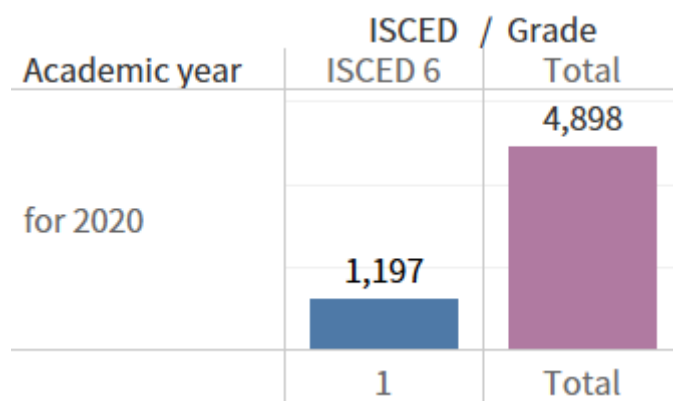


SDG10 Reduced Inequalities 減少國內及國家間不平等

題目編號：10.2.1

英文原文：Number of students starting a degree.

Number of students enrolled in bachelor's programmes in 2020: 1,197.



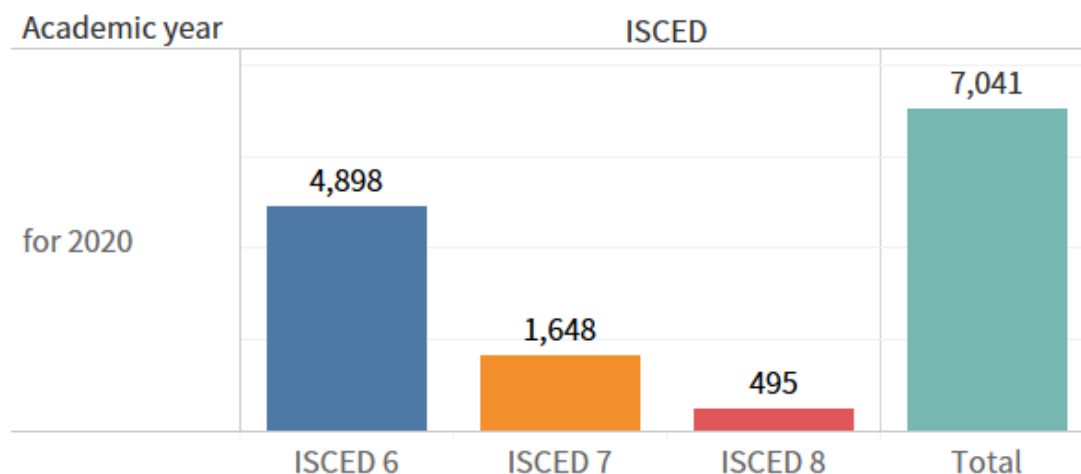
英文原文：Number of first-generation students starting a degree

Among the students enrolled in bachelor's programmes in 2020, 269 were first-generation bachelor's degree students.

題目編號：10.3.1

英文原文：Number of students

The number of FTE students in 2020 was 7,041.



英文原文：Number of international students from developing countries

Statistics on the number of Grade I international students from developing countries/regions in our university in 2020:

Country	Year - 2020
China	139 (including Hong Kong)

	and Macao)
Malaysia	136
Vietnam	16
India	6
Philippines	3
Indonesia	1
Thailand	1
Mongolia	1
South Africa	1
Total	304

Record date set by MOE: 15 October 2020

Our university 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 study in Taiwan with peace of mind. Moreover, despite the severe COVID-19 pandemic in 2020, our university still maintained communication with teachers and students of sister schools in developing countries by various means, such as organising or participating in offline or online activities and publishing research papers in cooperation.

