

[SDG 10.6.6] Offer coaching/counseling/peer support programs

Does your university as a body provide mentoring/counseling/peer support programmes to support students, staff, faculty from underrepresented groups?

Item 1 Description & Evidence

[For disable student]

<https://scc.yuntech.edu.tw/pages/resourceClass/intro.php>

The counseling center of our school has been responsible for coordinating various counseling work for students with disabilities since 1997 academic year. In the 1999 academic year, the number of students with disabilities who have been subsidized by the Ministry of Education has reached 8. We received a subsidy from the Ministry of Education to set up resource classrooms for students with disabilities since January 1, 2001.

The resource classroom has been in operation since June 8, 2001. At present, it has planned an office area, a social area, a supplementary discussion area, a reading self-study area, and a computer work area for students to use. It is hoped that the establishment of the school's resource classroom will enable students with disabilities to receive the most appropriate and comprehensive services. It will be a warm home full of warmth and love, sensibility and intellectuality for students with disabilities in their studies at YunTech.

- Resource classrooms for students with disabilities



[For Indigenous student]

The School's Indigenous Student Resources Center was established in March 2017 with the mission of enabling Indigenous students to develop an Indigenous culture with stability and appropriateness.

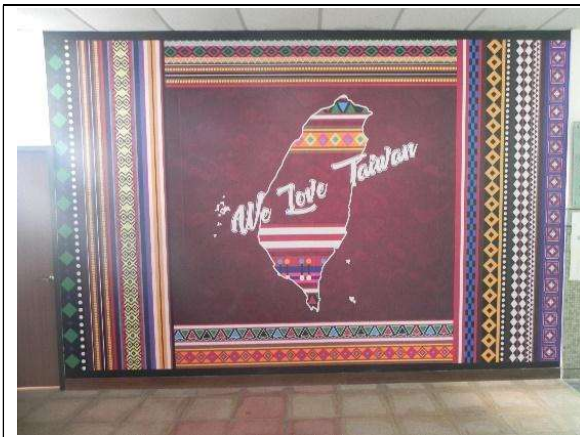
- The Operation of the Indigenous Student Resources Center
 1. Provide Scholarships
 2. Provide study space
 3. Organizing cultural promotion activities
 4. Provide hardware facilities such as notebooks and Indigenous clothing

How the Indigenous Student Resource Center works

1. 1. Strive for on-campus funds and set up a number of scholarships and grants to encourage students to integrate their homework into the indigenous culture, or take the initiative to contact their families and tribal people to learn relevant cultural knowledge, and provide a learning platform for students to study with peace of mind, reducing the need for long-term off-campus work and study. affect academic performance.
2. 2. Provide the original capital center and classroom supplementary classrooms as activities and gathering spaces for the Indigenous students of the school to enhance the interaction opportunities among the Indigenous students.
3. 3. Handle cultural promotion activities, take the initiative to lead students to experience the cultures of various tribes, and hope that students will be more concerned about various issues of indigenous peoples.
4. 4. Provide hardware facilities such as laptops and ethnic clothes, so that Indigenous students can have more resources and facilitate homework, cultural records and other assignments.
5. 5. Establish an online contact group to provide information on activities of indigenous peoples in schools and government units.
6. 6. Conduct career visits and lectures, and provide relevant information for Indigenous students after graduation.

原住民族學生資源中心的運作情況

1. 爭取校內經費並設置多項獎助學金，鼓助學生將作業融入原民族文化，或主動接觸家人及部落人士學習相關文化知識，另提供學習平台讓學生安心就學，減少因需長時間校外工讀而影響課業狀況。
2. 提供原資中心及課輔教室，作為本校原住民族學生活動及聚會空間，增進原住民族學生間互動機會。
3. 辦理文化推展活動，主動帶領學生體驗各部族文化，期望學生多關懷原住民族各項事宜。
4. 提供筆電、族服等硬體設施，讓原住民族學生能有更多資源，便於課業、文化記錄等作業進行。
5. 建立網路聯絡群組，提供各校及政府單位原住民族活動資訊。
6. 辦理職涯參訪、講座，提供原住民族學生畢業後相關資訊。



