financial burden on employees with disabilities.

5. Strengthening Support Mechanisms for Legal Consultation Services for Disadvantaged Faculty and Staff

NCUE collaborates with professional legal consultants to provide regular **free** legal consultation services, assisting with issues related to labor rights, workplace discrimination, and gender equality, ensuring that their rights are fully protected and further promoting a fair and just workplace environment.

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 via official letter Tai Chiao Kao (4) Tzu No.1100009988; and our “Admission Regulations for Indigenous Peoples’ Special Classes” were approved on March 2, 2023, via official letter Tai Chiao Kao (4) Tzu No. 1120016639. NCUE conducts separate admission examinations annually for new immigrant and indigenous students. This approach aims to increase the enrollment opportunities for these groups, thereby promoting social mobility.

Please refer to Appendix 10.6.1A, Key Points on the Review and Approval Procedures of the University Admission Rules.

Please refer to Appendix 10.6.1B, The university’s Regulations on Transfer and Admission to Doctoral, Master’s, and Bachelor’s Programs.

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

Please refer to Appendix 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.

Based on Article 24, Paragraph 1 of the Indigenous Peoples Basic Law, which states: "The government shall, in accordance with indigenous characteristics, formulate public health and medical policies for indigenous peoples, incorporate indigenous areas into the national medical network, conduct indigenous health care, establish a comprehensive long-term care, emergency rescue and referral system, and safeguard the health and life safety of indigenous peoples," NCUE has planned to train indigenous elderly healthcare professionals to address the imbalance between supply and demand in long-term care for indigenous peoples.

NCUE applied for the establishment of the "Special Program for Indigenous Students in Elderly Health Promotion and Care Management" in 2022. The program was approved to enroll 30 indigenous students, and in 2023~2024, this number was increased to 35, ensuring a certain proportion of enrollment opportunities for indigenous students. Please refer to Appendix 10.6.2A The Indigenous Peoples Basic Law for more information.

1. Statistics of NCUE's disadvantaged students in 2024

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 2024 are as Table 1.

Table1. Statistics on NCUE's disadvantaged students, 2024

Category	Bachelor's program	Master's program	Doctoral program
Disabilities	79	27	7
Indigenous	171	16	0
Low-income households	60	14	0
Low- to middle-income households	73	12	1
Grants for disadvantaged students (levels 1– 5)	177	43	0
Children of military and civil servants	13	2	1
Children of families in hardship	13	3	0
New immigrants	332	48	2
Total	918	165	11

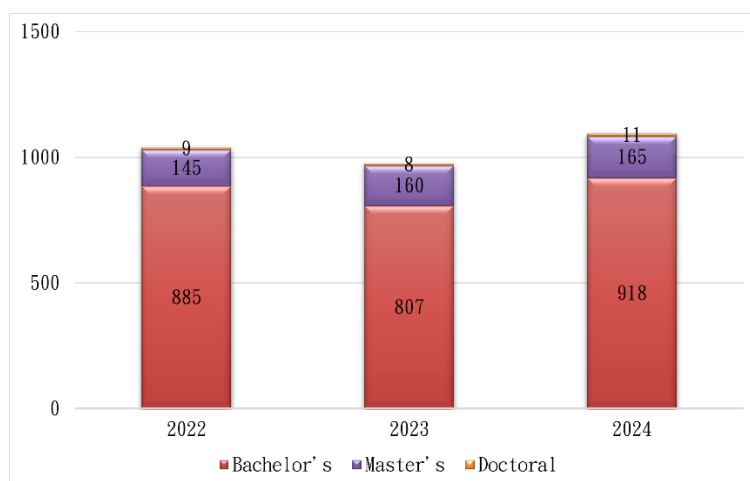


Figure 1: An Increase of 119 Students from Disadvantaged Backgrounds at NCUE

2. Admission of underrepresented groups to NCUE in 2024

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 enroll. The admission situation of each channel is as follows Table 2-4:

Table 2. Statistics on the admission of disadvantaged students through various channels in 2024

Admission Channel	Quota	Applicants	Admitted
2024 University Application Admission - Priority Admission (Economically Disadvantaged Students)	7	5	1
2024 University Application Admission - Flying Eagles Group (Economically Disadvantaged Students)	21	121	17
2024 University Stars Recommendation Admission - Additional Quota for Indigenous Students	24	8	3
2024 University Application Admission - Additional Quota for Indigenous Students	74	68	19
2024 University Placement Admission - Additional Quota for Indigenous Students	33	-	3
2024 Four-Year College and Two-Year Junior College Registration and Placement - Additional Quota for Indigenous Students	2	-	0
2024 Bachelor's Program Separate Admission Examination for Students with Disabilities	8	43	8

2024 College Entrance Examination for Students with Disabilities (Placement)	17	-	8
2024 Indigenous Students Special Program Admission	35	36	35
Total	221	281	94

Table 3. Statistics on the admission of students with special talents to NCUE in 2024

Approach through which the student is admitted	Quota of recruitment	Number of students admitted
2024 Athletic performance screening	119	17

Table 4. The application status of foreign students with NCUE in 2024

Academic Year	Student Type	Applicants	Admitted
2024	Overseas Chinese Students	125	84
2024	International Students	339	126

SDG 10.6.3 Access to university underrepresented groups recruit

To facilitate the enrollment 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) NCUE encourages its 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 35 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 Group". 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 programs in a department in the current academic year will be multiplied by NTD\$ 5,000 as additional subsidies expenses for the department.

Please refer to Appendix 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 subsidize the transportation and accommodation expenses for ‘individual application’.

i. NCUE exempts 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'.

Please refer to Appendix 10.6.3B, Department Rules of Admission Guide for Individual Application for University Admission in 2024.

Please refer to Appendix 10.6.3C, NCUE's 2024 Admission Guide for Separate Admission of Students with Disabilities.

Please refer to Appendix 10.6.3D, Transfer Admission Examination Guide for Bachelor's Programmes in 2024.

Please refer to Appendix 10.6.3E, Guide on Reference to Master's and Doctoral Programmes in 2024.

Please refer to Appendix 10.6.3F, Admission Guide for Master's Programmes in 2024.

Please refer to Appendix 10.6.3G, Admission Guide for Doctoral Programmes in 2024.

- 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 of students will be subsidized according to their place of household registration, 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, subsidizing transportation and accommodation fees for "individual application", and holding lectures in senior and vocational high schools. 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 "Mentoring and Learning" 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 2024, 388 students from families in the lowest 20% income group are studying at NCUE, accounting for 5.3% of all students.



Figure 1. Guided Learning and Inquiry-Based Practice - Discussing Software Development Operation and Usage with Industry Mentors



Figure 2. Industry-Academia Enterprise Internship Visit - Siliconware Precision Industries Co., Ltd.

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

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 improving 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 2024, the departments provided 221 admission seats for economically disadvantaged students (children from low-income families, middle-to-low-income families, and families in special circumstances). A total of 94 students were admitted.

(e) Striving to Establish Indigenous Special Programs and Contributing to Indigenous Student Development

i. NCUE established the "Indigenous Special Program for Healthy Aging Promotion and Care Management" in the 112 academic year (2023-2024), providing 35 admission slots for indigenous students annually. This represents the first academic unit at our university with indigenous students as the primary focus. The admission process emphasizes students' autonomous learning achievements, motivation for indigenous cultural learning, social care

and service experience, and diverse learning performance.

- ii. In 2024, the Indigenous Special Program visited 21 key indigenous schools to conduct recruitment promotion activities. Approximately 226 people participated. The details of the promotional activities are shown in the table below and in Figures 3-10.

