



*The roots of education are bitter, but the fruit is sweet.
-Aristotle*

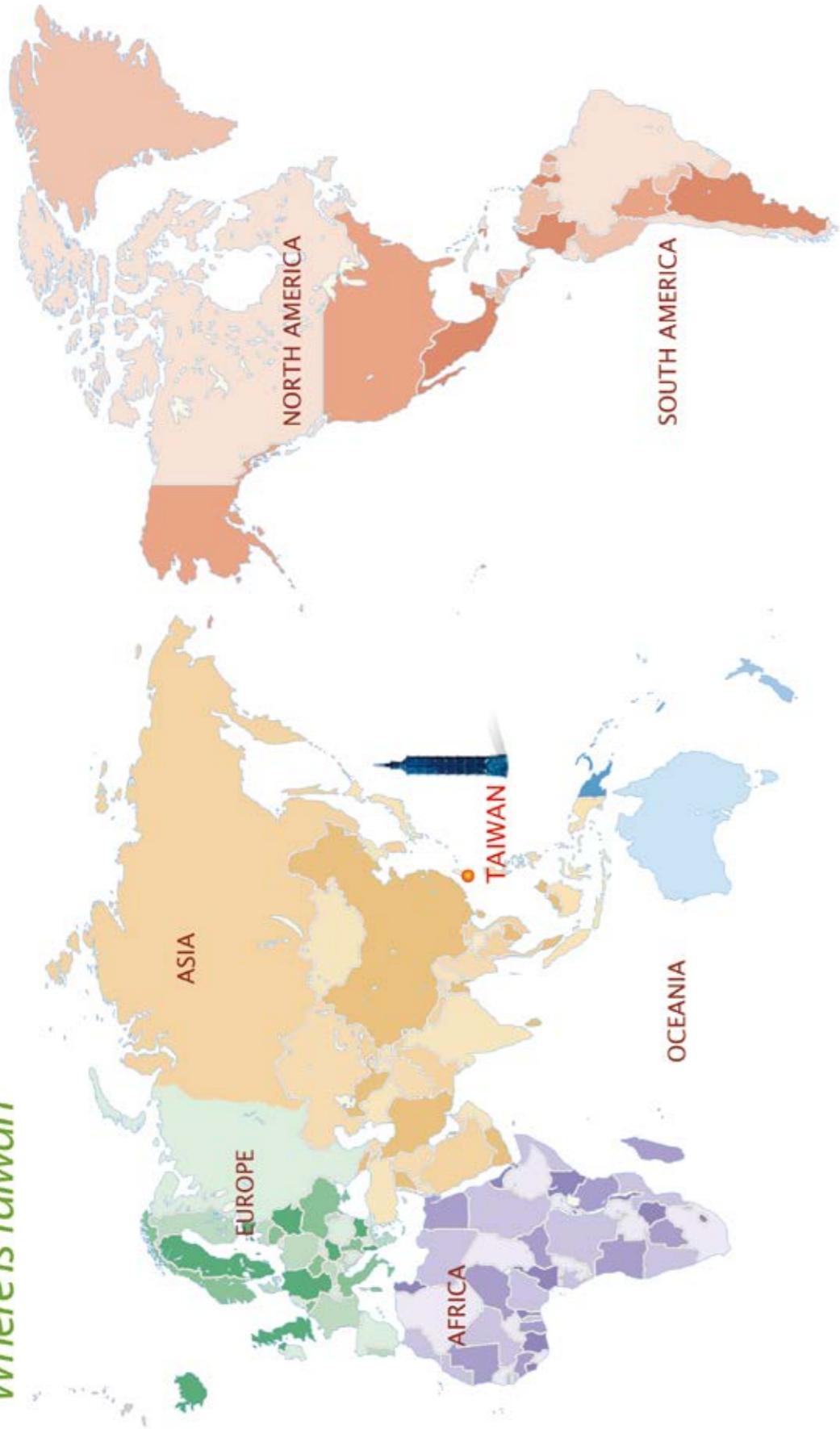
EDUCATION IN TAIWAN

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Ministry
of Education,
Republic of China
(Taiwan)

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Where is Taiwan



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An Overview

A Introduction

As one of the Executive Yuan's subordinate agencies, the Ministry of Education (MOE) is the highest supervisory body for Taiwan's education. The MOE's mission is to enhance education in the country (including basic education, technical and vocational education, higher education, lifelong education, special education, teacher education, arts education, digital education, technological education, environmental education, and diverse education and to cultivating international talent), to promote sports and youth development affairs, and improve the general quality of education so as to increase competitiveness as a country. The MOE is led by the minister of education, who is supported by two political deputy ministers, one administrative deputy minister, and one chief secretary. The MOE comprises eight departments, three administrations, along

with the other subsidiary agencies. Together, they are committed to ensuring the quality, breadth and depth of education in Taiwan. The MOE also supports municipal, county, and city governments in educational affairs.

B SDG 4

"Quality Education" is the 4th of the UN's Sustainable Development Goals (SDGs). It aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The UN has established 10 sub-goals, which are to be accomplished by the year 2030. The 10 sub-goals include free and fair quality education at the primary and secondary levels, quality early childhood development and preschool education, quality vocational and higher education that is affordable, increasing the number of people with relevant skills for employment, decent jobs and



entrepreneurship, equality for different genders and the underprivileged, universal literacy and numeracy, knowledge and skills for sustainable development, building and upgrading inclusive and safe schools, scholarships, and the training of teachers.

C Major Education Policies at Present

1 Project of Strategies for Confronting the Low Birthrate of Our Nation

In response to the Executive Yuan's "Action Plan to Address the Trend of Fewer Children," the MOE will extend the provision of affordable educare services and reduce the financial burden on parents, continue to increase the availability of public preschools, and contract with qualified private preschools, which will then become quasi-public preschools. For children who are not in public or quasi-public preschools and are eligible to apply for childcare allowance, the age bracket has been expanded (ages two to four) as part of the comprehensive care policy objective.

2 Directions Governing for the 12-year Basic Education Curricula

The new curricula kick-started in SY2019 center on students and emphasize situated

cognition, integration, exploration, and hands-on experience. Students are encouraged to take the initiative, engage the public, and seek the common good. With the vision in mind of "accomplishments for every child - nurture by nature and lifelong learning," students will acquire the knowledge, competence, and attitude needed to adapt to life and handle challenges in the future.

3 The New Southbound Talent Development Program

The MOE has based its "New Southbound Talent Development Program" on "The New Southbound Policy." This program provides quality education, bilateral training for professionals, and bilateral exchanges between the youth academics and students. In the meantime, it aims to promote cooperation in education between Taiwan and its Southbound Policy partners as a means of deepening bilateral relations.

4 The MOE's Bilingual Nation Plan

In response to the Executive Yuan's "Blueprint for Developing Taiwan into a Bilingual Nation by 2030," the MOE will continue to enhance the ability of students to use English in daily life and increase their competitiveness in workplaces of the future, and increase the budget to improve

general proficiency in English and cultivate students with a talent for the English language.

With effective supporting measures, students will be enabled to communicate in English and use English where it is needed. Meanwhile, higher education institutions will provide a bilingual learning environment, and lifelong learning will incorporate English as part of the system.

D Future Prospects

Education is an endeavor to help children grow in a safe environment and find their anchors in life so as to have the courage to pursue and achieve their dreams. The Curriculum Guidelines of 12-Year Basic Education are a critical driving force behind the general education

reform in Taiwan, where both teachers and students are gradually changing and moving towards a better future. The MOE will keep encouraging teachers to develop professionally by themselves, supporting them with necessary resources in classrooms, and upgrading the environment of learning for better quality education. The MOE carefully maps out policies that will shape education into a driving force for individual growth and a cornerstone of national development. ■



Ministry of Education

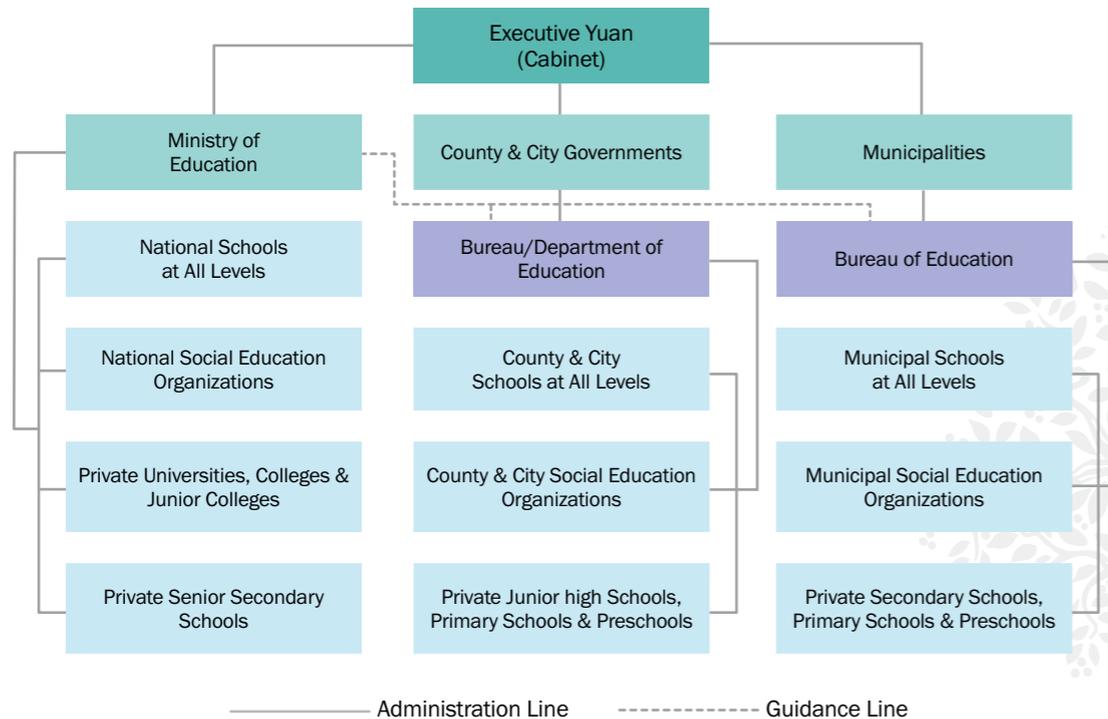


SDG 4



Educational System

The Education Administration System 2021



In Taiwan's current education system, students may study for up to 20 years: six years of primary education, three years of junior high school, three years of senior secondary school, four years for an undergraduate program bachelor's

degree, one to four years for a master's degree, and two to seven years for a doctoral degree.

A Compulsory Education

Taiwan has implemented nine years of compulsory education—six years of primary education and three years of junior high school—since 1968. Junior high schools provide a wide range of courses to cater to their students, and in addition to the regular curriculum provide practical classes that give students an understanding of future vocational and technical education and career opportunities.

B Senior Secondary Education

Senior secondary education lasts for three years. It is provided by four categories of





schools: general senior high schools, skills-based senior high schools, comprehensive senior high schools, and specialty-based senior high schools.

C Junior College Education

Junior college education is divided into two categories: 5-year junior college programs, and 2-year junior college programs, each with different admission requirements. Junior colleges admit graduates of junior high schools into their 5-year programs. The 2-year junior college programs principally admit graduates of skill-based senior high schools.

D Teacher Education

Taiwan's teacher education is diversified, well-resourced, and selective. Universities of

education, normal universities, and teacher training departments and centers at other universities train and educate the professional teachers who work in preschools, primary schools, junior high schools, and senior secondary schools. These institutions also provide in-service training for primary and secondary school teachers and do local educational guidance work. Since February 1, 2018, teacher training has required students to pass qualification examinations before undertaking practical education training in schools. The very best trainees are then selected to do placements involving actual teaching and classroom teacher duties.

E University, College and Graduate School Education

Universities, tertiary colleges, universities of science and technology, and technical colleges offer four-year bachelor's degree programs, and



some two-year bachelor's degree programs. Some require students to also complete an internship of from half a year to two years, depending on the program. Master's degree programs take one to four years to complete, and doctoral degree programs take two to seven years.

F Special Education

Pre-tertiary level special education is divided into three stages: preschool, compulsory education, and senior secondary education. The special education stages provide education at corresponding stages and schools providing special education may set up special education classes. Independent special education schools may also be built to accommodate students with multiple disabilities that require special support. To best meet the educational needs of special education students, the education stages, assignment students to classes and grades, settings and ways of implementing education, courses, teaching materials, and teaching and assessment methods must always incorporate flexibility. And adaptability, individualization, socialization, accessibility, and inclusion must all be part of providing special education and associated service measures.

G Arts Education

The goal of arts education is to nurture people with artistic talents, enrich the spiritual lives of Taiwan's people, and raise cultural levels. Arts education in Taiwan comprises professional arts education programs provided by educational institutions, general arts education provided by educational institutions, and arts education for the general public.