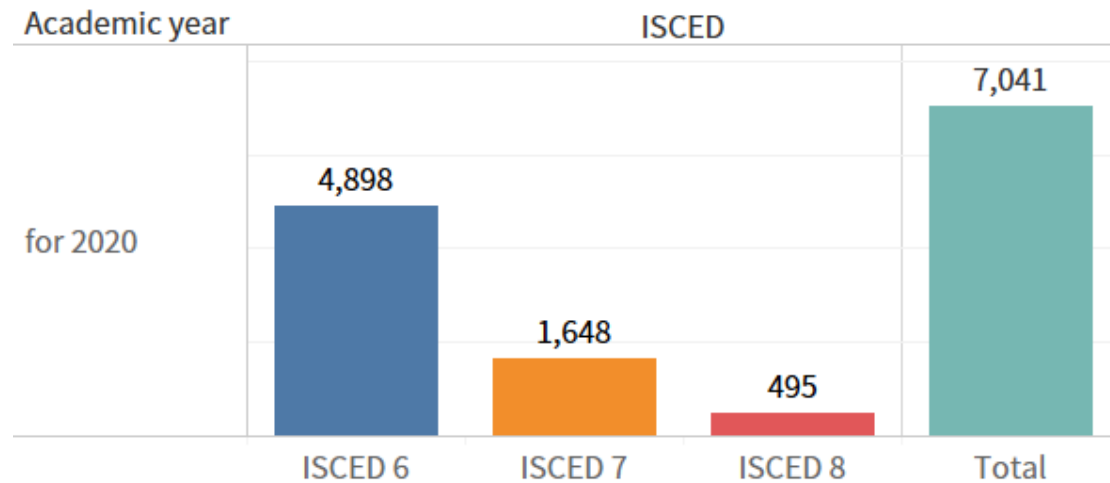
Please refer to Appendix 10.3.1A, Financial Assistance for Students from Developing Countries.

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

題目編號：10.4.1

英文原文：Number of students

The number of FTE students in 2020 was 7,041.



英文原文：Number of students with disability

There were 110 students with disabilities in 2020, and the proportion of students with disabilities was $110/7041 = 1.56\%$.

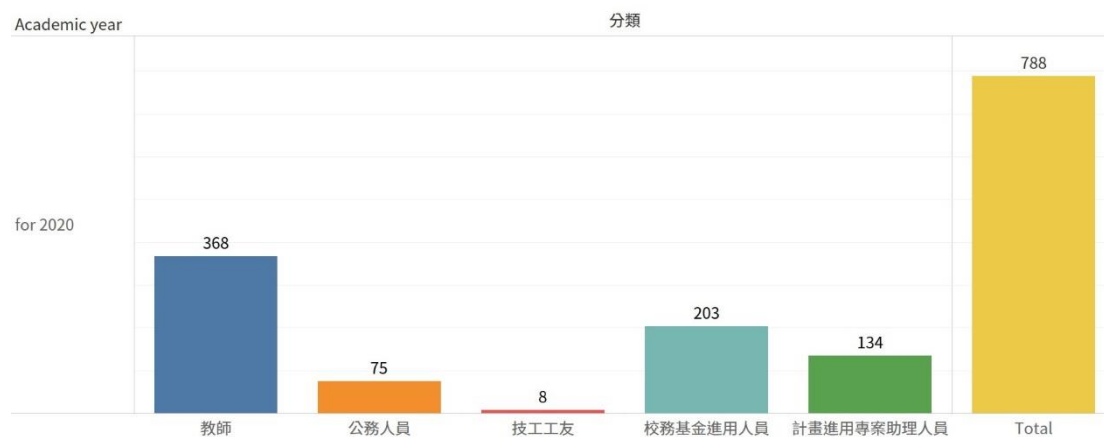
Educational system	Extremely severe	Severe	Moderate	Mild	None (no grade or other category was filled in by the student (determined by the Committee Responsible for the Identification and Placement of Gifted and Disabled Students))	Total
Doctoral programme	0	1	1	2	0	4
Master's programme	0	2	3	13	4	22
Bachelor's programme	1	6	19	43	15	84
Total	1	9	23	58	19	110

題目編號：10.5.1

英文原文：Number of employees

回答：

There were 788 active employees in 2020.



Active employee category	Number of people
Teachers	368
Civil servants	75
Technicians	8
Personnel employed by the university endowment fund	203
Project assistants employed by research programmes	134
Total	788

英文原文：Number of employees with disability

The number of employees with disabilities was 43 in 2020, and the proportion of employees with disabilities was $43/788 = 5.5\%$.