No.	Date	School	Number of Indigenous Student Participants
1	12/20 (Fri)	Youth Senior High School	5
2	12/20 (Fri)	Shulin Senior High School	29
3	12/20 (Fri)	Luofu Senior High School	23
4	12/27 (Fri)	Lotung Commercial Vocational High School	16
5	01/02 (Thu)	Fucheng Senior High School	7
6	01/03 (Fri)	Sanmin Vocational High School of Home Economics and Commerce	4
7	01/03 (Fri)	National Chi Nan University Affiliated Senior High School	0
8	01/03 (Fri)	National Puli Industrial Vocational Senior High School	10
9	01/06 (Mon)	Shinmin Senior High School	26
10	01/07 (Tue)	National Caotun Commercial & Industrial Vocational Senior High School	0
11	01/08 (Wed)	National Shuili Vocational High School of Commerce and Industry	4
12	01/08 (Wed)	National Ren-ai Agricultural Vocational Senior High School	4
13	01/08 (Wed)	Taichung Municipal Shalu Industrial High School	20
14	01/09 (Thu)	Y-sun Senior High School	12
15	01/14 (Tue)	Sansin High School of Commerce and Home Economics	16
16	01/15 (Wed)	Taichung Municipal Hou-Zong Senior High School	0
17	02/21 (Fri)	Wuyu Senior High School	12
18	02/21 (Fri)	Taichung Municipal Dongshih Industrial High School	3
19	02/27 (Thu)	Chaochou Senior High School	5
20	02/27 (Thu)	Stella Maris Ursuline High School	27
21	03/03 (Mon)	Tungder High School	3
Total			226



Figure 3. On-campus Outreach Activity at Taichung Municipal Shalu Industrial High School



Figure 4. On-campus Outreach Activity at Lotung Commercial Vocational High School



Figure 5. On-campus Outreach Activity at Shulin Senior High School



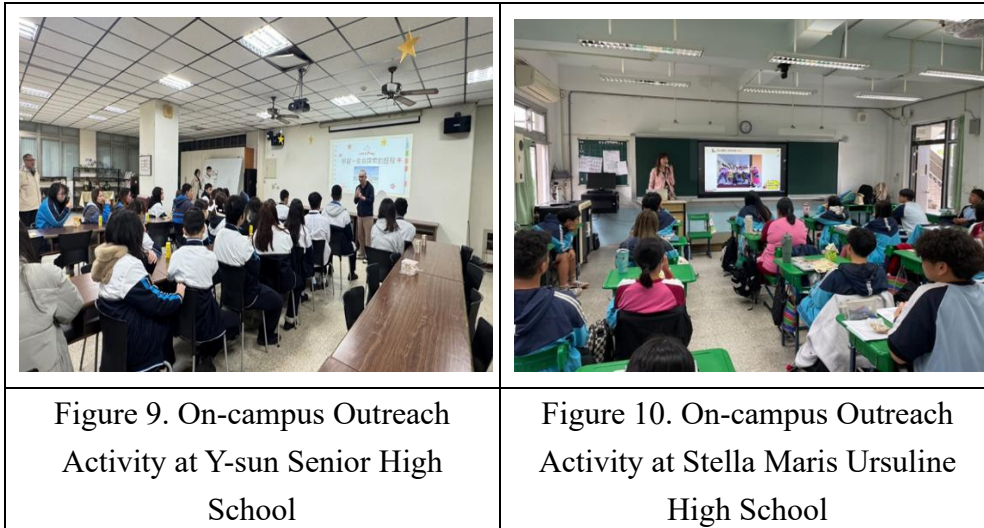
Figure 6. On-campus Outreach Activity at Youth Senior High School



Figure 7. On-campus Outreach Activity at Luofu Senior High School



Figure 8. On-campus Outreach Activity at Puli Industrial Vocational Senior High School



(2) Providing exceptionally talented students with multiple admission approaches

NCUE is open to students with outstanding athletic performance. 17 students were admitted to NCUE’s Department of Sports through athletic performance screening, which offered 119 places in 2024.

2. Employees:

Having enacted the National Changhua University of Education Commitment of Sustainability, NCUE 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/ organization) of individual levels, public school, or public business agency / organization / 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 2024, NCUE had 805 employees, among whom 25 had disabilities, and the proportion of employees with disabilities was 3.11%, 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 schools, there shall be 1

indigenous individual for every 100 workers: 1. Contract employees; 2. Stationed police; 3. Mechanics, drivers, janitors, cleaners; 4. Fee administrators; 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 school 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 6 in 2024, with 1 stationed police, 2 mechanics, and 3 janitors. 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 member, 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 2024

Standard	Percentage (number) of employees from disadvantaged groups that should be employed by NCUE according to regulations in 2024	Actual percentage (number) of employees from disadvantaged groups in 2024	Total number of faculty and staff members in NCUE in 2024
People with Disabilities Rights Protection Act	Faculty and staff members with disabilities 3% (24 people)	Faculty and staff members with disabilities 3.11% (25 people)	The total number of faculty and staff members in NCUE was 805
Indigenous Peoples Employment Rights Protection Act	Indigenous faculty and staff members 0% (0 person)	Indigenous faculty and staff members 0.2% (2 people)	The total number of employees from the five categories was 6

Please refer to Appendix 10.6.3H, People with Disabilities Rights Protection Act.

Please refer to Appendix 10.6.3I, Indigenous Peoples Employment Rights Protection Act

Please refer to Appendix 10.6.3J, 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, priority allocation of dormitory rooms to employees with disabilities, and accessible facilities in dormitories.

(a) On behalf of hearing-impaired and visually impaired faculty members, NCUE applied to the Changhua County Government and implemented the “Job Accommodation for People with Disabilities” plan. A total of NTD\$295,342 was allocated to NCUE. The subsidized services

and used amounts are as follows:

- i. Transcription services: 120 hours in total, with NTD\$500 / hour compensation subsidized, totaling NTD\$60,000.
- ii. Assistance from helpers in the workplace: 218 hours in total, with NTD\$183 / hour compensation subsidized, totaling NTD\$39,894.
- iii. Transportation expenses: The amount is NTD\$6,000 in total
- iv. Vision assistance services: 456 hours in total, with NTD\$183 / hour compensation subsidized, totaling NTD\$83,448.
- v. Desktop video magnifier: subsidy amount totaling NTD\$106,000.

Please refer to Appendix 10.6.3K - 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.
- (c) In accordance with the policy of our nation's Council of Indigenous Peoples, on indigenous seasonal ritual holidays, individuals with indigenous status may choose one day off during the year from the seasonal ritual holiday dates of their own, their parents', or their spouse's ethnic group. NCUE reiterates the right to take leave for indigenous seasonal rituals, strengthen advocacy, ensure proper implementation, and inform indigenous colleagues within our organization. We should proactively show care and inquire about colleagues' situations regarding seasonal ritual leave, and consider individual needs such as travel distance for returning home and the schedule of seasonal rituals to provide relevant flexible leave arrangements.

Please refer to Appendix 10.6.3L - Official document on policy compliance of the Council of Indigenous Peoples and strengthening advocacy.

SDG 10.6.4 Anti-discrimination policy

NCUE has always placed great importance on equality, establishing numerous relevant regulations and policies to safeguard students' rights to education. We organize various types of activities and courses without any restrictions based on race, religion, disability, immigration status, or gender, with the aim of creating a friendly campus environment.

1. Section on the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)

NCUE has built a website for the implementation of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD). The content includes interpretations of ICERD articles, legal provisions, educational materials, and promotional information, all of which we strictly adhere to.

Related website: <https://personnelweb.ncue.edu.tw/p/412-1001-3360.php?Lang=zh-tw>

2. Promoting Gender Equality

In 2000, NCUE established the "National Changhua University of Education Gender Equality Education Implementation Regulations," and in 2004, we set up the "National Changhua University of Education Gender Equality Education Committee Establishment Measures." These initiatives actively work towards creating an educational environment **free** from gender discrimination. We also provide proactive assistance to improve the situation of students who are disadvantaged due to their gender or sexual orientation. For pregnant students, we protect their right to education and provide necessary assistance.