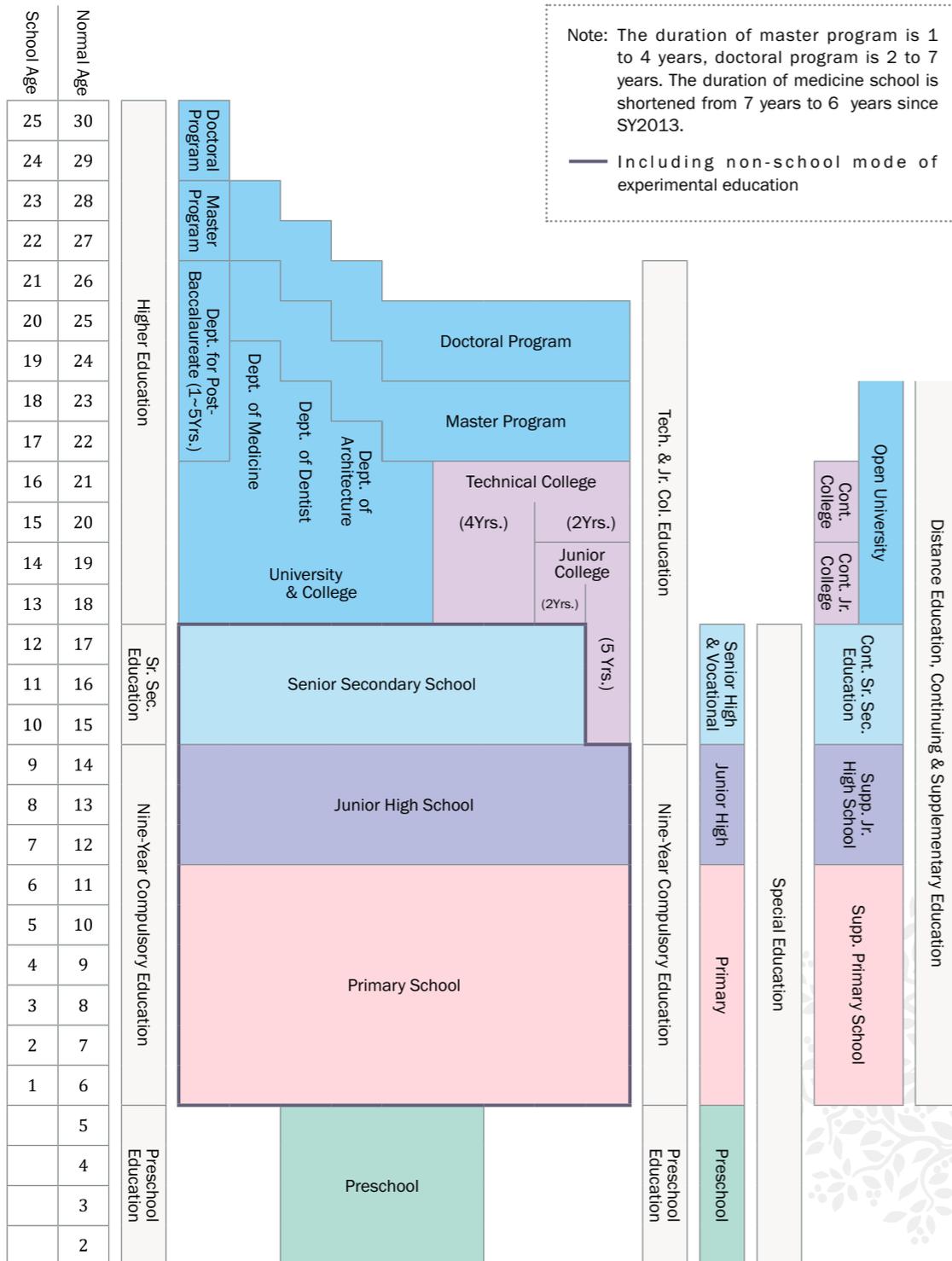
H Supplementary and Continuing Education

The goal of supplementary education is to supplement the general knowledge of the nation's citizens, raise the overall education level, teach practical skills, educate sound, healthy citizens, and boost social progress.

Supplementary education comprises: supplementary compulsory education, continuing education, and short-term supplementary learning. Supplementary compulsory education is provided for people older than school age who have not received nine years of compulsory education. Continuing education is available for people who have already received nine years of compulsory education. Short-term supplementary learning is available for people who want to increase their general knowledge and skills. ■



The Current School System



Preschool and Compulsory Education

A General Information

The infrastructure of a country and the development of its economy are dependent on the country's cultivation of manpower and talent. This requires long term, continued investment and needs to start from the very bottom. The government set the length of compulsory education at nine years in SY1968. The 12-year basic education was implemented SY2014, helping to nurture and develop the manpower needed for economic growth.

Quality preschool education is one major objective of our education policy. Kindergartens are set up in accordance with relevant legislation for children aged four and above before elementary school, and these institutions are supervised by education administrative

authorities, whereas nurseries are welfare organizations set up in accordance with the Children and Youth Welfare Act. Nurseries admit children aged two to six and are supervised by social administrative authorities. The talks and negotiations for merging nurseries and kindergartens started in 1997 and culminated in the Early Childhood Education and Care Act passed on June 29, 2011, which became effective on Jan 1, 2012.

B Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system. After the Act took effect on Jan 1, 2012, nurseries and kindergartens were redesignated



“preschools,” in which children from the age of two onwards are given complete and thorough education and care until they enter elementary school. This act integrates both the education and the care of young children into a single administrative system, putting into practice a toddler-centered strategy that focuses on the children’s best interests. Taiwan is also the first country in Asia to integrate the two systems. On April 26, 2017, the “Statute for Preschool Educators” was promulgated, clearly stating the rules for training, qualifications, rights and interests, administration, and appeals and dispute settlements in order to safeguard the rights of our country’s preschool educators.

According to statistics by UNESCO, more than 40 countries in the world have a basic education system that exceeds 10 years. The main reason for this is that many underdeveloped countries have begun to see that basic education is linked to national competitiveness.

Kick-started in SY1968, Taiwan’s nine-year Compulsory Education system is mandatory, free, and obligatory. Citizens from the age of six

to 15 are legally required to receive education. The compulsory education is divided into two stages – the first six years at the elementary school level and the latter three in a junior high school. To enhance the development of national manpower, a 12-year Basic Education system was adopted in SY2014, a new landmark for our education system.

C Preschool and Compulsory Education Policies

Preschooling is not compulsory in the education system of Taiwan. The education



and care of preschoolers used to rely on, respectively, kindergartens and nurseries, most of which are privately-run institutions. Kindergartens and nurseries were supervised by different government agencies. As a result, each developed its own set-up requirements and regulations regarding personnel and curriculum. Preschool education and care were inconsistent across the board. To remove such inconsistency and to follow the international trend of combining preschool education and care services into educare services, Taiwan has integrated the two systems after 14 years of effort.

In line with the Executive Yuan’s the “Project of Strategies for Confronting the Low Birthrate of Our Nation (2018-2022),” the MOE provides support for young parents to find a balance between work and family. These measures for preschool children will encourage more people to start a family and have children. The two main goals are “extend provision of affordable educare services” and “reducing the financial burden on parents.” There will be 3,000 more classes with 86,000 children in public and non-profit preschools in eight years (2017-2024), according to the MOE’s plan to extend communalization of ECEC services. This increase is 2.2 times more than that between the year 2000 and the year 2016, the highest ever seen in the history of Taiwan. Private



preschools that meet the six requirements will enter the “quasi-public preschool mechanism” in order to increment the number of affordable educare providers. For children who are not in the communalization of ECEC services, the age bracket of children eligible for childcare allowance has been expanded to ages two to four, which aims to reduce the financial burden on parents, especially young parents.

To establish an empirical and theoretical basis for the development of junior high and elementary school education so as to improve the quality and lay the groundwork for the future course planning, in November 2014, “Directions Governing for the 12-year Basic Education Curricula” was promulgated, and curriculum guidelines for different fields have been announced in succession since January 2018, with the 12-year Basic Education curricula being followed in phases since SY2019.

Social development has caused the population of the cities to grow, while businesses and

people continue to move out of remote areas. The local economy in these areas has slowed down, jobs are hard to find, and children are often left to the care of grandparents. Education is where the values of social equity and social justice should be embodied. To enable each and every child to enjoy equal opportunities of adaptive development, the president promulgated on December 6, 2017, the “Act for Education Development of Schools in Remote Areas.” The Act specifies the length of a full-time teacher’s service, a flexible mechanism for hiring acting teachers and contract-based teachers, rewards and incentives to encourage long terms of service, methods of recruiting teachers and guidance counselors where they are needed, the importance of simplifying the administrative burden on schools, professional development opportunities nearby for the teachers, a supply of diverse learning resources for the students, and the provision of necessary facilities and

equipment to schools in order to safeguard the students’ right to education in remote areas.

“Social Care” is another focal point of Taiwan’s education policy. The MOE has established a fund-raising program called the “Education Savings Account.” So far, there are 3,695 schools that are permitted to apply for donations under the program. Businesses and individuals are encouraged to become long-term donors to the economically disadvantaged children listed on the website of the program, helping to ensure their right to education. ■



K-12 Education Administration



Education in remote areas: The challenges, innovative solutions, and goals

Interviewee: **Chang Yen-kai**

Div. Chief of Junior High and Elementary Education, K-12 Education Administration, MOE

In Taiwan, education in remote areas poses a variety of challenges for families, students, and schools.

With the decline in birthrate and impact of urbanization, the number of students in remote areas has been decreasing. Compared with their urban counterparts, children in remote areas do not have as much peer interaction and are less motivated about learning.

As the number of students drop in remote areas, the corresponding number of teachers has also reduced, affecting the operation of schools.

Chang Yen-kai is the section chief of Section of Schools in Remote Areas and Innovative Development, the K-12 Education Administration, Ministry of Education (MOE). He said the K-12 Education Administration has offered a number of incentives for teachers to remain in remote areas.

Innovative recruiting schemes, such as “visiting teachers,” “teach for free accommodation,” and the “Ruro Volunteering Platform” (<http://ruro.tw/>) among others, have been created to support

the goal, said Chang. These schemes encourage social enterprises, students, citizens, and retired teachers to engage in education in remote areas, so there are more teachers to help the children learn.

The “teach for free accommodation” scheme offers free meals, accommodation, and transport for those interested in teaching and working in social services. Many schools in remote areas are close to nature and traditional cultures, which have become important incentives for volunteers.



Chang said the K-12 Education Administration has created a cooperative platform, where volunteer teachers can find schools in remote areas, and schools can find more teachers to offer courses. The platform provides students with more adaptive learning opportunities, while volunteers can apply their knowledge and skills, and help the students learn.

The K-12 Education Administration has also set up a “Ruro Volunteering Platform for the Remote Areas” (Ruro Platform), in order to channel education resources to rural and remote schools. It is named “Ruro” because it sounds like “rural.”

The needs of these schools are presented as touching stories to attract enterprises and individuals that are interested in education. The platform then allocates the appropriate resources to schools, according to their needs.

As of the end of 2020, the Ruro Platform has completed more than 300 projects. Over 1,000 volunteers were sent to more than 200 rural and remote schools, benefiting 22,000 students.

Besides implementing projects and providing incentives, the K-12 Education Administration has taken measures to reduce the turnover of teaching staff. Among them, state-financed graduates employed by rural and remote schools have to serve no less than six years at the schools needing teachers.

Universities with teacher education should establish an enrollment quota for students from remote areas in pre-service teacher education programs to encourage students to return to their hometowns after graduation. Principals and teachers should be awarded for their commitments.

The K-12 Education Administration also provides schools in remote areas with subsidies to acquire digital facilities, arts and cultural facilities, sports facilities, libraries, transport, healthcare facilities, lunch, accommodation for teachers and students, restrooms, other campus



infrastructure facilities, teaching equipment, teaching materials, and teaching tools.

Student tuition and teacher training (preparation groups or empowerment workshops) are also subsidized by the government. Schools in remote areas can each receive a subsidy of no more than NT\$2 million every three years, while each class can receive no more than NT\$500,000 every three years in support of professional development of teachers and multiple learning activities for students.

When it comes to the future of education in remote areas, Chang Yen-kai said schools are expected to innovate in terms of course design and pedagogy, remove obstacles for students, improve learning results, and help students acquire basic and multiple competences.

Equally, schools in remote areas can also play the role of community development centers. By integrating local teaching and human resources with cultural characteristics, schools in remote areas can become “knowledge centers,” “culture centers,” or even “entrepreneurship centers.”

They are integral to education equality and sustainable development. As community centers, they also support family functions in remote areas. Hopefully, more youths will aspire to serve in remote areas, while local development and local economies will flourish as a result. ■



Senior Secondary Education

Senior secondary schools are designed to cultivate the minds and bodies of the youth, to foster healthy civic awareness, and to lay a sound foundation for academic research and professional training in later years. Senior secondary schools in Taiwan include “general senior secondary schools,” “skill-based senior secondary schools,” “comprehensive senior secondary schools,” and “specialized senior secondary schools.”

Students who graduate from junior high school or have an equivalent education level can gain admission to senior secondary schools through methods such as open admission and specialty enrollment. To graduate, students must complete required courses or obtain credits.

A Steady Promotion of 12-year Basic Education

1 Introduction

On September 20, 2011, the Executive Yuan approved the “Implementation Plan for 12-year Basic Education” and its accompanying measures. The three visions of the Implementation Plan are “improving the education quality of elementary and secondary schools,” “accomplishments for each child,” and “strengthening national competitiveness.” The five major principles of the Implementation Plan are “education without distinction,” “education according to aptitude,” “nurture by



nature,” “multiple development opportunities,” and “bridging junior high and senior secondary education.” The Implementation Plan has seven major objectives (10 projects) with 11 accompanying measures (19 projects); that is, 29 projects in total. The MOE not only works with municipal, county and city governments in the implementation of every project in the 12-year Basic Education, but also uses every opportunity possible to promote this new policy, so that the society will understand its importance. To keep the projects in the Implementation Plan advancing with the latest developments, the MOE held meetings to revise and improve the projects and sent the revisions to the Executive Yuan, which approved the revisions in October 2017.

Beginning from August 2014, the 12-year Basic Education is provided in two phases. The first phase is the 9-year National Education, which is based on the Primary and Junior High School Act and Compulsory Education Act. According to the Acts, citizens between six and 15 years of age are to receive obligatory

and compulsory universal education free of charge. The 9-year Basic Education is in principle provided by the government in general schools universally, with open admission based on school districts. The second phase is the 3-year Senior Secondary Education, based on the Senior High School Education Act, which provides that citizens aged 15 years or above are to receive voluntary, free education universally. Senior secondary education is provided by public and private schools, with open admission. Senior secondary schools offer diversified programs, including general education and vocational education.

2 Education Curricula

Beginning in SY2019, the “Directions Governing for the 12-year Basic Education Curricula (Curriculum Directions)” have been applied in the first-year courses at primary, junior high, and senior secondary schools around Taiwan.

