

supportive strategies and services according to students' individual needs. Opportunities for students with disabilities to study with students without disabilities should be created in areas related to the individual's special needs. In addition, Article 31 of the Special Education Act, amended in 2023, stipulates that students with disabilities must be included in their IEP to better express their views. On June 13, 2019, the "5-year Mid-Range Plan of Preschool Special Education" was announced with the purpose of helping preschoolers who need special education receive early care. In line with the spirit and requirements of CRPD, municipal, county and city governments should report their work plans on special education and provide accessible environments and support services.

Schools below the senior high level must work out IEP for the needs of students with disabilities, stating education resources and types of support they need. In SY2022, the number of professional services extended to assist special education totaled 160,376 person-times. The services included physiotherapy, occupational therapy, language

therapy, psychological counseling, hearing ability management, and social work. 29,041 students received daily-life and learning assistance on campus from special education professionals. 5,102 persons made use of 8,332 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication, computers and the like. Special books have been offered to students who are visually or learning impaired, including almost 5,797 books with large-size characters, 2,715 audiobooks, and 1,384 Braille books. In addition, the government and the schools offer scholarships, subsidies and cuts in study fees, and subsidized accessible vehicles or transportation fares, while funds have been earmarked to improve the barrier-free environment on campus.

For higher education, the MOE has urged schools to establish responsible offices and personnel for students with special needs. The MOE has also offered subsidies for the supportive staff, after-school tutoring, assistants for students with disabilities, teaching materials, and other supportive activities. Subsidies in

SY2023 totaled NT\$577 million, helping more than 14,000 students. In addition, NT\$118.36 million was appropriated to 65 schools for the improvement of barrier-free campus and supportive services, such as teaching tools, braille materials, and audio books.

To help students with disabilities integrate into employment after graduation, universities and senior high schools provide career guidance and internships to prepare students for the workplace. The K-12 Education Administration's employment guidance service centers will provide guidance and assistance for students who seek employment. To enhance the overall effectiveness of career transition counseling for students with disabilities in colleges and universities, the "Ministry of Education's Grant Program for Promoting Career Counseling for College Students with Disabilities" has been implemented since 2023. This program encourages colleges and universities to develop career counseling plans for students with disabilities by integrating existing career planning and counseling mechanisms on campus through cross-unit support service models. This aims to assist students with disabilities in preparing for career planning during their time in school. Additionally, the "Trial Program for Career Development and Counseling Modules for College Students with Disabilities" has been conducted to train and enhance the career counseling capabilities of resource room counselors in colleges. This involves establishing career counseling demonstration sites to help students explore career interests and orientations. For academically gifted high school students in science and mathematics, a program for adaptive career transition counseling upon entering university has been implemented. This program includes preparatory courses, lectures, internships, etc., to build students' foundational research knowledge and industry practical experience, assisting these students in career exploration and achieving talent cultivation goals.



F Future Prospects

In the future, whether in special education for students with disabilities or in gifted education, the principles of diversity and flexibility will be enhanced. The needs of students will form the basis, the students' rights will have priority, and the students' positive development will be of the highest importance. The MOE will continue to establish a positive and friendly education environment, broadening special education related professional teams and human resources, strengthening each type of special-education administrative support network, and implementing the transition work for each level of education in order to raise the academic quality of students and realize the aim of adaptive and suitable education. ■