Number of employees with mild or moderate disabilities	Number of employees with severe disabilities	Total
26	17	43

題目編號：10.6.1

英文原文：[Non-discriminatory admissions policy](#)

Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions

The admission policy of our university 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', our university has formulated the 'Regulations on Transfer and Admission to Doctoral, Master's, and Bachelor's Programmes'. The admission guides have no restrictions on gender or students with disabilities, and no discriminatory conditions.

Our university's 'Regulations on Transfer and Admission to Doctoral, Master's, and Bachelor's Programmes' was originally called 'Regulations on Admission to Graduate Schools and Transfer to Bachelor Programmes'. The name and content of the regulations were revised on 3 December 2014, 18 March 2015, and 31 May 2017, and approved by the Ministry of Education with the letter Tai-Chiao-Kao (IV) Tzu No. 1040045228 issued on 13 April 2015 and the letter Tai-Chiao-Kao (IV) Tzu No. 1060081175 issued on 14 June 2017.

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 Programmes.

題目編號：[10.6.2](#)

英文原文：[Access to university track underrepresented groups applications](#)

Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, disabled students,

and newly settled refugee students

In order to achieve the goal of sustainable development on the basis of equality, to eliminate or reduce all inequalities, ensure the education rights of poor and disadvantaged groups, improve the admission opportunities of disadvantaged students, and effectively promote the mobility of social classes so as to achieve the measures of a social protection system, our university provides various admission channels and welcomes disadvantaged students (such as indigenous people, students with disabilities, and economically disadvantaged students) to enrol. The admission situation of each channel is as follows:

1. Statistics on the admission of disadvantaged students through various channels in 2020.

Name of admission channel	Admission quota	Number of applicants	Number of students admitted
University admission of individual applicants in 2020—priority admission (economically disadvantaged students)	8	6	Two were admitted on priority, three were admitted, and one did not meet the minimum admission criteria
University admission of individual applicants in 2020—Yang-ying Admission Section (economically disadvantaged students)	16	71	16
University admission of individual applicants in 2020—additional quota for indigenous students	74	67	40
The 2020 separate admission examination for the Bachelor's programme for students with disabilities (Appendix 10.6.2A)	7	71	7
The 2020 college and university screening test for students with disabilities (by placement)	19	-	12
Students with disabilities admitted through general admission channels in 2020	There was no specific quota		5 (1 individual applicant and 4 admitted by

			placement through university examination)
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2. The application status of foreign students with our university is as follows:

Admission name	Number of applicants	Number of students admitted
Foreign student application for admission in 2020	20	16
Separate admission of overseas Chinese students and students from Hong Kong and Macao in 2020	80	34
Application by overseas Chinese students for graduate schools in 2020	40 masters students, 4 doctoral students	7 masters students, 1 doctoral student
Individual application by overseas Chinese students for bachelor' s programmes in 2020	113	15
Admission of overseas Chinese students to bachelor' s programmes by joint registration and placement in 2020	-	34

題目編號：10.6.3

英文原文：[Access to university underrepresented groups recruit](#)

Take planned actions to recruit students, staff, and faculty from underrepresented groups?

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

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

(1) Encourage departments to actively provide quotas to increase the admission

opportunities for disadvantaged students.

① In recent years, our university has actively provided additional quota for indigenous people and students with disabilities to be admitted to our university through different channels.

② In order to take care of disadvantaged students comprehensively, the admission threshold of the total scores for our university's 'individual application' has been lowered since 2018, and preferential admission has been provided for economically disadvantaged students.

③ In 2019, the Yang-ying Admission Section was added to the 'individual application' process of our university only for economically disadvantaged students to apply for the examination. It lowers the standards of examination and screening, and simplifies the screening test process to increase admission opportunities.

④ In order to encourage departments to actively provide additional quotas for disadvantaged students, our university's 'Measures for the Establishment and Promotion of the Admission Strategy Committee' stipulates that the actual total registered number of additional quotas (including overseas students, students with disabilities, and indigenous students) of various programmes in a department in the current academic year will be multiplied by NTD 5,000 as additional affair expenses for the department.

Please refer to Appendix 10.6.3A, 'Measures for the Establishment and Promotion of the Admission Strategy Committee' .

(2) Reduce the burden for disadvantaged students—waive the registration fee as well as subsidise the transportation and accommodation expenses for 'individual application' .