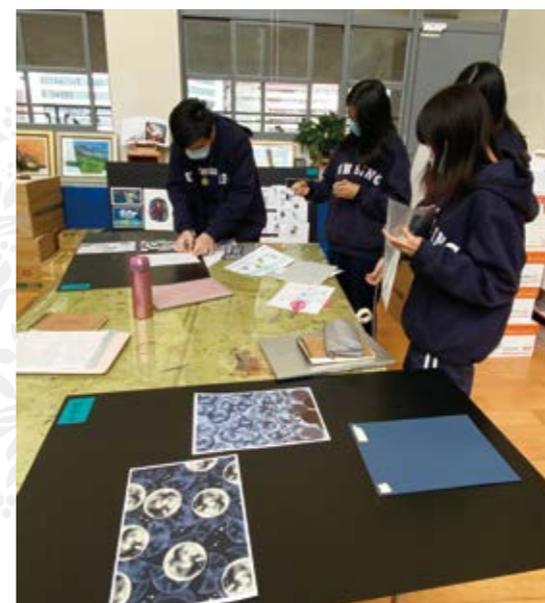
The Curriculum Directions were devised according to the “Proposal of 12-Year Compulsory Education Course Development Guidelines” and the “Course Development Guideline of 12-Year Compulsory Education.” For the first time in the history of Taiwan, an integrated, cross-level, and inter-disciplinary curriculum is in place to achieve the ideals of 12-year Basic Education, covering primary, junior high, and senior secondary schools. On June 1, 2016, the Senior High School Education Act incorporated Article 43-1 and Article 43-2. Accordingly, the MOE revised and announced the key points of the establishment and operation of the curriculum review committee. The role of the curriculum review committee now has a clearer legal basis and student representation is also included in the review committee.

The accompanying measures include training in relevant laws and regulations,

teacher abilities, promotion of curriculum directions, setup of facilities, and changes to the recruitment of colleges. Entrance exams and recruitment are also consistent with the spirit and design of the Curriculum Directions in order to help the new educational ideas materialize in the education and training system.

3 General Objectives

- ① To enhance basic knowledge level of citizens and cultivate modern civic literacy.
- ② To strengthen basic abilities of citizens and improve economic competitiveness as a country.
- ③ To promote equal access to education to realize social equity and justice.
- ④ To increase resources in senior secondary schools and balance educational development in regions, cities, and remote areas.
- ⑤ To help high school students explore their aptitude and career interests and provide guidance to diverse higher education or future careers according to natural preferences.
- ⑥ To relieve stress of students in academic advancement and help them to grow not



only intellectually but also morally, physically, aesthetically, and socially.

B Science Education and Science Talent:

1 Organizing and participating in domestic and international mathematics and science competitions.

- ① Organizing national senior secondary school mathematics, science, and information subject competitions as well as science fairs for elementary and junior high schools. The goal is to foster an appropriate attitude and concept about science among the students, to inspire interests in scientific research, and to improve the pedagogy and its effectiveness in senior secondary schools.
- ② Training and preparing students to participate in international Math and Science Olympiads and in the Intel International Science and Engineering Fair. Establishing an incentive system.

2 Subsidizing “Science Education Projects for Elementary and Junior High Schools”:

To improve science education in primary and secondary schools, in SY2020, 72 schools received subsidies for their efforts in science education research, promotion, training, and extracurricular assistance.

3 “Projects of Scientific Research Training for Senior Secondary School Students”

Provide school-year-based subsidies for high schools to foster talent in science, discover students with potential in science, and cultivate future scientific researchers.

4 Opening “science classes” in senior secondary schools:

Designing and offering science courses where students can learn to do research on their own and be creative. The goal is for students to not only develop scientific expertise but also humanism, and ultimately, become high-quality workers in science and technology who help our country enhance national competitiveness.

5 Organizing the selection mechanism and entrance examination for France’s “Classes Préparatoires aux Grandes Ecoles”:

Between 2006 and 2020, 53 senior secondary school students were sent to Classes Préparatoires aux Grandes Ecoles in France as an academic exchange between Taiwan and France.

6 Planning science education tours for girls’ schools and students:

Outstanding, young female science award winners are invited to senior secondary schools to speak to the students so as to spark the



students’ interest in basic science, to encourage them to learn more about science and plan for a career in scientific research, and to inherit the spirit and accomplishments of their female predecessors.

C Second Foreign Language Education and International Awareness:

1 The main goals of the “Program of Promoting Second Foreign Language Education at Senior Secondary Schools” are as follows:

- ① Encouraging and subsidizing senior secondary and higher education schools to participate.
- ② Creating an effective promotion mechanism for the second foreign language education system.
- ③ Creating a second foreign language learning environment.

2 Second Foreign Language Courses

- ① Senior secondary schools are encouraged to offer second foreign language courses. In SY2019, a total of 51,697 students in 305 schools took second foreign language courses, covering a total of 13 languages.
- ② In SY2019, a total of 51 “Advanced Placement of University Second Foreign Language Classes for Senior Secondary School Students” classes were approved.

D Practical Technical Programs and Cooperative Education Classes

1 Practical Technical Programs

Practical technical programs focus on practical skills and future employment. Students are trained in the programs on a yearly basis with skill sets that meet the actual employment



requirements. In other words, one year of training will equip them with skills to perform well in one particular area.

There are day courses and evening courses. The courses are annually structured and designed according to the ministry course groups and internship subjects. Schools offer practical courses of specialized skills combining ministry and school subjects with the course levels advancing on a yearly basis and each level corresponding to a certain skill for employment.

The “Implementation Measures of Practical Technical Programs in Senior High Schools” were promulgated on July 27, 2019, and have been applied in year-one classes in senior high schools around Taiwan since SY2019.

2 Cooperative Education Classes

Cooperative education classes are designed to equip students with skills for various industries. Schools that work with businesses can send students on a “rotating internship,” a “ladder internship,” a “full-time internship,” or other forms of internships approved by competent authorities so that students may use skills learned at school in a workplace. Besides acquiring practical skills via cooperative programs, students will also receive allowances during internships. On the one hand, schools do not have to spend too much on equipment for students to acquire the latest skills. On the other,



though not to be treated as free manpower, the interns do produce economic benefits for businesses. The cooperative mechanism is conducive to training the high-quality skilled labor demanded by the job market.

Now, in response to changes in the industry and in order to protect the students’ right of education and training, the “Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants’ Rights” was promulgated by the president and came into effect on January 2, 2013. Paragraph 1, Article 10 of the “Senior High School Education Act” provides that to conform to the development of industries and provide students with workplace hands-on learning and cooperative education, senior secondary schools may conduct cooperative education programs; relevant matters regarding cooperative education are stipulated by laws.

Hence, the “Implementation Measures of Cooperative Education in Senior High Schools” were promulgated on June 21, 2019, and have been applied in year-one classes in senior secondary schools around Taiwan since SY2019. ■



K-12 Education Administration



Competence-focused ‘Curriculum Directions’ cultivates students and enhances national competitiveness

Interviewee: **Yi Hsiu-chih**

Div. Chief of Academic Senior High Education, K-12 Education Administration, MOE

Seven education ministers, 10 years, and a budget of NT\$45 billion (US\$1.61 billion) produced “Directions Governing the 12-year Basic Education Curricula (Curriculum Directions)” – which was put into operation in 2019.

It is the most ambitious educational engineering project in Taiwan’s history. Unlike previous national education policies, Curriculum Directions focuses on the individuality of students, in order to achieve the goal of “nurture by nature and lifelong learning.”

“Core competence cultivation” is the principle of curriculum development, while students are guided in the process of self-discovery, active learning, and innovation. They will also learn to solve problems on their own.

To adopt the new Curriculum Directions, teachers are required to change and improve their teaching strategies and activities. Also, parents need to give up old ways of thinking.

In recent years, Yi Hsiu-chi, section chief at the Division of Academic and Vocational Senior High Education, K-12 Education Administration, at the Ministry of Education (MOE), has

attended meetings about Curriculum Directions almost every weekend. She has also talked with experts, listened to and exchanged ideas with teachers and parents.

Yi believes the central government, local government, and schools must work collectively on Curriculum Directions for it to work. All three parties began preparing for this major educational reform years before its implementation.

Empowering teachers

“Are teachers ready for the new Curriculum Directions?” has been one of the most asked questions about the new educational policy. Yi believes the answer should be yes, considering that Curriculum Directions was announced in 2014 by the MOE.

The K-12 Education Administration has been preparing and introducing appropriate measures, such as legal training, outreach programs, and resource allocation. Empowerment seminars, practice workshops, and professional groups

have also been organized to prepare teachers for their new tasks.

In addition, counselors have been sent to schools to advise and support teachers in course design and innovative teaching, so as to strengthen their teaching skills. As for campus facilities, the K-12 Education Administration has appropriated funds for the expansion of teaching equipment, including items required for general courses at academic and vocational senior high schools.

In order to optimize the environment for teaching and learning, campus internet infrastructure and bandwidth have been upgraded. Also, classrooms for technology-related courses and hands-on training have been improved.

In the meantime, local government agencies have met regularly with central government representatives to jointly implement the projects. Distance education and co-learning equipment for students in remote areas have been subsidized by local governments, so as to minimize the divide between urban and rural areas.

K-12 Education Administration continues to work with local governments and help schools solve problems so as to create success stories. The goal is to guide schools step-by-step in the implementation of Curriculum Directions.

‘Competence cultivation’

Yi Hsiu-chi points out that “core competence cultivation” begins with daily life experiences when children can explore their interests, aptitudes, and potential. Parents must read with their children and encourage them.

It is the parents’ responsibility to help children realize that learning is a lifelong pursuit. “The habit of reading” and “helping children discover their interests and potentials” are the best gifts from a parent.



To learn more about Curriculum Directions, the MOE has set up the “12-year Basic Education” website (<https://12basic.edu.tw/>), where students and parents can find the latest information about the new policy. Advertisements, short films, and forums co-organized with parenting groups are among some of the outreach activities to introduce the reform.

Self-learning

The spirit of self-learning, Yi says, is that education does not take place only in classrooms. Students will learn in laboratories, libraries, computer labs, and classrooms for specialized subjects.

The eight major branches of knowledge are: language, mathematics, social science, natural science, art, general activities, health and sports, and technology.

The K-12 Education Administration encourages senior high schools and universities to design “competence-oriented” courses with flexible learning hours. Students should be guided to self-reflect and take the initiative in learning.

With the assistance of technology for self-learning, both teachers and students are able to use mobile devices to access digital learning platforms. This will help students achieve their learning goals more efficiently and enhance their competitiveness in the future. ■



Technical and Vocational Education

A An Overview

The MOE has formed a Department of Technical and Vocational Education that is responsible for technical and vocational educational affairs in Taiwan and directly oversees and guides universities of science and technology as well as technology colleges and junior colleges. The education departments of municipalities are responsible for supervising technical and vocational educational affairs in secondary schools. The MOE's K-12 Education Administration supervises national senior secondary schools, affiliated junior high schools, and private senior secondary schools outside of the municipalities. County and city education departments are in charge of supervising the vocational education affairs of county or city senior secondary schools and the technology education affairs of junior high schools in their jurisdiction.

Technical and vocational education in Taiwan is provided in both secondary and higher

education. At the secondary level, besides technical and vocational courses that are taught in junior high schools, there are also skill-based senior high schools, as well as technical and vocational courses in general senior high schools and comprehensive senior high schools. At the higher level, there are junior colleges (two-year and five-year), technology colleges, and universities of science and technology (two-year and four-year). These colleges and universities may recruit students for associate-degree programs, bachelor programs, master's degree programs, and doctoral degree programs.

B Development of Technical and Vocational Education

1 Secondary Education

① Characteristics

1. Complete structure and system.
2. Students study in private schools is more than in public schools.

3. Adaptive school system and subject courses.
4. Special classes oriented toward employment.
- ② Key points to be strengthened
 1. Suitable concern for disadvantaged students.
 2. Exam-free Admission and the Selective School and Student Recruitment.
 3. Actively improve the quality of teaching.
 4. Promote the evaluation of technical and vocational schools.
 5. Cultivate talent with high technical quality.
 6. Stress the creative research and development of industry-academia collaboration.

2 Youth Education and Employment Savings Account Program

To encourage general and vocational high school students to explore professional opportunities at work and internationally and

to learn more about future goals, the MOE launched the "Youth Education and Employment Savings Account Program" in 2017. This project comprises two parts: the "Youth Employment Pilot Project" and the "Youth Experiential Learning Project." With the former, recipients will receive a monthly subsidy of NT\$10,000 for no more than three years as a form of support in employment, education, or starting up a business. Applicants to the "Youth Experiential Learning Project" will have the opportunity to explore life's paths by volunteering and travelling.

3 Higher Technical and Vocational Education

① Characteristics

1. Flexible study and recurrent education: there needs to be the possibility for flexible switching vertically and horizontally between school systems, while channels must be kept open for those who want to return to school. Both the youth and those who have already





entered the workforce should be able at any stage find ways of studying on a level suitable for their specialized skills.

2. Private schools should be excellent and active: private schools play an important role in the development of Taiwan's technical and vocational education system, as they realize an even closer integration between technical and vocational education on the one hand and business on the other.
3. Multiple school systems in close touch with industry: in addition to junior colleges, technical colleges and universities of science and technology (including graduate schools), the higher technical and vocational education system also includes continuing education departments, in-service education programs and continuing schools, showing the diversity and flexibility of this kind of education.
4. Excellent effectiveness of industry-academia collaboration: the technical and vocational education system emphasizes cooperation between industry and the academic world and together with industry nurtures professional technical talent so students can find employment immediately after graduation.
5. Practicality and usefulness of schooling: technical and vocational education give the most weight to the practical spirit. There are multiple means of admission,

such as Direct Admission for Special Achievement Students, and Admission by Application of Special Achievement Student, which encourage talented students with technical superiority to continue their studies.

6. Outstanding performance in international competitions: a characteristic of technical and vocational education is "learning from doing." Hands-on practice enables the students to accumulate experience, as theory and practice are equally important.
- ② Key points to be strengthened
1. Care of disadvantaged students.
 2. Recruitment number control and Multi-admission.
 3. Actively raise the quality of teaching.
 4. Launch the evaluation of technical and vocational schools.
 5. Cultivate talent with high technical quality.
 6. Stress the innovation and R&D and development of industry-academia collaboration.
 7. Promote the "Higher Education Sprout Project," and develop the diverse characteristics of schools.
 8. Encourage universities to implement their social responsibility decisions.
 9. Promote the project of the refined environment for technical practices in technical and vocational colleges.