Aboriginal Student Resources Center Learning Room



Tribal Corporate Governance Course



School celebration activities



Handicraft Course-Paiwan Bracelet



Introduction of The Indigenous Peoples Basic Law



Handicraft Course-Paiwan Bracelet

• List of activities handled by the Indigenous Student Resource Center

#	Academic year	Semester	Activity
1	2021	2	Indigenous Student Orientation Meeting

2	2021	2	Paiwan Tribe Board Game - Tribal Corporate Governance
3	2021	2	Indigenous Special Examination Lecture
4	2021	2	Your Occupation, Your Joy - Senlue Happy Living Robot
5	2021	2	Resume Writing and Interview Information Sharing
6	2021	2	Original Ripple Youth Gender Lecture
8	2021	2	Indigenous Employment Information and Financial Counseling
9	2021	2	Career Lecture - Entrepreneurship Experience and Resource Sharing
10	2021	2	CAPS Occupational Aptitude Test & Analysis
11	2022	1	Amis Cross-Stitch
12	2022	1	Career Visit - Youth Career Development
13	2022	1	Indigenous Student Orientation Meeting
14	2022	1	Indigenous Handicraft Lecture - Bark Pen Holder
15	2022	1	Indigenous Autonomy - Tribal Corporate Governance System
16	2022	1	Indigenous Student Midterm Banquet
17	2022	1	Indigenous Basic Law
18	2022	1	Indigenous Handicraft Lecture - Pencil Case and Mobile Phone Lanyard
19	2022	1	School Anniversary - Traditional Costume Photoshoot
20	2022	1	Indigenous Multicultural Lecture - Amis Traditional Rituals and Age Groups
21	2022	1	Indigenous Student End-of-Term Symposium

[For international student]

<https://tdx.yuntech.edu.tw/index.php/newsclass/2020-03-05-07-13-35/item/469-2022-111-1>

International Student Partners recruitment





Each international freshman has a designated partner by the International Department, assisting them to adapt to campus life as soon as possible. At the same time, after the registration, a new student briefing session will be arranged for international students, illustrating the matters of priority such as; class selection, insurance, study and counseling resources, and cultural exchange activities.

- International Student Admissions Seminar, Study Partner Training Course

Date	Events	Location	Number of Participants
2023/01/04	2023 Spring Class (111-2) International Student Partner Training and Briefing Session	Vision Pavilion	26
2023/05/31	2023 Fall Class (112-1) International Student Partner Training and Briefing Session	Vision Pavilion	50

- Number of International Student Partners

Semester	Number of Student Partners
2023 Spring	20
2023 Autumn	41

International Student Partners Recruitment and Training

Item 2 Description & Evidence

[For students with Disabilities]

<https://scc.yuntech.edu.tw/pages/centerIntro/specialEducation.php>

YunTech has set up a "Special Education Implementation Committee" in the first semester of the 2014 academic year to provide care for students with disabilities. In addition, to cater for the needs of multi-sex students, the school established the "Gender Equality Education Committee" in 1998, and the "Sexual Harassment and Sexual Assault

Treatment Committee" in 1999. In 2004, in response to the promulgation of the gender equality Education Act, it was renamed the "The Gender Equity Education Committee". The teachers and students of the school are expected to recognize and accept diversity to shape a friendly campus environment.

For a variety of groups with different genders, sexual orientations, gender characteristics and gender identities, the school also provides individual counseling services and group counseling services.

YunTech recruits a number of students with physical and mental disabilities every year and abides by "Directions Governing Subsidies for Colleges to Recruit and Counsel Students with Physical and Mental Disabilities" made by the Ministry of Education. To assist students with physical and mental disabilities to adapt to campus life, YunTech provides assistants to help those students in their learning and life, such as life adaptation assistance, classroom adaptation assistance (such as note-writing, instant transcription services, attendant life assistance, sign language translation, dictation services), and learning assistance (such as teaching of learning strategies).

YunTech 遵循教育部實施辦法「教育部補助大專校院招收及輔導身心障礙學生實施要點」，為協助身心障礙學生適應校園生活，提供助理人員協助身心障礙學生生活與課業相關的協助工作，如：生活適應協助、課堂適應協助（如筆記抄寫、即時筆抄服務、照服員生活協助、手語翻譯、聽打服務）、課業學習協助（如學習策略之教導）。

- **Counseling Records on Students with Disabilities**

(1) **Individualized Support Plan for Students with Disabilities:** Through multi-faceted communication and interaction, teachers and students have expressed their ability to fully grasp and utilize the administrative resources within the school, effectively enhancing individualized services for students.

(2) **Academic Counseling Services:** Students who have utilized academic counseling services generally provided feedback that consistent weekly tutoring helps stabilize their learning. Through the process, they also enhance their learning strategies and acquire software operation skills, making their learning more efficient and intuitive.

(3) **Assistant Services for Students with Disabilities:** Based on follow-up observations, students with disabilities who receive assistance can resolve their life or learning dilemmas in a timely manner. This support strengthens their life adaptation and academic learning capabilities. 80% of the students have shown significant improvement in their learning motivation and life skills.

(4) **Group Counseling Activities for Students with Disabilities:** By integrating diverse media into activity themes, students can discover the joy of life through different mediums. Throughout the process, they experience and learn new things. An

annual outdoor experiential activity allows them to enjoy the warm sunlight, broaden their horizons, enhance interpersonal interactions with peers, and help relieve life pressures and boost self-fulfillment.

(5) Dream Realization Plan for Students with Disabilities: Participants immerse themselves in the life stories of the main characters, absorbing the essence of their positive energy. Everyone is deeply moved, affirming the presentation method of the activity.