Furthermore, NCUE have designed gender equality-related courses that are open for students to select. Through these efforts, faculty and students work together to establish a campus learning environment that promotes gender equality.

Related website: <https://genderweb.ncue.edu.tw/files/11-1016-83.php?Lang=zh-tw>

3. Holding gender equality related study activities

In 2024, NCUE held a total of 105 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 9.3% from 96 sessions in 2023, NCUE has publicized the crucial ideas of gender equality education, anti-discrimination, and anti-harassment. A total of 6,038 people participated in these activities, an increase of 1.6% from 5,943 in 2023.



Figure 1. In response to the Ministry of Education's Gender Equality Education Day, NCUE organized its Gender Equality Education Day on April 30, 2024, focusing on Article 10 "Education" of CEDAW as the main theme. Members of the Gender Equity Education Committee at our school: Dean of Academic Affairs Dr. Yang-Wei Lin, Dean of Student Affairs Dr. Chuian-Fu Ken, and Professor Shu-Chu Chao jointly participated in this event. Through promoting gender mainstreaming within the campus, NCUE aimed to evaluate legislation, policies, and programs through planned actions. These actions were designed to assess the impact on both men and women across all areas and levels, echoing the principles of CEDAW. The event saw enthusiastic participation from faculty, staff, and students, with a total of 642 participants.



Figure 2. On November 18 and 21, 2024, in response to the United Nations International Day for the Elimination of Violence Against Women and the White Ribbon Campaign, NCUE collaborated with the 2025 Taiwan International Queer Film Festival to host the “Baisha Queer Film Festival” under the theme “Cultivating Love, Rooting the Rainbow.” The event featured five films centered on anti-harassment and anti-discrimination themes —Swingin', A Beautiful Bird Day, This is My Rifle. This is My Gun, Hidden, and Honeymoon. Each screening was followed by a post-film discussion led by invited speakers.



Figure 4. From November 18 to 21, 2024, in conjunction with the "Baisha Queer Film Festival," NCUE school library organized a "Queer Book Exhibition" in the first-floor atrium of the library. The event aimed to help students not only acquire knowledge and skills in their

Figure 3. Bachelor's Degree Program for Indigenous People in Seniors Health Promotion and Care Management, College of Education at our university, held an exhibition titled “LGBTQ friendly Long-Term Care: Understanding Gender Diversity in Geriatric-Related Disciplines and the Realities and Care of Gender-Diverse Individuals in Long-Term Care” from June 1 to 7, 2024. The exhibition focused on disadvantaged gender groups who face unfavorable situations due to their gender. It aimed to break the constraints of traditional gender stereotypes and transcend gender frameworks through daily practices that respect diverse gender differences.



Figure 5. On October 28, 2024, the Chief Secretary, Meichun Lydia Wen, from our school, gave a presentation on the school's anti-harassment and anti-discrimination policies and stance at the Faculty Knowledge Seminar. A total of 132 staff and students participated in the event.

respective fields, but also explore and understand issues related to gender diversity. Through this lecture, students were encouraged to recognize both their own and others' uniqueness, cultivate an awareness of gender diversity, and develop a caring and respectful attitude toward gender minority groups.	
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Please refer to Appendix 10.6.4A, Statistics and records of study activities related to gender equality education (anti-discrimination and anti-harassment) in NCUE in 2024.

4. Establishment of "Gender Equality Credit Program" to Deepen Gender Equality Education

Since 2016, our university has established the "Program of Gender Equality" to provide students with interdisciplinary learning opportunities and strengthen their gender literacy and practical capabilities. The program includes 6 credits of required courses: "Introduction to Gender Studies" and "Gender Studies Practicum"; and at least 9 credits of elective courses covering gender mainstreaming, CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), domestic violence prevention, LGBTQ+ family issues, and the practice of gender equality in educational settings. In 2024, 8 students applied for the program, and 3 students successfully completed it and obtained program certificates.

Appendix 10.6.4B, Guidelines for the Program of Gender Equality and Its Curriculum Framework

5. Constructing a Safe and Friendly Campus

In response to emergencies and crisis situations, NCUE has established the "National Changhua University of Education Campus Crisis Event Handling Guidelines." These guidelines clearly define the establishment and operation of response organizations to promptly address emergencies and major disasters, maintain campus tranquility, provide students with a good learning environment, and ensure campus and student safety.

From 2022 to 2024, there were 1,112 campus security incidents (Table 1), including 496 cases of statutory infectious diseases, 165 student traffic accidents, 135 cases of illness requiring medical attention, and 91 cases of Suicide and harm. All cases were handled appropriately following established procedures. NCUE allocated funds to strengthen fall prevention safety facilities, assigned dedicated personnel to enhance case tracking and in-depth care, and provided meal vouchers and financial aid programs for economically disadvantaged students, creating a friendly campus environment that safeguards students' peace of mind while learning.

In 2023, NCUE produced a "Campus Crisis Event Handling Video," featuring staff members responsible for relevant tasks in various departments participating in drills. This initiative aims to enhance the crisis management and response capabilities of faculty and students (<https://drive.google.com/file/d/1zpU8QUa2OwnfL150cp2nOuCwk03nuKuV>).

Table 1: Statistics of Emergencies or Crisis Situations

Incident Type	2022	2023	2024	Subtotal
Statutory Infectious Diseases	358	134	4	496
Traffic Accidents	51	58	56	165
Medical Emergencies	16	88	31	135
Suicide and harm	19	23	49	91
Life Guidance	70	93	41	204
Follow-up Care	88	61	77	226
Others	238	158	155	551
Total	84	615	413	1112

Please refer to Appendix 10.6.4C – The NCUE Campus Crisis Event Handling Guidelines

6. Regular Review of Workplace Harassment

In accordance with Article 6, Paragraph 2, Subparagraph 3 of the Occupational Safety and Health Act and Article 11 of its Enforcement Rules, NCUE has established the "Prevention Plan on Workplace Harassment" to address physical or mental harassment suffered by employees due to others' actions while performing their duties. This plan aims to properly design and implement necessary safety and health measures to prevent workplace illegal infringement.

Please refer to: Appendix 10.6.4D - Occupational Safety and Health Act Appendix 10.6.4E - NCUE's Prevention Plan on Workplace Harassment Appendix 10.6.4F - Written Statement Prohibiting Workplace Harassment

7. Building a Workplace Environment **Free** from Bullying and Harassment

NCUE is committed to creating a healthy, friendly workplace environment **free** from bullying. We have established the "Guidelines for Handling Workplace Bullying Appeals by Faculty and Staff of National Changhua University of Education." All faculty members and staff who experience inappropriate treatment may file appeals. NCUE will form investigation committees according to regulations to ensure fairness and protect the privacy of the parties involved, while providing necessary assistance and care, enabling every colleague to work with peace of mind in a safe, respectful, and supportive environment.

Appendix 10.6.4G - Guidelines for Handling Workplace Bullying Appeals by Faculty and Staff of National Changhua University of Education

SDG 10.6.5 University diversity officer

NCUE attaches importance to the participation of diverse members in handling various university affairs. NCUE also attaches importance to gender equality and the rights of multi-ethnicity students 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 2024 are as shown in Table 1. Committees at the university level, such as the Teacher Appraisal Committee, the Evaluation Committee, and the Performance Appraisal Committee, the Teacher Appeal Review 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 2024

Committee name	Total number of members	Male members	Female members
Teacher Appraisal Committee in 2024	31	19	12
Evaluation Committee in 2024	11	6	5
Performance Appraisal Committee in 2024	14	8	6
Teacher Appeal Review Committee in 2024	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 Counselling 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.