10. Develop international cooperation and exchanges.

C Future Prospects

Secondary and higher technical and vocational education should emphasize studying with practical action as its main element, offering the abilities necessary for practical work in the job market and linking up with local industries, cultivating relevant talent to promote local development and extension toward the international scene, and exchanging experiences and cooperating with the technical and vocational education systems of other countries. In addition, the education must take root, as well as implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of technical and vocational education. The description is as follows:

- ① To expand professional interest downward: Junior high schools can organize field trips and



introduce the students to the workplace. They can also work with technical and vocational colleges and training institutions to open new courses.

- ② To strengthen professional capabilities by practical orientation: The European Union (EU) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) promote learning with work as the main focus. This type of learning focuses on technical practice, and its core spirit stands close to professional practice. In other words, this type of learning integrates the resources of business and strengthens the concept of businesses and



Taiwan's aviation dream takes off in vocational education

National Formosa University

Interviewee: **Lai Ching-hsuan**

Student, National Formosa University's Dept. of Aeronautical Engineering

schools nurturing talent together. They can organize technical and vocational education together to make students understand what practical abilities are necessary, and they will supply the students with high-quality and highly relevant professional abilities.

- ③ To localize technical and vocational education and continuing education: the promotion of localized technical and vocational education should link up with local industry in order to cultivate the fit talent needed, which will in turn invigorate the development of local industry.
- ④ Reach out into Southeast Asia and move on to the global scene: international exchanges and cooperation in technical and vocational education can develop separately from the national, local, and school levels. On the national level, one needs first to collect and analyze information systematically about the area or country that one wants to communicate with before establishing cooperative relations. At the local level, exchanges can begin from the characteristics of local industry. As for the school level, the main emphasis should be on encouraging local students to expand their international perspective and achieve fulfillment. Since 2017, the MOE has responded to the "New Southbound Policy" by expanding its training of technical and vocational talent from the relevant countries, encouraging bilateral exchanges, launching the "Industry-Academia Collaboration Program

for International Students," the "Short-term Program of Technical Training for Foreign Youths," and the "Short-term Program of Enhancing Professional Skills for Foreign Youths" from New Southbound Policy countries. Young students from the New Southbound Policy countries are being accepted within the excellent domain of domestic technical and vocational schools to accompany the country's development in order to cultivate the necessary talent. In addition, the MOE rolled out "Credit Courses and Programs on Southeast Asian Languages and Industries," "Professional Skills Improvement Training for Children of New Immigrants," and "Southeast Asian Language Courses" that recruit domestic and international students. The students will have the ability in language of New Southbound countries, professional English, global views, business management and trade abilities, and other professional knowledge needed by industry so that they will be pioneers of cross-cultural exchange with New Southbound countries. ■



Technical and Vocational Education in Taiwan Republic of China

As cultivating talent is one of the most crucial missions in Taiwan's Forward-looking Infrastructure Development Program, a multi-billion-dollar plan to rejuvenate the country's industries from transportation to digital communication, Taiwan is determined to create a well-equipped, industry-oriented environment for its vocational education.

Since its establishment in 1995, the Department of Aeronautical Engineering at National Formosa University has been preparing the ground for Taiwan's burgeoning aerospace industry. From airplane design to telecommunications technologies, the school helps students develop their expertise by offering them the chance to work with real aircraft and cutting-edge simulation systems.

Since 2018, the university has received more than NT\$200 million (US\$7.18 million) from the Ministry of Education each year. Much of the budget went to upgrades to its aeronautical laboratories and infrastructure, including to the establishment of the Aviation Maintenance Training Center. With certification from the Civil Aeronautics Administration (CAA), this center allows students to complete maintenance training while acquiring licenses from the CAA.

Graduates from the training center have a 100-percent success rate of getting CAA licenses, and all of them have secured jobs at airlines, such as STARLUX Airlines and Air Asia, according to the school.

Having finished the required 2,400-hour training at the center and passed the maintenance license test before her graduation, Lai Ching-hsuan is among the first 15 graduates from the program. "I am proud of myself and feel lucky to join this unprecedented program," she said. "It allows me to become more competitive than others before working for major airlines."

The government's constant investment in its vocational education and the cooperation between the school and key players in the aerospace industry, such as AIDC and Evergreen, make the maintenance training center a success.

After the center opened the country's first airplane hangar on a school campus with governmental sponsorship, it is now clear that Taiwan will not only have the capacity to sustain its booming aviation industry but can also supply much-needed aviation professionals to airlines across the world in the near future. ■



Higher Education

A An Overview

1 Higher Education System

Taiwan has excellent global competitiveness in spite of limited land and natural resources. The key reason is its quality human resources and higher education. Higher education institutions in Taiwan include two-year junior colleges, five-year junior colleges, and universities. Like most countries, the study period is four years for an undergraduate university degree, one to a maximum of four years for a master's degree, and two to a maximum of seven years for a doctoral degree.

2 Faculty and Students

The popularization of education has led to a rapid increase in the number of universities,

colleges and students, although the figure has leveled off in recent decades. In SY2019, there are 152 universities, colleges and junior colleges, totaling 1,213,172 students. Reforms in teacher training have played an important part in the popularization of higher education. Significant improvements in teacher quality can be attributed to policy adaptations and the newly implemented evaluation system. Currently, PhD degree holders account for over 80% of faculty in universities, the figure having increased by 8% in the past 10 years. Professors account for 29.65% of all teaching personnel.

B Expenditure

To maintain competitiveness, Taiwan's government has invested more than US\$700 million in higher education annually over the past five years to encourage universities to

enhance the quality of research and teaching. The results have been remarkable.

C Major Objectives

Sixteen of Taiwan's universities were listed in the Quacquarelli Symonds World University Rankings 2020. In the past five years, there have been 12 universities in Taiwan listed among the top 500 in the global survey. According to the Essential Science Indicators (ESI) rankings in 2020, 53 of the universities in Taiwan have entered the list of the world's top one percent of research institutions (accounting for 33% of the total universities and colleges in Taiwan), spanning 20 research areas, which reveals that Taiwan has world-class higher education.

To spur universities to develop their individual characteristics, the MOE has actively promoted diversity and flexibility in higher education. Universities must cultivate, retain, and recruit top talent. Our international competitiveness will be increased by improving the quality of higher



education and make great effort to diversify research areas. Bridging the gap between industry and academia and connection with local communities will enhance universities' competence in R&D and encourage them to adhere to their social responsibilities. With the more flexible multiple entrance program in place, higher education is an extension of the 12-year Basic Education. The entrance program has been adjusted in order to adapt to self-directed and diversified learning. As the international competition for talent intensifies, the MOE has launched several projects to raise the overall





quality of higher education and encourage the diversified development of universities:

1 Higher Education Sprout Project, Equal Emphasis on Teaching and Research:

The government plans to invest NT\$83.6 billion over five years in this project as a way to encourage universities to develop their own characteristics and innovative teaching techniques. This will assist universities to establish first-class research centers, become more reputable in the global academic community within their forte, and enjoy wider-reaching influence internationally.

2 Yushan Project, Incentives for Top Talent:

The three measures under Yushan Projects are “Yushan Scholars,” “Flexible wage payments,” and “10% Research Pay Raise for Full-time Professors.” This Project offers salaries up to the international standard in order to attract the best professors from Taiwan and abroad. It also aims to foster scholars who will become the mainstay of higher education.



3 Industry-Academia Collaboration, Better R&D Abilities:

Promoting the services of IP Management & Promotion Administration Center at TAIWAN (IMPACT), University-Industrial Innovation Development Plans, and Entrepreneurship Concentrate- Spin off-Operation- Start up(EC-SOS). The objective is to effectively connect the R&D abilities of universities with industry resources to foster a culture of innovation and entrepreneurship at universities in Taiwan. The industry-academia collaboration aims to maximize universities’ R&D momentum by

opening courses on innovation and start-ups and by soliciting industry funds for the new businesses.

4 An Environment for Global Exchanges and Global Talent:

This project is in line with the New Southbound Project and will strengthen collaboration and exchanges with the ASEAN countries and South Asian countries. Student exchange programs and short-term visits between countries are encouraged. Cross-country collaborative training programs between top universities and research institutions will increase international exchanges of talent.

5 Better Enrollment and Cultivation of Diversity:

In the future—in line with the general goals of national talent cultivation and the new high school curricula that emphasize personality cultivation, interdisciplinary training, and course diversity—university enrollment will take into

account the student’s course-taking history. In addition to entrance exam results, more emphasis will be placed on what courses the student has taken and their extracurricular activities. The MOE will establish a database of high school learning paths, promote specialized university enrollment, and subsidize the College Entrance Examination Center to establish a new problem database and to develop a new integrated exam tool. The purpose is to make high school education more relevant to university enrollment.





D Future Prospects

In the spirit of “connecting with local and global communities and creating a better future,” the MOE strives to fulfil the following objectives: innovation in education, enhanced connectivity with the public, individual characteristics, and social responsibility. Higher education institutions are encouraged to develop their own strengths and innovate teaching methods so as to follow the latest social trends and meet industrial needs. The methods must inspire students to learn and cultivate their general abilities both in school and in the workplace; that is, to nurture by nature. The allocation of expenditure must satisfy the learning needs of students. It is the responsibility of a university to manifest its own value and to create an innovative dynamic for the society. To help students acquire the core abilities needed in the future, educators must design diversified subjects and innovative research and take the needs of



cross-generational cultures into consideration. Universities must set up mechanisms to have flexible governance and create a campus where a new generation of talent will be nurtured—talent that will become the mainstay of national development in the face of global competition. ■



Taiwan Higher Education



Taiwan’s Yushan Project spawns return of talents

Interviewee: **Dr. Cheng Hao-chung**
Professor at the Department of Electrical Engineering, National Taiwan University

In a global economy where national borders can no longer limit the movement of skilled workers, Taiwan is catching up in the race to attract and retain talent.

Facing a shortage of skilled labor to sustain growth, as Oxford Economics pointed out, the Taiwan government launched its Yushan Project in 2018 to lure outstanding scholars to the country’s top institutions. The project awards qualified scholars who have made extraordinary achievements in their fields or who have worked in first-class research institutes or companies for over 10 years.

Each recipient can get a maximum bonus of NT\$5 million (US\$178,668) per year, lasting for three years. On top of that, the “Yushan Youth Scholar” program is available to applicants who are below the 10-year threshold. A maximum annual bonus of NT\$1.5 million will be offered for five consecutive years.

The experience of Dr. Cheng Hao-Chung demonstrates how the Yushan Project has great potential to replenish the country’s talent pool.

An assistant professor at the Department of Electrical Engineering, National Taiwan

University (NTU), Cheng specializes in quantum information technology, a pioneering field that could advance the future of the information and communications industries.

Cheng first heard about the Yushan Project when he was a post-doctoral researcher at the University of Cambridge. At that time, he was impressed by the Taiwan government’s endeavors to establish a competitive environment in academia and was motivated to return to help the country maintain its pace of development in quantum information technology.

Using the budget granted by the Yushan Project, Cheng is able to build a laboratory and recruit post-doctoral researchers to run more international research projects at NTU.

“Educating and cultivating people to become much-needed experts for the next generation is strenuous and time-consuming. It takes more than five or 10 years to achieve that,” Cheng explained. That is why he believes the Taiwan authorities should ensure the Yushan Project can receive long-term support, which would help show the world the country is ready to welcome talented scholars. ■



Lifelong Education

In the age of the knowledge economy, lifelong learning is the key to enhancing civic literacy, understanding, knowledge, skills, and national competitiveness. In order to promote lifelong learning, create a community-based learning map to foster trends of community learning and reading, and be prepared for an ageing society, the government has actively integrated resources among lifelong learning facilities, supported the development of community colleges, and created a learning system targeted



at senior citizens. The importance of family education and the quality of social education institutions and libraries are also one of the focuses of lifelong learning, with the purpose of providing more public and diverse channels and opportunities for lifelong learning.

A Community Colleges: Subsidies and Incentives

The Community College Development Act took effect on June 13, 2018, with the goal of boosting the steady development of community colleges and subsidizing and incentivizing the operation of community colleges. With an inspection and reviewing mechanism of the subsidies in place to ensure the effectiveness of community colleges, the Act aims to provide citizens with various lifelong learning opportunities to acquire knowledge and skills, to improve the general public's modern civic literacy and ability to participate in public affairs, to assist in the sustainable development



of communities, and to create a quality environment for local lifelong learning.

B Lifelong Learning for Senior Citizens

By the year 2026, the number of people aged 65 years or above will account for 20.7% of the population, making Taiwan a “hyper-ageing society.” To ensure a learning system is in place for senior citizens, the MOE has helped local institutions set up 373 senior citizens learning centers, nationwide. These learning centers can be found in neighborhoods and villages across Taiwan. The programs link in local characteristics and contribute services. In addition to learning centers, there are 93 universities that open their campuses to senior citizens. Senior citizens enjoy access to the schools’ resources and the opportunity to learn alongside the youth. Cultivating the “leaders of self-directed senior citizens learning groups” to carry out autonomous and self-service learning in 130 such groups regularly brings senior citizens in remote areas and their family members a degree of education, helping to nurture a lifelong learning society.

C Family Education

Implementation of the “Family Education Act” and “Phase Two of the Medium-Term Project

on Family Education Promotion (2018-2021)” will help professionalize human resources, integrate resources, strengthen the social safety net, and enhance the public’s knowledge and competency in family education. These are the four major policy goals of family education in Taiwan.

The MOE will follow up with regulations for governments at all levels, reinforce measures helpful for family education, and enable family education to carry out its preventive functions.

D Innovative Social Education Institutions and Libraries

① “Phase II of the Intelligent Services, Joyful Learning for All People – Technology Innovation Services Project of National Social Education Institutions(2021-2024)” is the basis for the sub-projects the “intelligent museum” and the “intelligent library.” The sub-projects aim to connect 10 social education institutes under the MOE with intelligent technologies so that they can work together as “intelligent museums” and “intelligent libraries” to integrate and share resources among national social educational centers around Taiwan. To continue with the objectives and results of Phase I Plan, Phase II will apply the latest



information technology to upgrade the services provided. Resources will be integrated on new platforms so that users will enjoy easier access to information and customized services.

