

- 5** Promoting inclusive education to enhance learning support.
- 6** Enhancing teacher training and curriculum planning.
- 7** Providing information with regard to education and counseling.
- 8** Strengthening the special education support system and effectiveness assessment.

In 2023, the MOE set aside a budget of NT\$13.14 billion for special education, or 4.53% of the total education budget, which meets the 4.5% requirement under the Special Education Act. Of that sum, NT\$12.701 billion is devoted to education for students with disabilities and NT\$439 million for gifted education. In addition, municipal, county, and city governments have allocated NT\$35.1 billion for special education, accounting for 6.99% of the total education budgets for local governments, which meets the 5% requirement. The number includes the MOE budget for subsidies totaling NT\$37.1 billion, which includes NT\$33.9 billion in education funds for students with disabilities and NT\$3.2 billion for gifted education.

B Placement and Categories

Meeting global trends, the law in Taiwan clearly states that special education is moving toward inclusive education. To provide appropriate special education, each level of government has set up a mechanism of Special Education Students Diagnosis and Placement Counseling. This serves to give a general appraisal of the student's level of disability, learning ability, social adaptability, study achievements, family needs, will of the parents, and community factors so as to place the special education student to the appropriate school/class. The vast majority of students with



disabilities study at regular schools (95%). Most of them attend the same class as those without disabilities by offering decentralized resource rooms, itinerant counseling courses, and special education programs. Only a few of them attend the centralized special education classes. The others (5%) who need specific support services choose to study at special education schools. In preschool education, compulsory primary and junior high education, and senior high school education and higher education, special education services will be offered at each level. The 13 categories of special education are intellectual disabilities, visual impairments, hearing impairments, communication disorders, physical impairments, cerebral palsy, health impairments, severe emotional disorders, learning disabilities, multiple impairments, autism, developmental delays and other disabilities. There are six categories for gifted education: intelligence, scholarship, arts, creativity, leadership, and other areas.

C Schooling Opportunities

In respect to non-discrimination and equality of educational opportunity for students with disabilities, apart from the clear mention by the

Special Education Act that nobody should be refused schooling and examination because of disabilities, the elementary and junior high school levels are compulsory. After the needs of the students have been determined, they will be placed in the appropriate schools and classes. They will study further at senior high schools, vocational high schools, or junior colleges through adaptive counseling placement, open admission, or specialty enrollment. As for higher education, the MOE has added tests to the original channels, and rewards schools organizing their own separate admission exams for students with disabilities. Each type of admission exam offers related services, such as early entry, longer examination time, enlarged-type writing, Braille or voice playback for exam questions, Braille computers, transcripts for the answers, examination locations for limited amounts of students or on an individual basis, and other necessary services.

D Numbers of Students and Classes

As of SY2022, there were 2,974 regular schools offering a total of 5,717 special education classes for students with disabilities, while 28 special education schools had 645 classes in total. The number of students in special education nationwide totaled 175,657, including 145,962 with disabilities; 14,078 enrolled in universities, colleges, and junior colleges; and 131,884 studying at the high school level or below (including preschool). Of those, 127,418, or 96.61%, studied at regular schools and 4,466, or 3.38%, at special education schools. Of the 127,418 students at regular schools, 114,952, or 90.21%, attended regular classes, resource rooms, and itinerant classes, while 12,466 or 9.78% attended centralized special education classes. As for

gifted education, there were 29,695 students below senior high level, with 415 regular schools having a total of 1,004 classes for gifted students.

E Individualized Support-Services

The core spirit of CRPD is participation and reasonable accommodation. CRPD provides that there should not be any differentiation, exclusion, or limitation in levels of disability. Since its implementation in SY2019, the Curriculum Directions (including implementation measures for special education) has incorporated "universal design" and "reasonable accommodation" in their basic concept. The courses are designed according to the Individualized Education Program (IEP), and schools shall provide assistive devices, the proper environment and assessments, function-based behavioral interventions, and other