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

Please refer to Appendix 10.6.5B: Measures for the Establishment of the Special Education Centre, National Changhua University of Education

3. Encourage students to participate in university affairs

NCUE encourages students to participate in university affairs and make suggestions for university

meetings. In 2024, students actively participated in 51 of these meetings.

Please refer to Appendix 10.6.5C, Participation of student representatives in university affairs meetings in 2024.

In 2023, student council representatives proposed the establishment of mental health adjustment leave through administrative meetings. A public hearing was held on January 4, 2024. The proposal was implemented after being approved by the administrative meeting in March 2024.

Please refer to Appendix 10.6.5D, National Changhua University of Education Student Leave Regulations

4. NCUE has a Gender Equality Education Committee

According to the Gender Equity Education Act of the Ministry of Education, NCUE has set up a Gender Equality Education Committee. The committee's task is to integrate relevant resources, draft the plan of gender equality education, 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.

Please refer to Appendix 10.6.5E, Gender Equality Education Act of the Ministry of Education.

Please refer to Appendix 10.6.5F, Measures for Setting up the Gender Equality Education Committee of National Changhua University of Education.

Please refer to Appendix 10.6.5G, Gender equality activities conducted by the National Changhua University of Education

5. Regular Labor-Management Meetings

Personnel employed through the university's school affairs fund, in addition to filing complaints or seeking mediation with local labor bureaus according to the " Act for Settlement of Labor-Management Disputes " established by the Ministry of Labor, can also participate in labor-management meetings held quarterly. Labor representatives can present opinions and improvement suggestions to management (the university) to safeguard workers' rights. Furthermore, to better protect staff rights and promote campus harmony, our university has established the " Organization and Key Evaluation Points for the NCUE's Staff Appeal and Appraisal Committee," providing formal grievance channels.

Please refer to Appendix 10.6.5H - Act for Settlement of Labor-Management Disputes

Please refer to Appendix 10.6.5I - Organization and Key Evaluation Points for the NCUE's Staff Appeal and Appraisal Committee

SDG 10.6.6 Support for underrepresented groups

NCUE continues to promote a friendly workplace environment and strengthen support mechanisms for faculty and staff with disabilities, those from disadvantaged backgrounds, and underrepresented groups. Through the "Employee Assistance Program (EAP)," we provide comprehensive services including psychological counselling, career guidance, and legal consultation to help faculty and staff cope with life and work pressures. For faculty and staff with disabilities, NCUE have reasonable job adjustment mechanisms in place to protect their work rights and safety. We also continuously strengthen gender equality policies and have established a Gender Equality Education Committee and diverse gender support systems to create a workplace culture of inclusion and respect for diversity. Through these measures, NCUE is committed to achieving SDG 10 "Reduced Inequality," enhancing internal institutional fairness and inclusiveness, as detailed below:

1. Assistance programs offered to faculty members and staff:

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

(1) NCUE conducts annual psychological counselling 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 NTD\$200,000 for the psychological counselling services provided in 2024, which served 113 person-times, helping a total of 19 employees.

Appendix 10.6.6A - Faculty and Staff Mental Health Service Program, National Changhua University of Education. (Website: <https://personnelweb.ncue.edu.tw/p/406-1001-25580,r306.php?Lang=zh-tw>)

2. Strengthening support mechanisms for providing legal consultation to disadvantaged faculty and staff: NCUE collaborates with professional legal advisors to provide regular free legal consultation services, assisting with issues related to labor rights, workplace discrimination, and gender equality, ensuring that their rights are fully protected and further promoting a fair and just workplace environment. (Please refer to Appendix 10.6.6B: Legal Consultation Official Document)

Appendix 10.6.6B - Legal Consultation Official Document

3. Creating a Gender-Friendly Workplace

(1) In consideration of the needs of faculty, staffs and students who are pregnant, with limited mobility, or with young children, the Gender Equality Education Committee of NCUE has drawn up the first 'Caring parking card' in colleges and universities nationwide. Since 2009, all faculty, staff, and students in need, and even school guests, can apply for the use of the "Caring parking card". A vehicle with a "Caring parking card" can park in barrier-free parking spaces (the card must be placed visibly on the windshield of the vehicle), as shown in Figure 1 and Figure 2.



Figure 1: Vehicle with a “Caring parking card” can park in barrier-free parking spaces (the card must be placed visibly on the windshield of the vehicle)



Figure 2: A vehicle with a ‘Caring parking card’ can park in barrier-free parking spaces (the card must be placed visibly on the windshield of the vehicle). A total of 6 applications were received in 2024.

(2) NCUE provides faculty and staffs with day care services and nursery rooms

- (a) NCUE has launched the “Changhua Private Kindergarten Affiliated to the University Co-operative Limited of the National Changhua University of Education.” This kindergarten enrolls the children of the school’s faculty and staff, as well as provides childcare services of preschool education for children over 2 years old. Use of services is chargeable. Please refer to the kindergarten website: <http://www.ncuekid.com.tw/>
- (b) In addition, NCUE has set up the “Important points for maintaining the education rights of students of the National Changhua University of Education during pregnancy and guidance-assisting measures.” We actively safeguard the education rights of pregnant students and use school or social resources through referrals to assist pregnant students with childcare needs after giving birth or having children.

Please refer to the regulations:

<https://genderweb.ncue.edu.tw/ezfiles/16/1016/img/1021/683030982.pdf>

The parent law of this law is the Gender Equity Education Act of the Ministry of Education.

For the English version, please refer to:

<https://law.moj.gov.tw/Eng/LawClass/LawAll.aspx?PCode=H0080067>

Establishment of policy: 2004

Policy review: 2023

- (c) NCUE has a total of three well-equipped and comfortable nursery rooms, which are located in the medical room of the Jinde campus and Mingde hall, as well as the medical room of the Baoshan campus, as shown in Figure 3. In addition, we have set up “National Changhua University of Education Nursery Room Setup and Management Measures.” Please refer to the regulations: <https://genderweb.ncue.edu.tw/ezfiles/16/1016/img/1021/166393770.pdf>

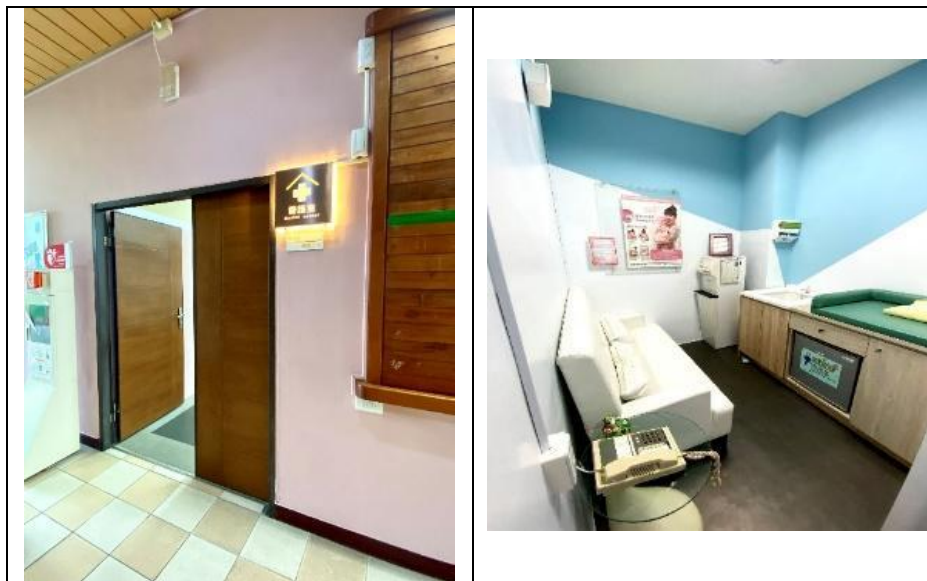


Figure 3: NCUE has 2 nursery spaces in the medical room on 1F of the Student Activity Center at Jinde campus, which is convenient for students who need to nurse their infants

4. Services to support economically-disadvantaged students:

To alleviate students' financial burdens, 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. NCUE supports them from the first year at the university through the last, 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 2024 The Soaring Eagles Program and the number of students who received the aid. The number of economically disadvantaged students who received counseling has reached 2,505 individuals.