- ② “The Plan of Optimizing Environment and Services of National Social Education Institutions (2021-2024)”: Upgrading buildings and ensuring public safety; maintaining a comfortable environment and friendly services; optimizing infrastructure and improving professional image; applying technology in new services and establishing a learning environment for people of all ages.
- ③ Science museums under the MOE will serve as future national bases of intelligent learning. The five museums under the MOE held the first “Taiwan Science Festival” in 2020 by integrating public and private resources for popular science education. The purpose is to open up the possibilities of science education, to promote scientific thinking in people’s daily lives, and to improve scientific literacy.

- ④ To promote sustainable development of libraries and provide a high-quality learning environment, draw up the “Implementation Directions Governing MOE Subsidies for the National Central Library and Public Libraries to Enhance the Quality of Reading Experiences” The “Southern Branch of the National Central Library and National Repository Library Construction Project (2018-2021)” and the “Medium Term Independent Project of Establishing Cooperative Sharing Public Library System(2019-2022)” are also part of the greater plan for library improvement.

E Informal Education and Open Universities

There are two open universities in Taiwan: National Open University and Open University of Kaohsiung. Enrollment is exam-free. Citizens aged 18 years or above can enroll in open universities as non-degree students. When they

gain 40 credits, they can transform into full-time students, and there is no limit on the length of their study. When they gain 128 credits, they will be awarded a bachelor’s degree. An associate degree is awarded with 80 credits earned. There were 15,809 students in open universities in SY2020. To encourage lifelong learning and recognize the results, as well as to promote the link between formal and informal education, the MOE has been issuing certificates for the completion of informal education curricula and learning achievements since 2006. Lifelong learning institutions are encouraged to offer integrated curriculum. Since 2017, certificates are awarded for digital courses, providing more course-taking choices. As of August 2020, lifelong learning institutions have certified 2,062 courses and awarded more than 4,805 credits.

F Management of Supplementary Education Services

There are more than 17,000 supplementary education institutions (a.k.a. cram schools) in Taiwan. To help people look for information to choose cram schools, the MOE has created the “Information System of Supplementary Education Institutions in Municipalities, Counties and Cities.” In addition, the MOE provides yearly subsidies and incentives for



local governments to conduct inspections and organize training, which are included as part of the general education review in order to enhance management and guidance of cram schools.

G National Language Education

- ① The MOE has defined the phonetics and fonts of national languages in Taiwan and formed the “National Languages Committee” in order to discuss with other government agencies how to preserve national languages, reward the use of the languages, and organize promotion activities. More teaching resources for national languages will be established in the future.
- ② With the implementation of the “Development of National Languages Act,” the transmission, revival, and development of the national languages have a legal basis. Local native language education is promoted with integrated resources nationwide. In addition to formal courses, there are also accompanying measures, such as the Taiwanese Language Qualification, national language contests, creative innovation incentives, learning websites, and the corpus of national languages. ■





Special Education

A Principles, Laws, and Funding

In order to allow citizens with disabilities and giftedness to receive adaptive education and fully develop their abilities, Taiwan has already passed the “Special Education Act” and relevant branch laws for diagnosis procedure, counseling services, appeal services, examination services, support services, interdisciplinary teams, education subsidies, and assistive educational devices. Taiwan is also upholding the spirit of equal opportunities present in the Convention on the Rights of Persons with Disabilities (CRPD) under the United Nations. The “Special Education Midium-term Plan,” passed on August 1, 2018, is based on inclusion and nurture by nature, in line with the spirit of the International Bill of Human Rights. Taiwan continues to promote inclusive education and the least restrictive environments while offering full support services under the concept of special education. In 2020, the MOE set aside a budget of NT\$11.178 billion for special education, or 4.57% of the total education budget. Of that sum, NT\$11.336 billion is devoted to education

for students with disabilities and NT\$381 million for gifted education; in addition, municipal, county and city governments have allocated NT\$30.8 billion for special education, accounting for 7.09% of the total education budgets for local governments, including NT\$28.645 billion (88%) on education for students with disabilities and NT\$3.841 billion (12%) on 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 secondary 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 Physical or Mental 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

In SY2019, a total of 2,833 regular schools had established 5,418 special education classes for students with disabilities, while 28 special education schools had formed 656 classes. The number of students in special education totaled 157,836, including 129,749 with disabilities, with 14,131 enrolled in universities, colleges and junior colleges, and 116,054 in schools below the senior secondary school level (including preschool). Of those, 111,033 or 95.67 percent study at regular schools and 5,021 or 4.33 percent at special education schools. Of the



111,033 students at regular schools, 98,757 or 89 percent attend regular classes, resource rooms, and itinerant classes, while 12,276 or 11 percent were placed in centralized special education classes. As for gifted education, there were 28,087 students at the levels below senior secondary school, with 402 regular schools having formed 980 classes for gifted students.

E Individualized Support Services

The core spirit of CRPD is participation and reasonable accommodation. The Curriculum Directions (inclusive of implementation measures of special education) were implemented in SY2019, and their fundamental concepts include “universal design” and “reasonable accommodation,” which are applicable in courses for students with disabilities. The courses are designed and adjusted according to IEP, which also provides adjustable measures of assessing learning results. In addition, Article 9 of the Enforcement Rules of the Special Education Act was revised and promulgated on July 19, 2020, to improve the students’ rights of expression and participation, incorporating students with disabilities into IEP. On June 13, 2019, the “5-year Mid-Range Plan of Preschool Special Education” was announced with the purpose to help 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 secondary level must work out IEP for the needs of students with disabilities, stating education resources and types of support they need. In SY2019, the number of professional services extended to assist special education totaled 116,746 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. More than 20,694 students received daily-life and learning assistance on campus from special education professionals. More than 3,917 persons made use of 6,694 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 6,556 books with large-size characters, 4,020 audio books, and 2,023 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 SY2020 totaled NT\$546 million, helping more than 14,000 students. In addition, NT\$63 million was appropriated to 40 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. Beginning in 2018, career guidance pilot programs for university graduates with disabilities have been implemented and subsidized in six schools. The results will become examples for other higher education institutions to learn from. Representatives from the labor and social affairs departments are invited to introduce employment resources the students may apply for after graduation. The labor and social affairs

departments will work with universities and colleges in Taichung, Nantou, Yunlin, Chiayi, and Tainan in employment referral plans in order to help students find jobs via cooperation between the government, industry, and schools.

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 humanresources, 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. ■



Sports Affairs

A An Overview

The Sports Administration of the MOE integrates sports resources and affairs in schools and society. It issued the “the Sports and Physical Education Policy White Paper” in June 2013. The action plan for the White Paper was completed in September and published in December. The White Paper sets out the vision of “Healthy Citizens, Athletic Excellence, and Vitality in Taiwan” with the core philosophy of Quality Sports Culture, Outstanding Athletic Performance and Prosperous Sports Industries as guidelines for sports development in Taiwan. An amended version was completed in December 2017, with the proposals in the action plan to be gradually put into practice to generate a pleasant sports experience, cultivate healthy, outstanding athletes, and move the entire nation toward a better sports environment.

B Key Policies and Achievements

1 Encouragement of Sports Activities in Schools

- ① The “12-year Basic Education – Fitness Tests Plan” aims to encourage students to improve fitness. In 2020, a total of 36 fitness test stations were set up in prefectures with government subsidies.
- ② Physical Education of Indigenous Students: To help indigenous athletes unlock their potential, they will learn about health and stress management in such areas as medicine, nutrition, and doping. Sports science is used to monitor the indigenous student athletes’ physical changes and to document their physical and mental data.
- ③ A Better System of Full-time Instructors: Local governments should follow the National Sports Act by employing full-time sports

instructors for schools that have sports talent classes, establishing a system for instructors to tour around schools, organizing training programs for new and current instructors, arranging unscheduled inspections of work progress, promoting exchange programs, and encouraging continued training.

- ④ Sports Injury Prevention: To introduce the concept of sports injury prevention, the MOE has devised the “MOE Sports Administration’s Plan of Subsidizing Sports Injury Prevention Specialists in Schools.” In 2020, 158 schools were subsidized under this plan. To promote the concept, three strategies have been implemented in order to protect the athletes: “sports injury prevention and management,” “establishment of regional medical service networks,” and “sports injury prevention education.”

2 Popularization and Diversification of National Sports

- ① Promoting the “Sport i Taiwan” program, implementing the “Deep-rooting Sport Culture Program,” “Expansion of Sports Knowledge

Program,” “Spread Seeds of Exercise Program” and “Sports City Program.” The MOE works with county and city governments to realize the vision of the Sports Policy White Paper “sports improve your health and quality of life.”

- ② In reference to the World Health Organization’s “Global Action Plan on Physical Activity 2018-2030,” joint efforts with the Health Promotion Administration under the Ministry of Health and Welfare to “create an active society,” “create an active environment,” “create active people,” “create an active system” as a strategic target,





integrate and promote all kinds of action plans, integrate professionalism and resources, make citizens use “health, sustainable lifestyles, love of sports” and help them achieve through health and fitness “a happy life.”

- ③ To encourage women to exercise regularly, “Women’s Sports Participation Promotion White Paper” was proposed.
- ④ Caring for seniors’ health, extending the age limit for physical fitness exams and encouraging seniors to participate in outdoor activities and develop the habit of exercise.
- ⑤ Continuing to promote exercise programs for the disabled and the indigenous peoples, in order to protect their rights to do sports.

- ⑥ Continuing to promote further study and evaluation systems of sports professionals to root deeply the human resources for national sport.

3 Better Results in International Competitions

- ① Establishing the training system for competitive athletes: Establishing a comprehensive support system for sports training, integrating school sports and competitive sports and strengthening the athlete selection and cultivation mechanism. Choosing athletes who are appropriate for international competitions through a systematic training system. In addition to supporting athletes with training and award mechanisms through selection, counseling, and rewards, the functions of the National Sports Training Center will also be strengthened to improve international competitiveness.
- ② Sports Injury Prevention Specialist Certification: Sports injury prevention specialists provide services to people engaged in sports activities. They are professionals specialized in sports injury prevention, degeneration of physical

functions, emergency care, sports science, fitness, and health management. To provide a well-founded system, the “Sports Injury Prevention Specialist Qualification Verification Rules” were promulgated, providing a legal basis for verification and certification of sports injury prevention specialists. Since 2002, 582 specialists have been trained and certified with the aim of continuing to strengthen sports science in support of athletes in Taiwan.

- ③ Preparing for the 32nd Olympics in 2020: Establish the Plan for Athletes’ Training and Preparation for the 32nd Olympics in 2020 in Tokyo, and in response to the postponement of 2020 Tokyo Olympics be held from July 23 to August 8, 2021, organize the training program for each phase, assist by providing teams for training, counseling, sports science, and medical care with the aim of achieving excellent results.

4 The Sports Industry

- ① In order to promote the development of the sports industry, loan credit guarantees and interest subsidies are provided for sports businesses to lower their operating costs.

In 2020 (as of October 14), the government provided loan credit guarantees to nine businesses applying for loans, with a total amount of NT\$35.041 million. Thirteen were granted loans, with the credit guarantee fees totaling NT\$186,590. As for interest subsidies, 15 cases were granted, totaling NT\$2,040,612.

- ② The guidance plan is in place to help the sports industry innovate and help those interested in starting their own sports businesses. The “I am a sports entrepreneur” competition is part of the guidance plan. Since 2015, there have been 24 contesting teams that ended up starting their own companies. As of October 14, 2020, there were 15 companies that received subsidies totaling NT\$13,225,360.
- ③ Revenue from the sports lottery is used as Sports Development Funds, with the purpose of discovering, training, and caring for talented athletes and improving the national sports development.

5 International and Cross-Strait Sports Exchanges

- ① Organizing international sports events: The MOE guides sports groups in Taiwan to organize international championship





contests or invitational tournaments as a way of increasing international participation and publicity.

- ② Training personnel specialized in sports affairs: The MOE trains personnel specialized in international sports affairs and offers on-the-job training in collaboration with universities that open sports-related courses. The MOE helps local governments and sports organizations participate in international sports affairs.
- ③ Cross-strait sports exchange mechanism: On a harmonious and mutually beneficial basis and in the spirit of mutual respect, sports exchanges are encouraged between the two sides of the Taiwan Strait via visits and exchange activities in a healthy and orderly manner.

6 A Quality Sports Environment for the Citizens

- ① Implementing the “National Sports Park General Construction Plan:” Continuing the renovation of the National Sports Training Center and training bases to support athletes in order for them to achieve excellence

in competitions. To plan and build a comprehensive environment to improve the athletes’ performances.

- ② Implementing the “Forward-looking Infrastructure Development Program – Urban and Rural Construction – Program for building a leisure sports environment:” As of the end of 2019, 270 projects have been approved under the program. The program will improve all types of indoor and outdoor sports venues, bicycle paths, build a quality environment for leisure, build a perfect environment for the development of professional sports, and offer convenient, easily accessible, high-quality, and safe places to attract the public to participate directly in sports or to view competitions. ■



Sports Administration



Youth Development Affairs

The MOE’s vision for youth development in Taiwan is “for the youth to care about the local communities with a global mind and to be able to find their own paths in life and become healthy citizens.” With this vision in mind, the MOE actively helps the youth in their career development, public participation, international participation, and learning. The objective is to guide the youth to develop competence in career, creativity, civic literacy, innovation, and global exploration. The measures taken include the following:

A Career Counseling

1 Career Development

In order to guide the youth in the development of their future career, universities and colleges are subsidized to integrate internal and external

resources and conceive various career support and development projects according to the characteristics of universities and needs of the students. This is so that the youth can find their way as early as possible. To enhance the effectiveness of career counseling services, career counseling departments and projects are set up as part of a supportive system. As of September 2020, the number of youths





participating in the career guidance and subsidy project came to 34,971.