① Our university will exempt economically disadvantaged students (low-income households and middle-to-low-income households) from the registration fee when they take our self-held admission

examinations, such as the ‘Second-stage Screening Test for Individual Application for Bachelor’ s Programmes’ , ‘Transfer Examination for Bachelor’ s Programmes’ , ‘Reference Screening Test and Admission Examination for Master’ s and Doctoral Programmes’ , and ‘Separate Admission of Students with disabilities to Bachelor’ s Programmes’ .

Please refer to Appendix 10.6.3B, Department Rules of Admission Guide for Individual Application for University Admission in 2020.

Please refer to Appendix 10.6.3C, Our university’ s 2020 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 2020.

Please refer to Appendix 10.6.3E, Guide on Reference to Master’ s and Doctoral Programmes in 2020.

Please refer to Appendix 10.6.3F, Admission Guide for Master’ s Programmes in 2020.

Please refer to Appendix 10.6.3G, Admission Guide for Doctoral Programmes in 2020.

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

(3) Implement projects such as the Higher Education Sprout Project and the Yang-ying Project to increase admission opportunities for disadvantaged students.

With the promotion of the Higher Education Sprout Project, our university has increased diversified admission opportunities for senior high school students year by year. This includes

encouraging departments to actively provide quotas to increase admission opportunities for disadvantaged students, waiving registration fees, subsidising transportation and accommodation fees for ‘individual application’ , and holding lectures in senior and vocational high schools (please refer to Appendix 10.6.3H). In 2021, we added the micro-course ‘Caring for Local Senior and Vocational High Schools’ to attract more students from the 20% lowest-income families in Taiwan to study at our university. According to statistics, our university admitted 1,226 students in 2020 from the 20% lowest-income families in Taiwan.



Illustration: Demonstration operation of inquiry experiment in Erhlin High School

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

In addition, in order to encourage economically disadvantaged students (children from low-income families, middle-to-low-income families, and families in special circumstances) to study hard and improve their chances of entering national universities, our university has planned a series of perfect schooling, study, and counselling mechanisms to 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 order to increase admission opportunities for disadvantaged students and effectively promote the mobility of social classes, our university's Yang-ying Project pays attention to students' learning motivation as well as their experiences of striving for the best in the course of study and growth by lowering the screening standards of the General Scholastic Ability Test, waiving registration fees, and exempting interviews (written review only) in order to compensate for the impact of insufficient economic resources. Since the 2018 academic year, measures to support disadvantaged students have been added in the second-stage screening test of 'individual application', prioritising the admission of children from low-income families, middle-to-low-income families, and families in special circumstances and relaxing the admission criteria at the second stage. In other words, even if the disadvantaged students who take the second-stage screening test of our university fail to meet the admission criteria, the departments have to prioritise admission according to the circumstances. In addition, students from low-income families, middle-to-low-income families, and families in special circumstances who sign up for the second-stage screening test on subjects designated by general departments will be exempted from the screening test fee, and they can enjoy the subsidy of round-trip transportation and accommodation expenses. In 2020, the departments provided 98 admission seats for economically disadvantaged students (children from low-income families, middle-to-low-income families, and families in special circumstances). A total of 144 students applied and 61 students were admitted. Please refer to Appendix 10.6.3H for relevant admission measures and achievements.

Please refer to Appendix 10.6.3H, Admission Measures for Disadvantaged Students and Achievements in 2020.

2. Our university provides adequate employment channels for the recruitment of faculty and staff from underrepresented groups, in accordance with regulations.

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

Any given government department (agency/organisation) of individual levels, public school, or public business agency/organisation/institution whose total number of employees is no less than 34 shall employ people with disabilities with the capability to work, and the number of employees with disabilities shall be no less than 3% of the total number of employees. In 2020, our university had 788 employees, among whom 43 had disabilities, and the proportion of employees with disabilities was 5.45%, higher than the stipulated standard.