Table 1: Statistics for the distribution of The Soaring Eagles Program rewards of NCUE in 2024 are as follows:

2024	Daily life counselling	Psychological counselling	Learning counselling	Career counselling	Total
Number of students served	329	798	1,343	35	2,505
Expenditures of rewards for students (NTD\$)	3,944,000	N/A	8,636,400	110,000	12,690,400

Appendix 10.6.6C: Fundamentals for The Soaring Eagles Program rewards of the National Changhua University of Education.

5. 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 appropriate consulting and evaluation services so that they can 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	296
Use of assistive equipment	9
Printing coursework	589
Self-study	793
Exam service	80
Data transfer	17
Academic counselling	245
Life counselling	256
Transition counselling	10
General counselling	14

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

Types of services provided by the Resource Classroom	Number of students served
--	---------------------------

Schoolwork counselling	240
Examination service	80
Study companion service	927
Borrowing assist equipment	38
Textbook conversion	29

6. Support services for indigenous students

(1) 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 Center in 2017, and organized the above service activities 29 times in 2024, in which 931 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 4-14, please refer to this link: <https://studentweb.ncue.edu.tw/p/412-1003-2282.php?Lang=zh-tw>

(2) 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 Students Resource Center's website, and the following link: <https://studentweb.ncue.edu.tw/p/412-1003-2249.php?Lang=zh-tw>

FB Page: <https://www.facebook.com/profile.php?id=100095763901800>

(3) NCUE secures NT\$300,000 scholarship from Changhua Christian Hospital (CCH) to support indigenous students' professional development: NCUE has secured support from Changhua Christian Hospital to provide NT\$300,000 annually starting from the 2024 academic year as scholarships for outstanding studious students, and NT\$150,000 annually starting from the 2025 academic year as incentive awards to encourage excellent candidates to enroll. Additionally, NCUE has established a formal partnership with Changhua Christian Hospital to provide work-study opportunities for students and has planned three long-term care internship venues at CCH, helping students gain early exposure to clinical practice and ensuring stable career development pathways for their future.



Figure 4. CCH and NCUE held a cooperation signing ceremony on August 27, 2024, with the goal of jointly cultivating indigenous care professionals to address the unequal supply and demand issues in long-term care for indigenous communities in tribal areas	Figure 5. Students from NCUE's Indigenous Special Program in Healthy Aging Promotion and Care Management participated in the Taiwan Assistive Technology Expo group photo
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Appendix 10.6.6D: Administrative Guidelines for the Changhua Christian Hospital Scholarship Program for Indigenous Students and Excellence-based Admission Incentive Program

Campus Headlines: <https://www.ncue.edu.tw/p/406-1000-28052,r93.php?Lang=zh-tw>

(4) Continuous pursuit of central government funding for indigenous student resources

Associate Professor Subeq Yi-Maun, Executive Director of the Indigenous Students Resource Center at the Office of Student Affairs, is planning to apply to the Council of Indigenous Peoples for a project to promote indigenous wisdom-based long-term care and cross-disciplinary technology talent development on campus. This project aims to combine long-term care education with community services, incorporating artificial intelligence (AI) technology applications to enhance care quality and service efficiency, and strengthen connections between the campus and indigenous communities. The project content covers three core areas: first, cross-disciplinary indigenous talent development, cultivating a new generation of professionals with both cultural literacy and technological capabilities; second, intelligent long-term care in indigenous homelands, establishing integrated mechanisms for local care and smart systems; third, promoting cultural health by integrating ethnic culture into healthcare and living environments to achieve the goals of cultural coexistence and sustainable development.

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

Category	Service Content	Number of Students Served
Life Services	Second semester of 2023 Beginning of Semester Care Activity	14
	First semester of 2024 Beginning of Semester Care Activity	37
	2024 Academic Year Central Region Indigenous Students Joint Orientation Event	73
	Farewell Care Activity	34
	Christmas Care Dinner	69
	End-of-Semester Care Banquet	18
Academic	Midterm Study Group	24

Guidance	Participation in the “Guidance and Learning Enhancement” Program	8
Career Guidance	DISC Interpersonal Communication Workshop	20
	My MBTI Personality Type + Career Analysis Course	20
	Visit to Qapu Tribe’s Bamboo Industry	16
Cultural Lectures	Brewing Plants Introduction and Hands-on Workshop	27
	Amis Tribe alofo Crafting Course	19
	Sizazazau Making Workshop	17
	Bamboo Weaving Course	15
	Visit to Djineljapan Tribe in Pingtung	17
	Visit to Kabalehadhane Tribe in Pingtung	17
	Visit to Qapu Tribe in Taoyuan	15
Tribal Work Team	Kanakanavu’s Kaisisi Cakuran	14
	Kanakanavu Mikong Ritual	13
	SuRu Tribe Pinyurak Ritual & Cultural Heritage Workshop	6
Comprehensive Indigenous Education	Dialogue on Tribal Youth Organizations	25
	“Family Ritual” Documentary Screening and Lecture	80
	Ethnic Cultural Sensitivity: Starting from Truly Seeing	33
	“Urban Indigenous?” – Discovering the Taipei Indigenous Metaverse	31
	Inheritance and Rebirth: Cultural Pulse of the Kanakanavu Mikong Ritual	27
	Unforgettable Cultural Memories – Stories of Indigenous Wild Vegetables	30
	Alang Gluban Faculty Visit	30
	Grassland Music Concert	182
Total		858



Figure 6: Students learning the traditional brewing process



Figure 7: Group photo with completed Amis-Alofo



Figure 8: Students engaged in the crafting process



Figure 9: Visit to Djineljapan Tribe in Pingtung



Figure 10: Cultural Observation of the Kanakanavu Tribe's Kaisisi Cakuran



Figure 11: Mikong Festival Tribal Work Team



Figure 12: Tribal Visit for Faculty Members of the Alang Gluban



Figure 13: Pinurak & Cultural Heritage Workshop of the SuRu Tribe



Figure 14: Website of the Indigenous Students Resource Center

Please refer to Appendix 10.6.6E, Key Points on Setting up the Indigenous Students Resource Center.

6. 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 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 15 and 16. The union's task is to manage students' public affairs, to participate in various activities on behalf of all members, plan and coordinate university-level activities internally, coordinate the fund usage and auditing of the student union, and send representatives to participate in school meetings. The organization 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 15. Website of the Student Union: https://ncuesa.ncue.edu.tw/	Figure 16. Facebook fans page of the Student Union: https://www.facebook.com/NCUESA

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

- (2) Student service clubs provide social services

Service clubs organize learning activities during the academic year, such as event planning, drama techniques, recreational activities, and outdoor games, and provide educational and recreational camps for local elementary school students in remote areas during winter and summer vacations. Taking the Aboriginal Service Club as an example, it organized children's educational and recreational camps and engaged in community service during both winter and summer vacations in 2024. The themes focused on "self-awareness" and "media literacy." The

environment we live in is constantly changing, and these issues continue to receive attention. Through lively and interesting courses and activities, we hope to help children understand the relationship between the online world and us, enabling them to understand the importance of media literacy. In this internet age, how to cultivate oneself to become a young media consumer is also an important topic. In addition, to enhance children's learning motivation, multiple station-based educational activities and NPC checkpoint activities were set up, through which they learned about multiculturalism and other knowledge. In 2024, a total of 7 service activities were organized, with 189 volunteer participants, serving a total of 400 people.