2 Experiencing Diverse Workplaces

With the ability of the youth to find jobs as the core value, the MOE has provided opportunities for them to visit various workplaces, including those in the public sector, private sector, and third sector. As of the end of September 2020, a total of 2,357 visits were made to various workplaces. Besides actual visits, six movies of various workplaces made with virtual reality technologies and 360-degree effects have accumulated 188,726 views. The information is integrated and posted on the website of the “RICH Workplace Experiential Network” to help the youth get a preview of what a workplace is like and acquire professional skills with hands-on experience.

3 Empowerment of Innovative and Entrepreneurial Talent

The “U-start Plan for Innovation and Entrepreneurship” aims to incubate campus

entrepreneurs who have great innovative ideas and help them materialize. Each year, 75 teams of students are trained and take part in the Intelligent Ironman Creativity Contest, innovation seminars and workshops, international exchanges, and other activities on innovation and entrepreneurship. There have been more than 5,000 participants since the plan kick-started. The plan’s objective is to encourage students to innovate and put their knowledge into practice.

B Public Participation

1 Participation in Policy-Making

Promoting “Youth Policy—Let’s Talk” project so as to empower the youth with the competence to deliberate upon public issues and participate in policy-making. Inviting the youth to express thoughts and creativity in their participation in public issues via the transparency, engagement, accountability, and eclecticism of an “open government” so that they may play a more active



role in civic society. Since its implementation in 2018, more than 3,000 youths have participated in public policy-making.

2 Youth Volunteer Participation

To strengthen the resource exchange networks of public and private departments, to integrate government and private forces, to assist in promoting youth volunteer service, to establish local youth networks of volunteer services, to organize youth volunteer training and empower volunteer service competence, to promote diverse youth volunteer service, to subsidize youth teams to organize volunteer services, to

organize national competitions for excellent youth volunteer teams, and to conduct award ceremonies to reward good volunteering results as a way to manifest the social influence of the youth. As of 2020, there have been 104,654 participants in youth volunteering activities.

3 Social Participation

To organize Youth Changemaker Community Participation Action Plan 2.0, to nurture concern for public affairs among the youth, and to encourage young people to form groups, to convert the views, creativity, and enthusiasm of young people into concrete action, to involve the youth in local development, and to widen the influence of youth action. In 2020, 52 teams of youth participants received supportive funding, with a total of more than 120,000 participants. Universities, youth development foundations, and civil society work together in the promotion of youth development. This provides multiple channels and opportunities for social participation.





C International Exchanges and Experiential Learning

1 International Participation and Exchanges

Resources are integrated to promote diversified programs of international participation and exchanges so as to cultivate interest and competence in international affairs among the youth. In 2020, the “Youth Global Action Plan” sent 30 teams of 139 young participants to work online with 268 global organizations from 32 countries. In line with the UN Sustainable Development Goals, the Global Youth Trends Webinar is organized for youth from around the world to combine efforts in global issues, encourage exchanges between the youth of Taiwan and other countries, and increase Taiwan’s visibility in the world.

2 Youth Overseas Peace Corps

In line with the UN Sustainable Development Goals, the “Youth Overseas Peace Corps” encourages the youth to volunteer in foreign countries with resources from universities and non-profit organizations, with 26 teams of

271 participants and five long-term volunteers having volunteered in 11 countries in winter 2020. Influenced by the spread of COVID-19, the summer teams will either be organized online or their grants will be retained until 2021.

3 Youth Travel

To encourage the youth to learn from travel, there are several designated youth travel spots around Taiwan. Besides the travel spots, projects such as “Touching Taiwan Youth Travel Program” and the “Youth Experiential Learning Program” encourage participants to reflect on themselves, learn and care more about their homeland, and cultivate adaptability in various regions. In 2020, there were more than 14,000 participants in youth travel-related activities. ■



Youth Development Administration



Teacher and Arts Education

A Teacher’s Professional Training

The Teacher Education Law is formulated in order to train and educate qualified teachers for schools at the senior secondary level and below. For preschools, the goal is to augment the supply of teachers and enhance their professional expertise. The teacher education system is comprised of diversified training and selection methods. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters, and doctoral levels. Eligible candidates must complete a curriculum that covers general courses, specialty courses, and pedagogy courses, after which they must attend a six-month practical education training; following that, if they pass the teacher qualification assessment, they will receive their official certification. Only candidates who have obtained this certification are eligible

to participate in screenings held by local governments for teaching positions at secondary schools, primary schools, and preschools.

Key policies and future plans:

- ① Beginning February 1, 2018, qualification examinations are to take place prior to internships. Suitably qualified students are selected via exams before they hone skills teaching classes and learning administrative aspects as interns.
- ② On November 16, 2018, the MOE amended and promulgated the “Republic of China Directions Regarding Teachers’ Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs,” applicable to the students who chose pre-service training courses from SY2019. Implement a learner-centered training system that respects diversity, social care, and a global view; and in response to the “Direction Governing the 12-year Basic Education Curricula” and the “Early Childhood Curriculum Guidelines,”

implement the idea of professionalization of teacher education so as to raise the quality of teachers, aided by the publication of special books about the teaching of materials in any discipline, and with the integration of the evaluation of teacher education with the verification of teacher qualifications.

- ③ Set the “Operation Directions Governing MOE Subsidies for Universities That Offer Teacher Training Programs to Vigorously Undertake Quality Teacher Education and to Develop Specialized Teacher Training Projects,” encourage teacher-training universities to vigorously advance teacher training and teacher professionalism, and develop teaching characteristics with the school at their center, and establish quality teacher training models.
- ④ Form a “National Pre-Service and In-Service Teacher Integrated Database,” and set up a mechanism to evaluate the supply and demand of teachers so as to be able to tweak the number of teachers it trains and ensure superior quality.
- ⑤ In order to entice talented people to enter the teaching profession and simultaneously stabilize the number of professional quality teachers in remote and special areas, the MOE will continue to plan the training of

publicly funded students and issue teacher-training scholarships and study funding.

- ⑥ The ministry will implement an assessment mechanism aimed to ensure the quality of teacher training universities and that the teachers who are trained should correspond to the “Republic of China Guidelines Regarding Teachers’ Professionalism: Stages of Pre-service Teacher Education and Course Criteria Governing Pre-service Teacher Education Programs” and to the professional teaching literacy of the “Direction Governing the 12-year Basic Education Curricula” and the “Early Childhood Curriculum Guidelines.”
- ⑦ The Teachers’ Act was amended on June 5, 2019, providing a legal basis for teachers’ professional development and on-the-job training mechanisms. The content, methods, division of labor, and incentives for teachers’ professional development are clearly written in the act in order to strengthen their career development, encourage them to continue learning, enhance their teaching quality, and protect the students’ rights to education.
- ⑧ Promote the Teachers’ Professional Development Support System for Teacher Professional Development, integrate each kind of teacher professional development plan and resources under the MOE, use a single window to subsidize each



county and city government in a flexible and independent way, draw up complete development plans with counties and cities as their center, and ask universities that train teachers to collaborate with counties and cities and with junior high and elementary schools in order to promote local education counseling work. In addition, offer teachers during different phases of their career actual support for diverse, autonomous, professional development.

- ⑨ Link up the professional literacy of teachers with the content of the new course curricula, have the teacher qualification examinations accompany the curricula outline adaptation tests, research and plan test questions, plan and organize advancement training classes for teachers already working in order to satisfy the needs of teachers for the implementation of 12-year Basic Education.
- ⑩ In order to raise the global mobility of potential teachers, universities are subsidized to send students overseas on visits and internships. The “International

Schweitzer Plan” aims to strengthen the international mindset of potential teachers, raise their willingness to teach at schools overseas, and promote educational exchanges between universities training teachers and schools overseas.

- ⑪ Establish and maintain the operation of an “Educational Internship Information” platform, strengthen cooperation and exchanges between universities that train teachers and organizations which use education interns (secondary schools, primary schools, and preschools) and local educational administrative bodies, closely integrate teachers who direct and counsel interns with the interns themselves, incentivize the education internship bodies to become professional development schools for cooperation with universities that train teachers.
- ⑫ With the implementation of the “Development of National Languages Act,” national languages will be incorporated into the SY2022 courses in line with



Curriculum Directions. The MOE began training the teachers of national languages (Minnanhua, Hakka, Indigenous languages) since SY2020. Certificates will be awarded to those who complete the training. Training courses include pre-service training, post-graduate training courses, and in-service training courses for a second specialty.

- 13 According to the “Blueprint for Developing Taiwan into a Bilingual Nation by 2030” formulated by the Executive Yuan, the “bilingual teacher training project” is organized to train bilingual teachers for schools below senior secondary education level. Universities are subsidized to set up bilingual education research centers to conduct research on pedagogy and teaching materials for pre-service training and the training of all-English and bilingual teachers for schools below the senior secondary education level.

B Arts Education

1 Arts and Aesthetics Education

In order to meet the expectations in faculty cultivation and arts education, the MOE has established the Department of Teacher and Arts Education to be in charge of the planning and promotion of faculty cultivation and arts education affairs. The department will be



the window for coordinating and integrating interdepartmental affairs and combining resources vertically and horizontally.

Cultivating students who have an “artistic cultivation and aesthetic literacy” is one of the important core elements of 12-year Basic Education and will turn Taiwan into an aesthetically competitive country. From 2014 to 2018, the MOE promoted the “Session 1 of the Five-Year Aesthetic Education Project” with the three main focuses of “strengthening the aesthetics courses and experiences of the learner,” “creating an aesthetic campus environment,” and “raising the aesthetic capabilities of education workers.” The MOE also promotes the practice and research of aesthetic education and executes plans to experience the teaching of aesthetics courses in each phase of education as well as the campus aesthetic environment conversion plan. The ministry also establishes a cooperation system between cities, counties, and central government departments, attracting private resources, cooperating between industry, officials and academics, and continuing to deepen and broaden the influence of aesthetics education in an intensive way.

The Session 2 of the Five-Year Aesthetic Education Project from 2019 to 2023 has “Aesthetics is life, take root from childhood, integrate across disciplines, link up internationally” as its focus. It will integrate the establishment of an aesthetics education communication platform and management; strengthen the link between aesthetics courses



at the central, local, and school level; expand a support system; raise the aesthetics level of education staff; and reinforce life aesthetics education through the linkage between the campus and the surrounding environment.

2 Arts Competitions and Promotions

Seven major arts competitions are held annually, with about 220,000 student participants (2017-2018), including the National Student Competition of Music, the National Student Competition of Dance, the National Student Art Competition, the National Student Creative Drama Art Competition, the National Competition of Folk Songs for Teachers and Students, the Ministry of Education Literary Creation Award, and the Nationwide Students’ Picture Book Creation Award. These activities aim to promote arts education, cultivate students’ interest in art and literature, and improve arts education in schools. In addition, the MOE also organizes touring exhibitions and performances to foster artistic culture and display the excellent results of students’ art creations.

3 Specialized Arts Education

To promote specialized arts education, schools can open classes for Gifted Students in Art Education from the third grade of elementary school to senior high school in accordance with relevant regulations. The purpose of classes for Gifted Students in Art Education is to cultivate students who possess excellent artistic talent with professional art education. They are properly guided to present works in creative ways, and hopefully will contribute to professional arts education in the future. Classes for Gifted Students in Art Education include such subjects as music, fine arts, and dance, among other subjects designated by the MOE.

To ensure the 2019 art talent curriculum is properly followed, the MOE has formulated accompanying measures, including training in laws and regulations, planning of teaching materials, course development, counseling groups, enrollment requirements, and individual guidance plans (IGP) for gifted and artistically talented students. These measures are to improve the teaching quality of classes for Gifted Students in Art Education. ■

Digital, Technological, and Environmental Education

A Technology Education

The MOE aims to promote technology education that is “prospective” or “pioneering,” especially in areas such as the humanities and social sciences, key industries, as well as interdisciplinary studies of the humanities and science. Important issues and topics will be discussed in classrooms. Students will be trained in innovative ways. The effectiveness of teaching and the cultivation of professionalism will be enhanced. Measures include promoting role models, establishing cross-school resources or promotion centers, training of prospective teachers, forming teacher networks, planning of courses/academic programs, developing teaching materials and teaching plans, establishing platforms for hands-on experience and teaching labs, linking industry with academia, and international exchanges. Normalization of measures depends on the nature of a measure. To comply with the national policies of technology development

and to cultivate the ability of human resource development as well as the training of professionals as needed by the industry, the MOE conducts some activities, such as conferences, presentations of results, and student competitions. The implementation focuses on:

- ① “Pilot Project of Humanities and Social Sciences Education”: Developing talents in humanities and social sciences.
- ② “Pilot Project of Science & Technology Education in Important Industries”: Developing talents in such areas as biological, medical, and agricultural industries, energy technology, 5G mobile networks, intelligent manufacturing, intelligent chips, information safety, and intelligent creativity.
- ③ “Interdisciplinary Education Pilot Project for the Humanities and Social Sciences, and Technology”: Developing talents in such areas as digital humanities, digital learning, topic-oriented cross-disciplinary narrative competence, and new engineering education.

B Digital Education

The MOE has been devoted to promoting digital education in elementary and secondary schools. With the spread of COVID-19 in 2020, the MOE has helped schools to prepare themselves for distance learning by measures as follows:

- ① Digital Environment: Optical fiber and gigabit-capable cables were fully applied as the backbone of campus Internet (bandwidth 100-500Mbps) in 2020. Wi-Fi and intelligent teaching facilities are available in every classroom. Teaching assistant tools, interactive



learning tools, as well as innovative teaching techniques are utilized to realize the digital environment in classroom.