(6) Special Education Advocacy Activities: Participants reflected after the event that they have a better understanding of individuals with disabilities. They hope to be more empathetic when facing people with disabilities in the future and to offer timely care and assistance when needed.

- **Care for Multi-Sex Group**

For the year 2022, the content of promotional activities for gender equality education is as follows:

(1) Holding the Event of Gender Equality Education Week:

Our school, in collaboration with the Taiwan Women's Film Association and Yunlin County Sister Radio, organized a women's film festival. On November 11, 12, and 13, 2022, a total of three sessions were held:

The first session, "Lost Voice, Translated Language": Through the appreciation and discussion of films related to gender issues, participants gained an understanding of different "genders" and respected diverse "identities". A total of 25 people attended.

The second session featured films such as "Pus", "My AI Lover", "Skin-to-Skin", "The Third Nipple War", and "February 1st in Memory": Aiming to enhance gender equality awareness among faculty and staff, eliminate gender discrimination, and promote a gender-friendly campus. A total of 126 people participated.

The third session, "Who is With You": Through the appreciation and discussion of films related to gender issues, participants were enlightened about the diversity in gender culture. A total of 28 people attended.

(2) Gender Equality Film Festival (Originally named the "Queer Film Festival", has been held for 12 sessions since the 97 academic year):

On April 11, 12, and 13, 2022, a total of three sessions were held:

The first session, "Blue Boy Under the Moonlight": Through the appreciation and discussion of films related to gender issues, participants understood different "genders" and respected diverse "identities". A total of 38 people attended.

The second session, "Battle at the Career Line": Aimed at enhancing gender equality awareness among faculty and staff, eliminating gender discrimination, and promoting a gender-friendly campus. A total of 72 people participated.

The third session, "My Beautiful Father": Through the appreciation and discussion of

films related to gender issues, participants learned about the diversity in gender culture. A total of 30 people attended.

(3) Organizing a Seminar on Gender Equality Education in the Institute:

From February 23 to May 23, 2022, a total of 25 sessions were held, with a total of 483 male and 276 female participants, totaling 759 attendees. To strengthen appropriate interpersonal interactions and emotional exchanges among graduate students, starting from the 101 academic year, gender equality educational class discussions were held during "Thematic Seminars", "Book Report Discussions", compulsory courses, or times when the entire class could attend. The activity focused on topics such as "Eliminating Gender Discrimination, Respecting Diversity and Differences", "Inappropriate Pursuit VS Harassment", "Prevention of Campus Sexual Harassment or Assault", and "Concepts of Gender Equality Legislation". Through lectures and case sharing, students were guided to reflect on gender issues and learn appropriate gender interactions, enhancing gender equality awareness.

[For employee]

1. **Employee assistance program implementation plan:** The school has formulated a plan to promote the implementation of employee assistance programs, and set up a special area for employee assistance and welfare measures on the personnel unit website to integrate relevant resources within and outside the school into a summary table of resources for the school's promotion of employee assistance programs. Related assistance service resources are announced in the website, and the responsible units provide professional assistance services to the whole school's faculty and staff. For example, the counseling center provides individual counseling services (including psychological test implementation, counseling, and referral counseling resources). The service targets include faculty with disabilities and indigenous group.
2. **Redesign service for disabled positions:** The school recruits faculty and staff, and all people with disabilities are welcome to apply. There are currently 50 faculty and staff with physical and mental disabilities. If units need to handle job redesign services due to physical and mental disabilities, they can apply to the Yunlin County Government's labor and youth affairs through the school in accordance with the law on the protection of the rights and interests of the disable. The development team proposes application services for job redesign. According to different obstacles and different needs, it provides teachers with physical and mental disabilities to overcome work obstacles and continue to perform their professional.

Employee assistance and welfare measures webpage

<https://aex.yuntech.edu.tw/index.php/2022-11-21-06-49-41>



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員工協助

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本校員工協助相關資訊

推動員工協助方案實施計畫	推動員工協助方案作業流程圖	本校身心障礙同仁職場資源彙整表
員工協助資源彙整表	哺集乳室設置概況表	特約醫院 (請洽學務處衛教組 分機 2341-2345)
員工特約商店	員工子女托育特約&訊息	諮商輔導專線：分機2672 諮商預約 心靈講座 更多資源請洽諮商輔導中心
本校法律顧問	本校專利侵害鑑定中心及科技法律諮詢中心 (分機：3601)	

人事室關心您，歡迎您善用員工協助資源，如有相關問題，歡迎您請來電詢問。

校外資源

人事行政總處員工協助方案 人事行政總處公部門設置職場托育設施網站 專區	國民健康局健康九九壓力指數測量表	衛福部24小時免費專線：1925
「公務機關推動員工協助方案數位教材 (微电影) - 《零八零零》」	勞動部壓力評量	國家網路醫院