Figure 17: Closing ceremony photo of the 2024 summer service activities by the Aboriginal Service Club

Please refer to Appendix 10.6.6G, 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 dollars are spent annually to improve the accessible facilities. The total amount spent on the improvement of accessible facilities has reached NTD\$153,292,100, providing numerous 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. From 2022 to 2025, nearly NTD\$60 million in funding has been secured to improve accessible ramps, guide facilities, and accessible stair handrails in the buildings are set according to accessibility regulations. The status of accessible facilities is shown in Figures 1-8.

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 stair handrail	36	100%
Guide facility	26	100%

Table 2: Accessibility Facilities Improvement Efforts at Our University from 2022 to 2025

Year	Approved Budget	Main Improvement Measures
2022	NTD\$11.23 million	1. Renovation of accessible ramps and entrances in the Baisha Building 2. Renovation of accessible elevators, ramps, restrooms, and entrances in the Teaching Building
2023	NTD\$2.18 million	Improvement of accessible dormitory in the Mingbian Building
2024	NTD\$5.877 million	1. Improvement of accessible elevators in the Baisha Building 2. Improvement of accessible restrooms in the Library and Information Building 3. Renovation of accessible audience seats in the auditorium of the Library and Information Building
2025	NTD\$44.22 million	1. Accessibility facility improvement project for the student cafeteria at Jinde Campus 2. Accessibility facility improvement project for Student Dormitories No. 9 and No. 5

		3. Accessibility facility improvement project for Lihsing Hall
		4. Accessibility improvement project for the Special Education Center and resource classrooms
		5. Accessibility facility improvement project for the Activity Center and other existing facilities
		6. Accessibility elevator and restroom improvement project for the Library and Information Building

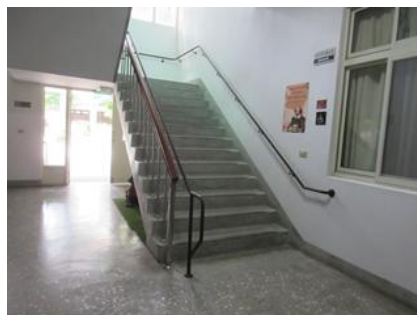


Figure 1: Accessible stair handrail



Figure 2: Accessible ramp



Figure 3: Accessible elevator



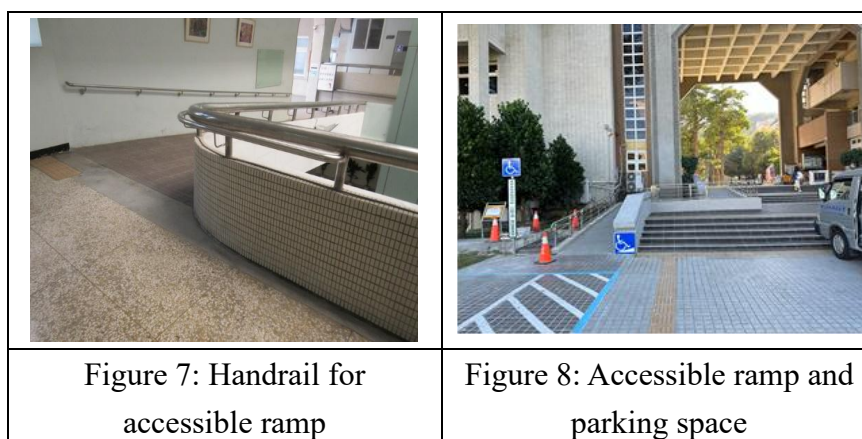
Figure 4: Accessible toilet



Figure 5: Accessible ramp



Figure 6: Accessible ramp with service bell



Appendix 10.6.7A: Map of the accessible facilities on the Jinde campus of the National Changhua University of Education

Appendix 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 3, with a maximum capacity of 3,300 students. Among the dormitories, NCUE 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 9-10.

Table 3: 2024 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 9: Accessible facilities in dormitories



Figure 10: Accessible facilities in dormitory toilets

3. Maintaining Lighting Equipment to Establish a Safe Campus Environment

NCUE is gradually replacing T5 lighting fixtures with LED lights in all campus buildings, at a rate of at least 500 units per year. For new buildings and when replacing old fixtures, LED energy-saving lights are being installed. In public areas of the campus, lighting fixtures are being changed to motion-sensor types or equipped with timers. This not only improves energy efficiency but also enhances the safety of public spaces on campus.



Figure 11: All street lights on campus are equipped with timers for zoned and time-controlled activation



Figure 12: All street lights on campus are equipped with timers to enhance the safety of campus

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. NCUE arranges individual tutors for students to help them with their progress.
- (2) Examination service measures (explaining highlighted contents, reviews of specific 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, explaining highlighted contents, 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 explaining highlighted contents. At the same time, specific work-study students are arranged to assist students with disabilities with searching for information, etc.
- (4) Textbook conversion: The Resource Classroom helps with converting textbooks into braille or enlarged fonts, and convert written materials into electronic files.
- (5) Provide assistive equipment 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 familiarize themselves with the campus environment as soon as possible, Taiwan Foundation for the Blind is frequently invited to assist with orientation and mobility training.
- (2) Organize extracurricular activities and fellowship: To help students in special education become acquainted with, understand, and support each other, the Resource Classroom organizes 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 Center of NCUE for individual consultation

and participation in growth groups.

(5) Arrange accommodation and transportation on campus.

(6) Improve accessible environment on campus.

3. Support services concerning transition counseling

The participating individuals 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 Classroom also offer students comprehensive and ongoing transition counselling 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 Classroom 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 2024

Support service category	Number of participants
Schoolwork assistance service	2029
Life assistance service	256
Career and schooling system transition service	130
Consulting and counselling	280

Table 2: Statistics of support services by the Resource Classroom in 2024 for students with disabilities

Activity Title	Number of Participants
Student Forum at Baoshan Campus, 2nd Semester of AY 2023	15
Student Forum at Jinde Campus, 2nd Semester of AY 2023	2
Career Test: Discover Your Employability (Online Test)	8
One-on-One Career Orientation Counselling, 2nd Semester of AY 2023	8
Joint Intercollegiate Exchange Activity between NCUE and Feng Chia University	5
Entrepreneurship Lecture for Students with Disabilities: Back to the Starting Point – The Startup Journey of Sunnytreeroll	20

Activity Title	Number of Participants
Special Education Advocacy Activity – Q&A on Special Education Resources	306
General Education Lecture, 2nd Semester of AY 2023 – Special Education Advocacy: Guide Dogs, the Angel Eyes of the Visually Impaired	49
Alumni Career Sharing Session – Experiences on National Examinations and Employment in State-Owned Enterprises	19
Off-campus Visits and Experiential Learning Activities, 2nd Semester of AY 2023	23
End-of-Semester Gathering and Farewell Party, 2nd Semester of AY 2023	11
Student Forum at Jinde Campus, 1st Semester of AY 2024	28
Student Forum at Baoshan Campus, 1st Semester of AY 2024	17
One-on-One Career Orientation Counselling, 1st Semester of AY 2024	10
Alumni Career Sharing Lecture – My Supercar Teacher Dream	19
Special Education Advocacy Activity, 1st Semester of AY 2024 – Love in Understanding and Acceptance	226
Special Education Advocacy and Resource Classroom Service Introduction (with 2025 Desk Calendar for Homeroom Teachers and Special Education Promotion Committee)	150
General Education Lecture, 1st Semester of AY 2024 – The Warm Fragrance of Coffee by a Visually Impaired Barista: Touching Aroma, Savoring Life	36
Career Workshop – Recognizing Industrial Trends and Enhancing Workplace Flexibility	18
Wellness Workshop – Aromatherapy Solutions for Mind and Body Relaxation	23
Job Redesign Workshop – Designing Your Workplace Stage	—
End-of-Semester Gathering and Transition Meeting, 1st Semester of AY 2024	18
Off-campus Visits and Experiential Learning Activities, 1st Semester of AY 2024	13
Freshman Parents’ Forum, 1st Semester of AY 2024	17



Figure 1. 2024/05/10 Stress Management and Relaxation Training – Cement Art Workshop. This workshop guided students to explore various cement mixtures and techniques, including pouring, molding, and modeling. Step by step, students experienced the world of cement craftsmanship, using sculpting activities to achieve mental relaxation and stress relief.