- ② Digital Resources: The “Edu Cloud” platform integrates learning resources and systems of central government, local governments, and the private sector. The platform supports digital learning in elementary and junior high schools nationwide. The digital learning website Adaptive Learning provides intelligent aptitude diagnosis. Both teachers and students can log in the platform and use it as the students’ self-directed learning platform and the teaching resource database.
- ③ Digital Teaching Application: Secondary and primary schools are encouraged to use technology-assisted tools to promote self-directed learning and to develop innovative pedagogy that is personalized, adaptive, and self-directed, such as the Adaptive Learning website, applications of emerging technologies (AR/VR, AI) in teaching, and digital learning partners for students in remote areas.
- ④ As part of epidemic prevention, the MOE has published “Online Teaching and Learning Guidelines” to combine public and private



efforts in assisting schools with resources and services needed for producing online courses. Mobile devices, IP sharers, and free prepaid SIM cards to help schools provide online courses when schools are closed. Municipal and local governments are required to help teachers and students rehearse and familiarize themselves with online courses.

From 2021 to 2022, with the implementation of the Foresight Foundation Project 2.0 and in view of the global trend of digital learning, the impact of COVID-19, and the age of the Internet, the MOE will provide learning devices for the students, introduce AI-assisted personalized learning, help schools set up 5G mobile networks for online learning and teaching demonstrations, provide equitable learning opportunities for both cities and rural areas, and promote sustainable educational development that is high-quality, inclusive, and fair.

C Environmental Education

The MOE has been promoting environmental education in schools for years. The five



environmental topics: environmental ethics, climate change, disaster prevention, sustainable development, and sustainable energy resources are included in the 12-year Basic Education Curricula. Details as following:

1 Environmental Education and Sustainable Campuses

The MOE subsidizes local governments' environmental education guidance plans every year so as to strengthen environmental education in elementary and high schools. In 2019, a hands-on environmental competition was held to encourage students to reflect on environmental issues and take action accordingly.

Since 2019, the Taiwan Sustainable Campus Project has actively encouraged schools to inventory and document their local environments and plan their environmental education curriculum around this information, in accordance with the 12-year Basic Education Curricula and the UN SDGs. The MOE also supports schools in upgrading/replacing facilities for environmental education and becoming exemplars of sustainability, so that schools with similar environmental characteristics can follow the demonstration.



2 Climate Change: Causes and Solutions

In response to climate change concerns and the Greenhouse Gas Reduction issue, the MOE is devoted to cultivating interdisciplinary talent with the specialty of adaptation to climate change and producing supplementary course materials. Colleges and universities are subsidized every year to organize educational activities on climate change.

In addition, the "Climate Change Innovation Competition" is held annually to increase university students' understanding of climate change, decrease the damage, and adapt to it. The MOE will deepen the collaboration between industry and the international community. With the concept of "Living Labs," students are guided to reflect on environmental challenges and take action accordingly.

3 Disaster Prevention on Campus: Enhanced Network and Management Skills

In accordance with the Disaster Prevention and Protection Act, the MOE has promoted disaster prevention training projects at every educational level. Each year, subsidies are

granted to local governments and schools to create a disaster-prevention campus.

The "Establishment of Resilient Campuses Against Disasters and the Application of Technology in Disaster Prevention Project" is being implemented from 2019 to 2022.

The project aims to promote campus safety and disaster prevention, as well as to raise the awareness of disaster prevention and safety.

Campus disaster prevention subsidies and guidance have been appropriated to special education institutions since 2019. The number of municipalities, counties, and cities that organize basic disaster prevention workshops in preschools and special education institutions has increased to 22.

In the future, apart from disaster prevention training in elementary and secondary schools, the MOE will further subsidize schools with enhanced disaster prevention abilities to establish classrooms where disaster scenarios are simulated and to develop teaching materials and tools customized to accommodate individual campus needs.

Preschool and special education teachers will also be incorporated in disaster prevention training. ■



Diverse Education

A Education of Indigenous Peoples

In order to actively educate the indigenous students about their own cultures, the MOE and the Council of Indigenous Peoples (CIP) helped promote the enactment of the Education Act for Indigenous Peoples and the implementation of “Development Plans for Education of Indigenous Peoples (2021-2025).” The objective is to establish a comprehensive education system for the indigenous peoples in Taiwan.

1 Implementing the Amended Education Act for Indigenous Peoples

The Education Act for Indigenous Peoples was amended and became effective on June 19, 2019. The amended Act ensures more access to education for indigenous peoples, a better supportive system from government agencies, greater participation, enhanced teacher training, and deepened ethnic education. In

2020, the “Development Plan of Education for Indigenous Peoples” was formulated according to the Education Act for Indigenous Peoples. The plan to be implemented in 2021 includes seven objectives: “establishing a comprehensive education system,” “a complete supportive system from government agencies,” “deepening ethnic education,” “enhancing training of teachers,” “cultivating indigenous talents,” “lifelong learning for indigenous peoples,” and to “expand the target population for indigenous education.”

2 Experimental Education of Indigenous Peoples

① School based Experimental Education: As of 2019, the number of schools approved to provide school based experimental education for indigenous peoples is 32. The MOE will continue to encourage and guide more schools with a special indigenous focus to join the project.

② Experimental Education Class: In SY2019, subsidies were given to 32 experimental education classes for indigenous peoples (13 schools in total).

3 Development of Indigenous Curriculum

① “Collaboration Centers for Indigenous Curriculum Development”: This project aims to develop a proper curriculum and a teaching guidance system for indigenous peoples. Assist teachers at experimental schools for indigenous peoples in the compilation of textbooks and materials suitable for local characteristics. So far, five universities have set up collaboration centers for indigenous curriculum development on their campuses.

② Subsidies for Teaching Indigenous Languages: In SY2019, 20 county and city governments processed the applications for subsidies to offer indigenous language courses in 3,660 elementary and secondary schools, with 14,144 classes in total.

4 Higher Education of Indigenous Peoples

① Protecting Indigenous Students’ Rights to Higher Education: In SY2019, colleges and universities offered an 11,880 admission quota for indigenous students. Colleges and universities are encouraged to offer specialized courses for the indigenous



peoples. In SY2020, there are 40 such courses in 28 universities.

② “Indigenous Student Resource Centers”: In SY2020, Indigenous Student Resource Centers at 143 universities received subsidies. The centers provide one-stop services for indigenous students in life, study, and career counseling. There are five Regional Resource Centers to help those on campus share information, provide counseling, and exchange experiences.

5 Training of Indigenous Teachers

① Promoting specialization of teachers of indigenous languages: In SY2020, 16 county and city governments have been subsidized to employ 181 specialized teachers of indigenous languages.

- ② Government sponsorship for potential teachers of indigenous languages: In SY2019, 77 potential teachers' applications for government sponsorship were approved.
- ③ Training indigenous teachers: Beginning with SY2019, the "Implementation Project of Specialized Training Courses for Indigenous Teachers in Universities with Teachers' Training Programs" was incorporated and a total of eight universities were approved as universities with a special focus on indigenous teachers' training.

B Education of New Immigrants and Their Children

The "Project for New Immigrants (2020-2023)" aims to help the new immigrants adapt to the society and to improve their children's learning results.

1 Improving Literacy and Language Proficiency

In 2020, the MOE subsidized 277 courses for adult new immigrants on basic education, teaching them the basic abilities of listening, speaking, reading, writing, and arithmetic.



2 Lifelong Learning for New Immigrants

In 2020, the MOE subsidized 33 New Immigrant Learning Centers established by county and city governments. These learning centers will organize lifelong learning courses and education activities according to the needs of new immigrants. They will also encourage residents to participate in activities to enhance mutual understanding and mutual respect for diverse cultures.

3 Multiple Patterns/ways to Promote Education for Children of New Immigrants

Subsidies were allocated to the radio show "7 Southeast Asian Languages learning for Children" and private organizations so as to promote diverse cultural education via multiple patterns.

4 New Immigrants' Native Language Courses

The 12-year Basic Education Curricula has included the native languages of new immigrants as selective courses in language education in elementary schools starting at SY2019. In junior and senior high schools, the



selective courses are incorporated into the flexible learning curriculum and second foreign-language curriculum. A total of 126 volumes of textbooks in seven languages have been completed, including Vietnamese, Indonesian, Thai, Cambodian, Burmese, Malay, and Filipino. In SY2019, there are 1,122 classes in 761 elementary and junior high schools, with a total number of 3,523 students. As for senior high school, there are 102 classes in 57 schools.

5 Fun Learning Activities

To increase and deepen the effectiveness of learning, schools should include fun-learning courses of new immigrants' native languages in student club activities and during extracurricular hours during the semester. The winter and summer camps are also to be held during the winter and summer breaks. In SY2020, 121 elementary, junior high, and senior high schools received subsidies for 146 fun-learning activities of new immigrants' native languages. Colleges and universities are also subsidized to offer Southeast Asian language courses. In SY2019, 37 colleges and universities received subsidies

for 150 courses with a total of 6,420 students, with the goal of effectively learning about Southeast Asian languages and cultures.

6 Activities of the International Exchanges for Children of New Immigrants

In order to expand global vision, cross-cultural communication, and international mobility, the MOE subsidized 11 international exchange activities for children of new immigrants in 2019. There were 198 participants and 30 teachers.

Respect for diverse cultures and the histories of different ethnic groups and steady development of the overall education system is always a challenge. The MOE will continue to strengthen education quality for the children of indigenous peoples and new immigrants. The students will enjoy a diversified learning environment. Their rights to education will be protected. The MOE will cultivate excellent indigenous talent and assist children of new immigrants to adapt and bring their bilingual and cross-cultural advantages into play, so that the public will have a better understanding of various cultures. ■



Study in Taiwan

The MOE of the Republic of China (Taiwan) considers international cooperation and collaboration a cornerstone of its efforts to embrace internationalization, especially for institutions of higher education.

In 2020, the number of international degree students, language students, and exchange students studying in Taiwan increased to 98,247, a significant increase from the number in December 2007, when international student enrollment was only 30,509.

Many efforts have been made to create an internationalized academic study environment in Taiwan, and Taiwan is an ideal study destination for several reasons. A survey of international students carried out by the Foundation for International Cooperation in Higher Education of Taiwan (FICHET) found that these reasons include: Taiwan provides a high-quality academic environment, rich cultural heritage, excellent living circumstances, reasonable tuition, scholarships, opportunities

to learn Mandarin Chinese, and studying in Taiwan will be helpful for both further study and future careers. Taiwan's advanced technology, its friendly people, and its breathtaking tourist destinations are also all attractive to international students.

A Scholarships

The government provides a range of scholarships to encourage outstanding people to come and study and/or do research in Taiwan.

1 MOE Taiwan Scholarships – Scholarships for Degree Studies

These scholarships are offered by the MOE to students from countries without diplomatic relations with the Republic of China (Taiwan) to undertake a degree program.

The maximum scholarship period for each degree level is:

- 1 Bachelor's degree programs: four years.
- 2 Master's degree programs: two years.
- 3 Doctorate programs: four years.

The MOE Taiwan Scholarship provides a monthly stipend of NT\$15,000 for bachelor's degree students and NT\$20,000 for students undertaking a master's degree or doctorate. The scholarship recipients must pay their airfare to Taiwan.

The scholarship provides up to NT\$40,000 each semester for each recipient's tuition and miscellaneous fees. If these exceed a total of NT\$40,000, the remaining amount must be paid by the recipient. The "miscellaneous expenses" do not include the following: administration fees, thesis supervision fees, insurance premiums, accommodation, or internet access.

2 New Southbound Elite Scholarship Program – Scholarships for University Lecturers from Southeast Asia and South Asia

Each year from 2017 to 2022, this program will provide funding to universities and colleges in Taiwan to recruit 100 university lecturers from Southeast Asia and South Asia to study in Taiwan for a master's degree or a doctorate. Each scholarship recipient receives a monthly stipend of NT\$25,000 under this program.



3 MOE Huayu Enrichment Scholarships (HES) – Non-Degree Scholarships to learn Chinese

"Huayu" is one of several names commonly used to refer to the Mandarin dialect of Chinese. The MOE established the HES program to encourage international students to come to Taiwan to study Chinese and learn about Chinese culture in Taiwan. The scholarships are awarded based on merit. Applications must be lodged at Republic of China (Taiwan) embassies and overseas missions.

HES scholarship winners study at a Mandarin Chinese Language Training Center affiliated with a university or college in Taiwan for a period from as short as two months, up to a maximum period of one year. They receive a monthly stipend of NT\$25,000.





B Learn Chinese in Taiwan

The modern, Chinese-speaking society of Taiwan is an ideal place to learn Chinese. The traditional Chinese characters are still used in Taiwan, so students who learn Chinese in Taiwan can fully experience the beauty of Chinese characters as they have been written for centuries.

There are sixty-two Chinese language centers located all around Taiwan, each affiliated with a university, so foreign students can choose one in an area they would like to explore as they study. They offer a wide range of courses year-round at the Chinese language centers to suit people of all ages and levels of proficiency, with excellent teaching and materials designed to help students achieve a wide range of Chinese learning goals. And outside class, students

can practice every day as they interact with the friendly people of Taiwan. Whether students are planning to learn Chinese for further study, work, travel, or pleasure, they are sure to find a suitable course through the website of the Office of Global Mandarin Education: <https://ogme.edu.tw/Home/tw>.

C Inquiry Service for Overseas Students

Providing high quality services is critically important to ensuring that overseas students can focus fully on their studies and research as well as enjoy their time in Taiwan. For this reason the MOE set up NISA, the Network for International Student Advisors in 2011, with the purpose of assisting the professional personnel on campuses continually improve the ways they meet the needs of overseas students. In recent years, the number of overseas students in Taiwan has been rapidly increasing, and last year they constituted 10% of the total number of students currently studying at colleges and universities in Taiwan. NISA now has mechanisms for students who have something on their mind to contact someone and receive rapid and effective handling of the matter.

NISA's Inquiry Service for Overseas Students at Tertiary Colleges and Universities now has a dedicated webpage, an online mailbox, and a

hotline for overseas students: 0800-789-007. It also has a network of personnel in a range of agencies who can immediately be called on for assistance, and it also conducts a number of meetings with overseas students each year in conjunction with several other agencies. The service is available in several languages: English, Chinese, Vietnamese, and Indonesian. For more information, please visit <https://www.nisa.moe.gov.tw/moecare/index/index/lang/en>.