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

Among the total number of the following personnel hired by each level of government, public schools, and state-owned businesses, excluding those located outside Penghu, Jinmen, and Lianjiang County, there shall be 1 indigenous individual for every 100 workers: 1. Contract employee; 2. Stationed police; 3. Mechanic, driver, janitor, cleaner; 4. Fee administrator; 5. Non-technical workers not requiring the qualifications of civil servants. The total number of personnel listed in the preceding paragraph shall be one indigenous individual for every government agency, public school, and public institution at all levels with over 50 employees but less than 100 employees. The total number of these five categories of staff employed by our university was 11 in 2020, so according to the above regulations, the employment of indigenous faculty or staff members was not required. However, in order to

take care of disadvantaged groups, our university had employed two indigenous faculty and staff members, which was higher than the stipulated standard.

Standard	Percentage (number) of employees from disadvantaged groups that should be employed by our university according to regulations	Actual percentage (number) of employees from disadvantaged groups	Total number of faculty and staff members in our university
People with Disabilities Rights Protection Act	Faculty and staff members with disabilities 3% (23 people)	Faculty and staff members with disabilities 5.45% (43 people)	The total number of faculty and staff members in our university was 788
Indigenous Peoples Employment Rights Protection Act	Indigenous faculty and staff members 0% (0 person)	Indigenous faculty and staff members 18% (2 people)	The total number of employees from the five categories was 11

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

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

題目編號：10.6.4

英文原文：[Anti-discrimination policies](#)

Have anti-discrimination and anti-harassment policies

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

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

According to the Ministry of Education's 'Regulations on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Sexual Bullying on Campus' , our university has formulated the

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

Please refer to Appendix 10.6.4A, Rules on the Prevention and Handling of Sexual Assault, Sexual Harassment, or Bullying on the Campus of our University.

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

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

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

Please refer to Appendix 10.6.4C, Measures for the Prevention, Complaints, and Handling of Sexual Harassment in our university.

Please refer to Appendix 10.6.4D, 'Regulations for Establishing Measures of Prevention, Complaints, and Punishment of Sexual

Harassment in the Workplace’ of the Ministry of Labour.

Please refer to Appendix 10.6.4E, Methods for announcing the ‘Measures for the Prevention, Complaints, and Handling of Sexual Harassment’ in our university and specific practices of prevention and control measures.

3. Cases of sexual assault, sexual harassment, or bullying on campus handled by our university in 2020

List of incidents of sexual assault, sexual harassment, or sexual bullying on campus handled by our university in 2020.

Category	Status of incidents	Quantity (cases)	True cases
Incidents in which the investigation procedure was executed after an application for investigation	Suspected sexual harassment	3	3
Incidents not under the jurisdiction of our university	Suspected sexual harassment	2	2
Incidents for which no suspected victim or suspected culprit was found upon investigation	Suspected sexual harassment	7	0
Total		13 cases	5 cases

4. Holding related study activities

Our university held 70 activities related to gender equality education (anti-discrimination and anti-harassment) in 2020, with a total of 3,433 participants, in order to widely publicise the important thoughts of gender equality education, anti-discrimination, and anti-harassment.



On 9 December 2020, our university invited former legislator Mei-nu Yu from the Legislative Yuan to deliver a speech on ‘A Long Road from Women’s Movement to Equal Rights in Marriage’ . The faculty and staff of our university also participated in this grand event, and the organiser Man-ping Wang, leader of the Extracurricular Activities Guidance Group of the Student Affairs Office (assistant professor of the Fine Arts Department of our university) presented a ‘thank-you’ note.



On 25 November 2020, Wan-ssu Chiang, a lecturer from Mt. Dawu College, National Pingtung University, was invited to our university to share views on the topics of ‘Menstruation and Body Image: Sex Education from the Perspective of Gender Equality’ and ‘AIDS, Gender, and Human Rights: From the Black Death of the Century to U=U’ with a total of 135 participants.

Please refer to Appendix 10.6.4F, Statistics and records of study activities related to gender equality education (anti-discrimination and anti-harassment) in our university in 2020.

題目編號：10.6.5

英文原文：University diversity officer

Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus.

The university attaches importance to the participation of diverse members in handling various university affairs, attaches importance to gender equality in the composition of committees concerning the rights and interests of faculty and staff, and encourages students to

participate in the decision-making and discussion of university affairs. In addition, a gender equality committee has been set up to integrate relevant resources to promote gender equality education, plan 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

Committees at the university level, such as the Teacher Appraisal Committee, the Evaluation Committee, the Performance Appraisal Committee, the Teachers' Complaints Review Committee, and the Principal Selection Committee, all meet the statutory requirement that the ratio of any gender should not be less than 1/3.