Figure 2. 2024/05/08 Alumni Career Sharing – National Enterprise Examinations and Workplace Experiences. To support students' career planning after graduation, alumni from the Department of Biology were invited to share their experiences preparing for national enterprise examinations, as well as their preparation and adaptation to entering the workforce.



Figure 3. 2024/05/06–2024/05/10 Special Education Advocacy Activity – “Q&A on Special Education Resources”. During the university anniversary fair, booths were set up using both static posters and interactive activities. Through hands-on participation, faculty, staff, and students were provided with opportunities for special education consultation, enhancing their understanding of students with special



Figure 4. 2024/09/25–2024/10/27 One-on-One Career Orientation Counselling. In collaboration with the Graduate Institute of Rehabilitation Counseling at NCUE, one-on-one career guidance was provided for students in special education. Seed counselors in rehabilitation counseling assisted students in exploring career paths and planning strategies based on their individual characteristics and interests,

needs, fostering acceptance, respect, care, and affirmation, and promoting an inclusive and friendly campus environment.	using assessments, card-sorting exercises, and labor and employment resources.
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4. Activities related to the counselling services provided by the Resource Classroom are announced to all students with disabilities on a Facebook group, and students are encouraged to participate actively, as shown in Figure 5.



Figure 5. Facebook group for Resource Room counselling activity announcements

5. The Special Education Center of NCUE undertakes commissioned and subsidized projects from the Ministry of Education. In addition to providing internal support for students with disabilities at our university in learning assistance, life assistance, school adaptation, and transition services, it also provides external special education consultation services for schools and community members in the guidance area, organizes special education professional development workshops, conducts on-site visits for higher education special education, performs special education assessment for higher education institutions, and publishes special education publications.

- (1) Regarding the counselling of students with disabilities on campus, in 2024, a total of 72 students with disabilities at NCUE received related support services, including 2,029 instances of academic learning assistance services, 258 instances of life assistance services, 130 instances of career and transition services, and 280 instances of counselling and guidance services.
- (2) For community members, students, teachers at various educational levels, and related guidance personnel, the center provides consultation hotline services to resolve issues related to teacher

instruction, parental education, and student guidance practices. It also conducts on-site visits to schools in the guidance area to understand the implementation of special education work in schools.

- (3) The center regularly publishes special education publications to assist in the professional development of special education teachers and related personnel, and plans and organizes transition liaison meetings for students with disabilities in higher education institutions to actively understand the current status, limitations, and resource needs of transition guidance activities at various schools. In 2024, the center completed 86 instances of special education consultation services, conducted 1 on-site guidance visit, published 2 issues of the Special Education Gardener journal, and organized 1 special education work review meeting for the guidance area and 1 transition liaison meeting for students with disabilities in higher education institutions.
- (4) Additionally, to enhance the special education knowledge and skills of special education teachers, administrative personnel, and related guidance personnel at various educational levels in the guidance area, the center conducts annual surveys to understand the needs of frontline workers and combines them with the Ministry of Education's special education policies and future development directions for special education to plan and organize professional knowledge activities such as mandatory courses, elective courses, advanced courses, and thematic case studies for special education guidance personnel. In 2024, the center organized 6 basic special education knowledge workshops, 6 advanced knowledge workshops, 1 advanced course, and 14 special education-related courses, totaling 27 special education professional knowledge activities.
- (5) In response to the continuous increase in the number of students with emotional and behavioral disorders and autistic spectrum disorder in higher education institutions in recent years, and considering the characteristics of Changhua, Yunlin, and Nantou regions where resource distribution is uneven and special education-related resources are weak, the center aims to develop support systems for students with emotional disorders and autism to assist counselors in the jurisdiction. Four aspects of services are envisioned: forming support networks through professional learning and exchange communities, integrating and connecting internal school resource networks, providing on-site guidance for difficult cases, and providing immediate consultation services. To meet the needs of these two disability categories, experienced guidance personnel from the guidance area, psychiatrists from the medical field, and professors specializing in special education are invited to serve as consultation committee teams to provide strong support and assistance when counselors have needs, offering different services based on the degree of individual case needs. In 2024, the center planned 3 special education knowledge workshops, 9 professional exchange community activities, 2 special education advocacy sessions for emotional disorders and autism, and 1 on-site guidance session for difficult cases.



Figure 6: Aromatherapy Workshop -
A Holistic Approach to Physical,
Mental, and Spiritual Relief



Figure 7: Career and Life
Development - Visits to Friendly
Institutions and Enterprises



Figure 8: Interpersonal Relationship
Building and Social Skills
Training—L.O.V.E Listening and
Communication



Figure 9: Advocacy Activities for
Emotional and Behavioral Disorders
and Autistic Spectrum Disorder

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 and visually 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 NTD\$295,342 was allocated to NCUE. The subsidized services and used amounts are as follows:

- (1) Transcription services: 120 hours in total, with NTD\$500 /hour compensation subsidized, totaling NTD\$60,000.
- (2) Assistance from helpers in the workplace: 218 hours in total, with NTD\$183 /hour compensation subsidized, totaling NTD\$39,894.
- (3) Transportation expenses: NTD\$6,000 in total.
- (4) Vision assistance services: 456 hours in total, with NTD\$183 /hour compensation subsidized, totaling NTD\$83,448.
- (5) Desktop video magnifier: subsidy amount totaling NTD\$106,000.

In addition to assisting the aforementioned colleague in job design with the application process, NCUE also helps handle subsequent matters including service personnel hour management, attendance sign-in and sign-out, and expense reimbursement procedures.

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 Subsidized 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 2024, the Ministry of Education subsidized more than NTD\$3,652,822 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 2024

Support service category	Number of participants
Schoolwork assistance service	2029
Life assistance service	256

Career and schooling system transition service	130
Consulting and counselling	280

(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 (explaining highlighted contents, reviews of specific 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. The Resource Classroom helps with converting textbooks into braille or enlarged fonts, and convert written materials into electronic files.
- (e) Provide assistive equipment for borrowing.
- (f) The Resource Classroom helps students with applying for special education award scholarships (provided by the Academic Affairs Office), and to applying for scholarships from off-campus organizations.

(2) Life support services

- (a) Orientation and mobility training: In order to help students with severe or total blindness familiarize 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) Organize extracurricular activities and fellowship: To help students in special education get acquainted with, understand, and support each other, the Resource Classroom organizes 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 counselors 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 Center of NCUE for individual consultation and participation in growth groups.

(e) Arrange accommodation and transportation on campus.

(f) Improve accessible environment on campus.

(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.

Please refer to Appendix 10.6.9A, Implementation Key Points on Recruiting and Counselling Students with Disabilities in Colleges and Universities Subsidized by the Ministry of Education.

Please refer to Appendix 10.6.9B, Statistics on Usage and Activity Holding of the Resource Classroom of National Changhua University of Education.

3. Disability-related Conferences and Programs Organized by NCUE

(1) College of Education Department of Special Education organized "2024 Special Education Conference: Integration and Practice of General and Special Education".

The Department of Special Education of the College of Education and the Special Education Center of NCUE jointly organized the "2024 Special Education Conference" with the theme "Integration and Practice of General and Special Education" on Saturday, June 22, 2024. The conference specially invited retired Professor Emeritus Tair-Jye Chou from the Special Education Department to serve as the keynote speaker. The paper presentations attracted many master's and doctoral students to submit their work, with research topics including: exploration of career development for counselors in higher education resource rooms, readiness and knowledge needs of novice special education teachers in gender equality education core competencies, and sharing examples of challenges faced by general education teachers in inclusive education environments and interprofessional team support, among other issues. The session chairs and reviewers provided very specific professional advice to the presenters, which also sparked considerable discussion and responses from on-site participants.

Campus Headlines: <https://www.ncue.edu.tw/p/406-1000-26718,r93.php?Lang=zh-tw>

Supporting Materials: <https://drive.google.com/open?id=1EedLpoDX-iFSP4QQrmnUgsrNHuLydCv3>, <https://drive.google.com/open?id=1o5PrQ373BNbU6n8XB5-sGgfb2oki2jii>, <https://drive.google.com/open?id=1EbL3UdATM0US3HBniLTIIbgLN6v9cQCv>

- (2) Professor Cen-shawn Wu from the Department of Physics executes the National Science and Technology Council project (2024/08/01~2025/07/31) "Science Popularization Activity: Inquiry and Practical Natural Science Camps for Visually Impaired and Hearing-impaired Students". This project continues years of effort, aiming to create new pathways for hands-on science and mathematics learning for visually impaired and hearing-impaired students, and to provide a model for the broad inclusive education system in Taiwan through the practice of inclusive education. To achieve this goal, the team invites experts from pure science, special education, and science education fields to collaborate with various institutions in planning and implementing the project. The project will also recruit university students with backgrounds in pure science and science education to serve as counselors, thereby cultivating a future teaching workforce with dual expertise. Additionally, the team will collaborate with international organizations for knowledge exchange and experience sharing, thus enhancing the project's impact. Through the implementation of this project, visually impaired and hearing-impaired students will directly benefit, not only enhancing their learning abilities and positive life attitudes but also opening new possibilities for their future career choices. The project's implementation not only helps improve society's understanding and acceptance of students with disabilities, further promoting these students' opportunities in the workplace, but also strengthens support for educational equity for disadvantaged groups. By gathering the strength of experts from different fields and focusing on improving the educational quality of disadvantaged groups, this project not only brings more comprehensive and inclusive development prospects to our society but also enhances our country's international image in education for disadvantaged groups.

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 25 persons with disabilities, accounting for 3.11% of the total number of employees, which is higher than the 3% standard set by the rule.

Please refer to Appendix 10.6.10A: People with Disabilities Rights Protection Act

Please refer to Appendix 10.6.10B: National Changhua University of Education Commitment of Sustainability

2. Accommodation regulations for people with disabilities in 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.

Appendix 10.6.10C: Fundamentals for the Management of Dormitories of National Changhua University of Education

(2) NCUE's rules for student accommodation

- (a) 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. The proportion of students who can be provided with accommodation is 45%. Every year, freshmen (including transfer students), students with disabilities, overseas Chinese and foreign students, government expense students, students from offshore islands, students with excellent sports performance, and disadvantaged indigenous students are guaranteed to be prioritized for accommodation. Students from low-to-middle-income families and low-income families are provided with **free** accommodation. Students with disabilities are eligible for reduction in tuition and miscellaneous fees as well as guaranteed accommodation. According to their physical and mental conditions, accessible dormitories are arranged for students, and the occupancy situation of disadvantaged students at NCUE in 2024 is shown in Table 2.

Table 1: Statistics of accommodation for students with disabilities in 2024

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 in 2024

Disadvantaged students	Number of people
Students with disabilities	51
Overseas Chinese and foreign students	182
Students from low-to-middle-income families	35
Students from low-income families (free accommodation)	51

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

Please refer to Appendix 10.6.10E, Regulations on the Management of Student Dormitories in National Changhua University of Education.

- (b) On-campus Housing Subsidies: To reduce students' housing burden and support young people in focusing on their studies, the Ministry of Education has promoted the "Subsidy Program for On-Campus Accommodation for University Students ." . The program provides subsidies of up to NT\$5,000 per semester for each on-campus resident student (up to NT\$7,000 per semester for economically disadvantaged students). The program was officially implemented from February 2024, and the "Ministry of Education Guidelines for Subsidies for On-Campus Accommodation for University Students" were established on May 29, 2025.

According to the aforementioned subsidy guidelines, all on-campus resident students with Republic of China nationality or overseas degree students who also hold Republic of China nationality are eligible for subsidies. On-campus resident students do not need to apply for subsidies. Schools will pre-deduct the subsidy amount according to student status (general/economically disadvantaged) on the dormitory fee payment notice when resident students apply for dormitories. Resident students only need to pay the difference after the subsidy is applied. However, if the dormitory fee standard is lower than the maximum subsidy amount, the subsidy will be provided until the dormitory fee is waived.

Subsidy period: First semester from August to January of the following year, second semester from February to July, with 18 weeks per semester as the subsidy principle, excluding winter and summer vacations. In 2024, a total of 4,952 person-times received subsidies, with subsidy amounts reaching NT\$24,871,094.

Please refer to Appendix 10.6.10F - Ministry of Education Guidelines for Subsidies for On-

Campus Accommodation for University Students.

3. Accommodation for foreign students is also guaranteed

Along with the annual accommodation guarantee for foreign students, the accommodation fee for their first year at NCUE is exempted. Graduate students who meet the criteria of the university's award points are exempted from accommodation fees for up to two years for master's degree programs, and for up to three years for doctoral degree programs, effective from February 2020. The occupancy status in 2024 for international students at the dormitories are as shown in Table 3.

Table 3: Statistics on the accommodation of foreign students in 2024

Preferential treatment	Number of people
<u>Free</u> accommodation in the first year	38
<u>Free</u> accommodation in the second year	15
<u>Free</u> accommodation in the third year	2

Please see Appendix 10.6.10G - NCUE Implementation Guidelines for Awarding Foreign Students

4. 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 2024, the Ministry of Education subsidized more than NTD\$3,652,822 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. The funds were also used to provide support services that enhanced their adaptation to emotional issues, academic matters, society, and employment.

SDG 10.6.11 Anti-harassment policy

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

1. Rules on the Prevention of Gender-Related Incidents on Campuses of NCUE

According to the Ministry of Education's "Regulations Governing Prevention of Gender-Related Incidents on Campuses", On December 25, 2024, NCUE revised the "Rules on the Prevention of Gender-Related Incidents on Campuses of NCUE" 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.

Please refer to Appendix 10.6.11A, Rules on the Prevention of Gender-Related Incidents on Campuses of NCUE. Please refer to Appendix 10.6.11B, Regulations Governing Prevention of Gender-Related Incidents on Campuses

2. Measures for Prevention, Appeals, 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 Prevention, Appeals, and Handling of Sexual Harassment" has been formulated. Its legal basis is the Ministry of Labor's "Regulations for Establishing Measures of Prevention, Correction, Complaint and Punishment of Sexual Harassment at Workplace."

Please refer to Appendix 10.6.11C, NCUE Regulations for the Prevention, Complaint, and Handling of Sexual Harassment. Please refer to Appendix 10.6.11D, Amendments to the Regulations for Establishing Measures on Prevention of Sexual Harassment in the Workplace of the Ministry of Labor. Please refer to Appendix 10.6.11E, Methods for announcing the Measures for the Prevention, Appeals, 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 2024

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, staffs, 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 staffs, 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.