Committee name	Number of members	Male members	Female members
Teacher Appraisal Committee in 2020	30	20	10
Evaluation Committee in 2020	11	6	5
Performance Appraisal Committee in 2020	14	7	7
Teachers' Complaints Review Committee in 2020	13	8	5
10th Principal Selection Committee	15	9	6

2. Encourage students to participate in university affairs

Our university encourages students to participate in university affairs. There are 14 meetings, including university affairs meetings, which invite students to make suggestions. In 2020, 36 meetings were held, and students actively participated in 35 of these meetings.

Please refer to Appendix 10.6.5A, Participation of student representatives in university affairs meetings in 2020.

3. Our university has a Gender Equality Education Committee

According to the Gender Equity Education Act of the Ministry of

Education, our university has a Gender Equality Education Committee, whose task is to integrate relevant resources of all units of our university, draft the implementation plan of gender equality education, implement it, and examine the implementation results. Moreover, the committee has to plan or hold activities related to gender equality education for students, faculty, and staff, as well as parents; formulate regulations on the implementation of gender equality education as well as the prevention and handling of sexual assault and sexual harassment on campus, establish mechanisms, and coordinate and integrate relevant resources; and plan and establish a safe campus space with gender equality.

Please refer to Appendix 10.6.5B, Gender Equity Education Act of the Ministry of Education.

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

The Gender Equality Education Committee of our university collaborates with Gender Queer, a campus gender association in our university, to provide students who are disadvantaged because of unreasonable differential treatment related to gender, gender characteristics, gender identity, or sexual orientation with warmth, support, recognition, and companionship on campus by placing and installing gender-friendly landscapes, slogans, and human-shaped standing signs.



▲In December 2020, the Gender Equality Education Committee, Gender Queer, Student Affairs Office, and General Affairs Office of our university set up a six-colour rainbow stair landscape in front of the teaching building of our university, to provide

▲The six-colour rainbow stair landscape was also well received by students with diverse gender differences, and our university's friendly campus atmosphere of respecting diverse gender differences was conveyed through Facebook

students who are disadvantaged because of unreasonable differential treatment related to gender, gender characteristics, gender identity, or sexual orientation with warmth, support, recognition, and companionship on campus.



▲ In December 2020, the Gender Equality Education Committee, Gender Queer, and the Student Affairs Office of our university put up gender-friendly human-shaped standing signs on the main traffic routes of the campus. This was to provide students who are disadvantaged because of unreasonable differential treatment related to gender, gender characteristics, gender identity, or sexual orientation with warmth, support, recognition, and companionship on campus. (The standing signs are located on the west side of the first floor of Chuan Hall, Baisha Building, and in front of the Student Activity Centre, which is a route that people in our university must pass).

In order to assist students who are disadvantaged because of unreasonable differential treatment related to gender, gender characteristics, gender identity, or sexual orientation, the Student Psychological Consulting and Counselling Centre provides consulting services on gender and emotional issues. Regarding individual consulting services in 2020, the number of interviews on gender issues (including gender, gender characteristics, gender identity, or sexual orientation issues, and sexual harassment or sexual bullying) and gender violence was 14 and 55, respectively.

題目編號：10.6.6

英文原文：Support for underrepresented groups

Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups.

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

1. Services to support students with disabilities

In order to provide students with disabilities with more appropriate consulting and evaluation services and help them successfully complete their studies and improve their emotional, learning, social, and professional adaptation, the 'Resource Classroom' of our university is specially designed to arrange counselling during the learning process, and its work includes general, life, and academic counselling.

Statistics of various on-site service items of the Resource Classroom	Number of students served
Data inquiry	20
Discussion report	3
Using aids	3
Printing homework	518
Self-study	93
Consultation	157
Examination service	8
Data conversion	12
Academic consultation	66
Life consultation	58
Schooling system transition consultation	6
Counselling consultation	1
Other	158

Types of services provided by the Resource Classroom	Number of students served
Schoolwork counselling	242
Examination service	8
Study companion service	605
Borrowing aids	27
Textbook conversion	20

2. Support services for indigenous students

In order to effectively provide various types of assistance and

services, such as life, schoolwork, and employment counselling for students from indigenous ethnic groups (hereinafter referred to as indigenous students), our university established the Indigenous Students Resource Centre in 2017, and organised the above service activities 19 times in 2020, and 1,092 students participated in them. The service description is as follows:

- (1) Integration service of resources inside and outside the university: providing resources needed by indigenous students, and integrating them on the website of the Indigenous Students Resource Centre.
- (2) Life counselling: providing exclusive office space and full-time labour to assist indigenous students in solving problems in their daily life and applying for scholarships and subsidies on and off campus.
- (3) Schoolwork counselling: providing courses to enhance foreign language proficiency (publicised in indigenous students' social network groups) and exclusive reading spaces before examinations.
- (4) Career planning and follow-up counselling: holding group career planning activities regularly to help students develop their future career planning.
- (5) Establishment of community organisations: establishment of the indigenous community, Ivala.
- (6) Tribe service: helping schoolchildren in indigenous communities improve their academic knowledge and future development.
- (7) Traditional culture cultivation and development: holding visiting activities and cultural courses regularly to cultivate the perspective of indigenous students' culture.
- (8) Cultural promotion: holding lectures, singing competitions, and other activities to familiarise students of different ethnic groups in the university with indigenous culture.



Website publication of information

Integration service of resources inside and outside the university: providing resources needed by indigenous students and integrating them on the website of the Indigenous Students Resource Centre.

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



Providing exclusive office space and full-time labour to assist indigenous students in solving problems in their daily life and applying for scholarships and subsidies on and off campus.



Holding visiting activities and cultural courses regularly to cultivate the perspective of indigenous students' culture.

For results of related activities, please refer to:

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

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

Please refer to Appendix 10.6.6B, Statistics on the number of students participating in various activities held by the Indigenous Students Resource Centre in 2020.

3. Services of student unions and associations

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

A student union organisation has been set up to implement the idea of student autonomy, cultivate democratic accomplishment, and promote the communication of opinions on campus and the equality of student associations. Its task is to manage students' public affairs, participate in various activities on behalf of all members, plan and coordinate university-level activities internally, coordinate the fund usage and audit of the student union, and send representatives to participate in school meetings. The organisation has the right to make suggestions on university affairs, suggest issues that reflect the opinions of most students, protect students' rights and interests, and arbitrate student affairs.



Website of the Student Union

<https://ncuesa.ncue.edu.tw/>



Facebook fans page of the Student Union

<https://www.facebook.com/NCUESA>

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

(2) Student service associations provide social services

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

Please refer to Appendix 10.6.6D, Number of service association participants.

題目編號：10.6.7

英文原文：Accessible facilities

Provide accessible facilities for people with disability.

Our university attaches great importance to the environment of accessible facilities on campus. Buildings and campus facilities are inspected and improved according to laws and regulations on accessibility. Millions of new Taiwan dollars are spent every year to improve facilities in terms of accessibility. The total funds for improving accessible facilities amounts to NTD 96.5 million, and the accessible facilities on campus are nearly perfect. There are 23 main buildings on campus, and each building has been equipped with accessible elevators and toilets, with a setting rate of 100%. The accessible ramps, accessible guiding facilities, accessible stair handrails, and other facilities of the buildings comply with laws and regulations on accessibility. There are 6 student dormitories, including 23 accessible dormitory rooms, which can accommodate 52 students with disabilities.

Setting of accessible facilities in our university:

Name of accessible facility	Quantity	Set up rate
Accessible elevators	23	100%
Accessible toilets	61	100%
Ramps of accessible renovation project	19	100%
Accessible stair handrails	36	100%
Accessible guiding facilities	26	100%

Quantity statistics of accessible accommodations in the dormitories

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



Accessible stair handrail



Accessible ramp



Accessible elevator



Accessible toilet



Accessible dormitory facilities



Accessible bathroom facilities in the bedroom

題目編號：10.6.8

英文原文：Disability support services

Support services for people with disability

In order to help students with disabilities adapt to school life, our university provides support services in terms of schoolwork, life, and schooling system transition counselling, which are described as follows (please refer to the activity website of the Resource Classroom: <https://ncue7232105.wixsite.com/ncue/blank-7>) :

1. Schoolwork support services

(1) Individual remedial teaching (difficult subjects).

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

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

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

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

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

(4) Textbook conversion

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

(5) Provide relevant aids for borrowing

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

2. Life support services

(1) Orientation and mobility training

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

(2) Organise extracurricular activities and fellowship

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

(3) Hold student symposiums

In order to understand students' learning efficiency in the classroom and effectively assist with it, the Resource Classroom regularly holds symposiums between tutors and students to enable

them to exchange views and provide timely assistance.

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

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

(5) Assist in arranging accommodation and transportation on campus

(6) Assist in improving the accessible environment

3. Support services for schooling system transition counselling

(1) Student schooling system transition notification service

(2) Notification and follow-up services for the schooling system transition of graduates

Number of participants in various support services in 2020

Support service category	Number of participants
Schoolwork assistance service	782
Life assistance service	216
Career and schooling system transition service	6
Consulting and counselling	158

Statistics of support services by the Resource Classroom in 2020 for students with disabilities

Service activity name	Number of participants
Graduate farewell and schooling system transition survey dinner in 2020	17
Symposium for parents of freshmen in 2020	37
Symposium for experience sharing by alumni with disabilities returning to school in 2020	14
Caring for freshmen's campus life and learning adaptation activities in 2020	16
Extracurricular teaching and experiences in 2020	17

題目編號：10.6.9

英文原文：Disability access scheme

Provide access schemes for people with disability such as mentoring or other targeted support

According to the Implementation Key Points on Recruiting and Counselling Students with Disabilities in Colleges and Universities Subsidised by the Ministry of Education (<https://edu.law.moe.gov.tw/LawContent.aspx?id=FL026216>), our university 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 2020, the Ministry of Education subsidised more than NTD 2.32 million 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, to help 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>):

1. Schoolwork support services

(1) Individual remedial teaching (difficult subjects)

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

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

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

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

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

(4) Textbook conversion

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

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2. Life support services

(1) Orientation and mobility training

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

(2) Organise extracurricular activities and fellowship

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

(3) Hold student symposiums

In order to understand students' learning efficiency in the classroom and effectively assist with it, the Resource Classroom regularly holds symposiums between tutors and students to enable

them to exchange views and provide timely assistance.

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

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

(5) Assist in arranging accommodation and transportation on campus

(6) Assist in improving the accessible environment

3. Support services for schooling system transition counselling

(1) Student schooling system transition notification service

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Number of participants in various support services in 2020

Support service category	Number of participants
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Career and schooling system transition service	6
Consulting and counselling	158

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

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

題目編號：10.6.10

英文原文：Disability accommodation policy

Have reasonable accommodation policy or strategy for people with disability including adequate funding

Our university 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. Accommodation regulations of our university

There are six dormitories on our campus, which can accommodate up to 2,636 students. Every year, freshmen, students with disabilities, overseas Chinese and foreign students, public expense students, students from offshore islands, students with excellent sports performance, and disadvantaged indigenous students are guaranteed to be prioritised for accommodation. Students from low-to-middle-income families and low-income families are provided with free accommodation. The rest of the students draw lots for the allocation of beds, and the accommodation rate is as high as 95%. Students with disabilities are entitled to a reduction in tuition and miscellaneous fees as well as guaranteed accommodation. According to their physical and mental conditions, accessible dormitories are arranged for accommodation.

Accommodation statistics of disadvantaged students

Disadvantaged students	Number of people
Students with disabilities	46
Overseas Chinese and foreign students	98
Disadvantaged indigenous students	1
Students from low-income families (free accommodation)	24

Current quantitative statistics of accommodation for students with disabilities

Name of 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

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

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

2. Accommodation for foreign students is also guaranteed

Along with the annual accommodation guarantee for foreign students, the accommodation fee for the first year is exempted. Graduate students who meet the eligibility criteria of the university's award points are exempted from accommodation fees for up to two years for master's degree programmes and for up to three years for doctoral degree programmes, effective February 2020.

Statistics on the accommodation of foreign students

Preferential treatment	Number of people
Free accommodation in the first year	24
Free accommodation in the second year	2
Free accommodation in the third year	6



Accessible bedroom facilities



Accessible toilet facilities



Accessible toilet facilities



Accessible toilet facilities