D Internships for International Students

Taiwan Experience Education Programs (TEEP)

In 2015, the MOE launched the Taiwan Experience Education Programs (TEEP) in conjunction with a number of universities and colleges in Taiwan. Each offers a distinctive short-term program with a practical focus in a particular field – for example, International Consulting, Electrical Engineering, Computer Science, Culture Studies, English Language Teaching, and Taiwan's Natural Environment.

Some target undergraduates, others are more suitable for graduate students.

All the programs include a combination of a short Chinese language-learning program, a cultural immersion program, and a short-term professional internship or research internship. The language-learning and cultural immersion components are designed to help participating international students learn some Chinese and understand Taiwanese culture. The TEEP internships give students opportunities to participate in a range of activities with their placement company or organization to prepare themselves for future work in the business or research world.

The TEEP gateway is an exciting chance to experience Taiwan's quality higher education and connect with the Asian job market. For more details about the various programs available, visit <http://www.studyintaiwan.org/teep>.

E The New Southbound Talent Development Program

Taiwan's New Southbound Policy (NSP), launched in 2016, is a major new initiative to



enhance relations with Southeast and South Asian countries, Australia, and New Zealand for regional social and economic cooperation. The NSP has a strong focus on establishing people-oriented links and resource sharing to promote bilateral and multilateral cooperation with these countries.

The MOE has established a New Southbound Talent Development Program, in conjunction with the New Southbound Policy Guidelines, and set up a cross-departmental NSP Task Force.

The task force is working to further expand and deepen exchanges and partnerships with NSP countries in three major strategic areas:

1 Market

Focusing on skills cultivation: Taiwan can offer high quality vocational and professional training, higher education, and Chinese language courses to students from NSP countries, and they can learn about Taiwan's development experience at the same time. Young people in Taiwan can improve their cultural literacy and study the languages of countries in Southeast Asia and strengthen their capacity to undertake economic and trade management there.

2 Pipeline

Skill Development Exchanges: The objective is to increase the number and range of two-way exchanges between young scholars and



students by attracting outstanding students from NSP countries to Taiwan to study or do research and sending students from Taiwan to NSP countries to gain a deeper understanding of those countries and their languages, as well as to engage with the local community.

3 Platform

For Communication: The objective is to establish and promote platforms to facilitate bilateral educational cooperation with NSP countries. The platforms will provide online and local access to facilitate bilateral alliances between universities, academic research bodies, and higher education institutions in Taiwan and overseas in NSP countries. Similar platforms can enhance cultural and sport-related exchanges with NSP countries through cultural and sporting events and related academic collaborations.

For more details about the extensive range of NSP programs, please see <http://www.edunsbp.moe.gov.tw>. ■



Scholarships



Learn Chinese in Taiwan



Inquiry Service for Overseas Students



Taiwan Experience Education Programs (TEEP)



The New Southbound Talent Development Program



“This is place I feel safe and joy”: Mexican student Maria Fernanda

Interviewee: **Maria Fernanda Pinon Ulloa**
Ming Chuan University

“When I first came to Taiwan, I really liked the people and the culture. And I felt so safe living here,” said Maria Fernanda, a master’s degree student at Ming Chuan University who has been living in Taiwan for four years.

Maria, who is from Mexico, first came to Taiwan when she was in high school after joining a student exchange program, which brought her to the country for one year. Years later, she returned for university.

“The culture, the people, and the safe environment have all been a joy... It made me want to come back for study,” she said.

Her schedule has been fairly easygoing, she noted: “I usually have classes three days a week. On the other weekdays, I hang out with friends, go to the night markets, and experience the local culture.”

“I didn’t list Taiwan as my first choice for the exchange program back in high school,” she said. “Since I barely knew Taiwan, I was actually afraid of studying there. I found everything is totally different from my country.”

However, to her surprise, life in Taiwan turned out way better than she thought. She is now enjoying a careful balance between her studies and various other activities.

“Living here is really safe,” she said, “and living abroad helps you get along with other cultures and become more independent. Moreover, Taiwanese people are friendly.”

“In Taiwan, I can save money on tuition,” Maria said. She first applied for MOE Taiwan scholarship from the overseas mission in Mexico while studying at Taiwan’s Ming Chuan University. Later, she applied for the five-year combined program provided by the school, which guarantees both a bachelor’s and a master’s degree in five years.

“As for the scholarship, support like this from the Ministry of Education in Taiwan has been a blessing for me,” she said. “To be honest, I don’t think you can get this kind of support in Mexico. The tuition fees for undergraduate students here are really low.”

When talking about her plans for after graduation, Maria said, “I’ll study in Taiwan for one more year to learn Chinese. If you know Chinese, there will be tons of job opportunities waiting for you not only in Taiwan but in other countries across the world.”

Maria emphasized that her studies in Taiwan have been a genuine blessing and recommended the experience to others. “I’m always telling my friends that I love Taiwan and that they should come,” she added. ■



Where the heart belongs: Singaporean student returns to Taiwan for higher education

Interviewee: **Inez Lim**
National Chengchi University IMBA

Inez Lim, a Singaporean, returned to Taiwan to pursue an on-campus international MBA degree when the coronavirus pandemic began in 2020. Lim appreciated the assistance from the school and the Taiwan government to make her onboarding experience a lot more pleasant.

About a year and a half after a one-semester student exchange program at National Chengchi University (NCCU), she decided to come to Taiwan to further her studies at the same school.

“My exchange program allowed me to participate in a volunteering stint under the Taiwan Experience Education Program and I was drawn by the focus Taiwan placed on education,” Lim said.

When asked if she ever considered other countries and universities with similar programs offered by NCCU, she gave a resounding yes.

“I did consider other countries and universities with similar programs, especially the universities within my home country, but I ultimately decided to study at NCCU under the IMBA program because I liked the diversity of students and

professors in this program.... Apart from that, the wide variety of courses I could choose from also interests me.”

Lim also pointed out that Taiwan has become even more welcoming to foreigners. “Moving around Taiwan has always been pretty easy. Bilingual guidebooks and mobile applications are easy to access, making it easier for foreigners to move around. “

Speaking of the pandemic and impact of travel restrictions, she thanked the school staff for taking it in their stride and for trying their best to make her onboarding experience a lot more pleasant. On top of that, she was impressed with the way the Taiwanese government has handled the pandemic by making a special arrangement for international students to enter the country during such a difficult time.

Although there are some fundamental differences between Taiwan and Singapore, she still sees more similarities. “Language, for example, is a key difference, but NCCU’s IMBA program addresses it with our classes all being taught in English,” Lim said. ■

Bilingual and International Education

A The MOE’s Bilingual Nation Plan

The trends of globalization and internationalization have made English the most widely used language in international communication. To enhance the competitiveness of individuals and industries, it is imperative for the government to make policies that will create a bilingual environment and improve Taiwan’s global visibility. The Executive Yuan formulated “Blueprint for Developing Taiwan into a Bilingual Nation by 2030” in December 2018, and the two major objectives are "elevating national competitiveness" and "cultivating people’s English proficiency." With government agencies working collectively to achieve these objectives, the MOE’s duty is to improve the students’ ability to use English in daily life and their future competitiveness in the workplace. The measures are as follows:

1 Interactive Courses

Selective courses are to be taught in English, such as “arts,” “general activities,” and “health and PE.” Accessible resources must be readily available. “Cool English” is an online learning platform where interactive materials are used to encourage students to speak English and personalize their own learning experiences.

2 Teacher Training

Bilingual teachers are to be trained at universities that are subsidized to establish bilingual education research centers. The research centers will study pedagogy and materials for bilingual education. The universities will open certifying courses for bilingual teachers and in-service courses for teachers who will teach bilingual classes.

3 Daily Life English

Together with International Community Radio Taipei (ICRT), the news program, “News LunchBox”, is designed for junior high school and primary school students. The program is broadcast at lunch every day and is available for downloading. The National Education Radio (NER) will also produce programs that teach daily life English.

4 Bridging the Gap

“Digital learning companions” is a platform that uses the internet to bridge the gap between the city and the country. Via the online platform, learning companions can study together one-on-one in real time.

In 2021, extra budgets have been allocated for the establishment of bilingual benchmark schools as well as colleges that offer courses on foreign affairs. The objective is to make universities more internationalized and to increase the students' global mobility. In addition, more English teachers will be trained for English teaching, and there will be self-learning and assessment systems in place to help students in remote areas and disadvantaged students improve their English. English learning centers will be set up in communities, and multiple educational resources will be available to all. A rewarding and incentivizing mechanism will be formed to help improve the learning results.



in Taiwan. The budget for the first year is NT\$100 million, and it will be increased annually up to NT\$250 million.

B Internationalized Education

1 Background

In light of the global trends of internationalization, the MOE published the White Paper 2.0 on International Education for Primary and Secondary Schools on May 14, 2020.

With the vision of “Connecting with the World,” the white paper aims to cultivate talents, prepare the environment, and set up a mechanism for international exchanges. To succeed in the objectives of “cultivating global citizens,” “promoting educational internationalization,” and “expanding global exchanges,” the MOE has proposed three strategies and 13 action plans. The three strategies are “enhancing the school-based international education project (SIEP),” “creating a friendly internationalized environment,” and “establishing international linkage mechanism.”

The implementation period of IE2.0 is from 2020 to 2025 in primary and secondary schools

2 Three-Pronged Action

- ① **Talent Cultivation:** The “School-Based International Education Project” is to be enhanced by integrating school-based courses, international exchanges, and school internationalization.
- ② **Environment Preparation:** Teachers and educational administrators will be accredited after taking international empowerment courses. Laws and regulations of internationalization will be reviewed and revised. Internationally supportive networks will be established.
- ③ **External mechanism:** The MOE, in coordination with each local educational authority, will establish the international linkage mechanism through the International Education Alliance (IEA), the International Education Cooperation Platform (IECP), and the International Education Resource Centers (IERCs). The IEA is at the national level; the IECP is an operating platform to connect public and private sectors; the IERC is a local level system established by each local educational authority. ■



Education Expenditures

The government has demonstrated the importance it attaches to educational development. The president announced on January 6, 2016, that some of the amended articles in the “Compilation and Administration of Education Expenditures Act,” which increased the percentage of funds allotted to education expenditures from 22.5% to 23% of the national budget, will be shared by the central government and local governments according to the law.

In the 1951 fiscal year, the education budget for all educational levels was NT\$213 million, which accounted for 1.73% of GDP; in the 2020 fiscal year, the figure has since reached NT\$928.40 billion, or 4.69% of GDP.

The budget for private educational institutions has risen from the 1961 fiscal year, when private institutions accounted for less than 10% of the total education budget. In fiscal year 2020, funding for private institutions reached 23.21% of the education budget. Public schools meanwhile enjoyed 76.79% of the budget.

Looking at the breakdown of each education level, in SY2019, the total education budget was NT\$741.13 billion, of which preschool education accounted for 8.76%, elementary and junior high education for 41.65%, senior secondary education for 14.84%, higher education for 34.10% (junior colleges 0.72%, universities and colleges 33.38%), and 0.65% went to other institutions. ■



Education Statistics

Statistics

General Information

| | Total Population (Thousand Persons) | GDP (US\$ billion) | Economic Growth Rate (%) | Unemployment Rate (%) | Consumer Price Index (2016 = 100) | Mean Years of Schooling for Age 25 Plus (years) | Excepted Years of Schooling (years) |
|------|-------------------------------------|--------------------|--------------------------|-----------------------|-----------------------------------|---|-------------------------------------|
| 1980 | 17,886 | 42.3 | 8.04 | 1.23 | 49.05 | - | - |
| 1990 | 20,401 | 166.4 | 5.54 | 1.67 | 66.25 | - | - |
| 1995 | 21,357 | 279.0 | 6.50 | 1.79 | 79.67 | - | - |
| 2000 | 22,277 | 330.7 | 6.31 | 2.99 | 85.47 | 9.3 | - |
| 2005 | 22,770 | 374.0 | 5.38 | 4.13 | 88.42 | 10.6 | - |
| 2010 | 23,162 | 444.2 | 10.25 | 5.21 | 93.82 | 11.3 | - |
| 2015 | 23,492 | 534.5 | 1.47 | 3.78 | 98.63 | 11.9 | 16.6 |
| 2018 | 23,589 | 609.3 | 2.79 | 3.71 | 101.98 | 12.2 | 16.5 |
| 2019 | 23,603 | 612.1 | 2.96 | 3.73 | 102.55 | 12.3 | 16.5 |
| 2020 | 23,561 | 669.3 | 3.11 | 3.85 | 102.31 | 12.4 | 16.6 |

Summary of Education at All Levels

SY 2020-2021

Unit: Person

| | No. of Schools (school) | No. of Teachers | No. of Classes (class) | No. of Students | No. of Graduates in 2020 | No. of Students Per 1,000 Population |
|-----------------------------|-------------------------|-----------------|------------------------|-----------------|--------------------------|--------------------------------------|
| Total | 10,928 | 299,192 | 93,907 | 4,211,736 | 906,521 | 178.76 |
| Preschool | 6,447 | 56,771 | - | 583,406 | - | 24.76 |
| Primary School | 2,631 | 96,990 | 51,164 | 1,173,872 | 197,948 | 49.82 |
| Jr. High School | 737 | 46,486 | 22,170 | 597,786 | 204,470 | 25.37 |
| Senior Secondary School | 513 | 51,289 | 19,024 | 609,745 | 202,221 | 25.88 |
| Uni., College & Jr. College | 152 | 45,811 | - | 1,203,460 | 284,662 | 51.08 |
| Special Edu. School | 28 | 1,709 | 540 | 4,759 | 1,632 | 0.20 |
| Supp. & Cont. Sch. | 414 | 67 | 1,009 | 38,158 | 15,505 | 1.62 |
| Religious College | 6 | 69 | - | 550 | 83 | 0.02 |

Prospect

The purpose of education is to help every child fulfil their dreams. In the spirit of holistic education, the courses will focus on developing core competence. With the vision of “accomplishments for every child - nurture by nature and lifelong learning,” students are encouraged to “take the initiative, engage the public, and seek the common good.” Schools will design courses based on life itself, and students will be “nurtured by nature.” They will acquire sound development both mentally and physically, and their potentials will be fulfilled

according to their aptitudes. Eventually, they will apply what they have learned, fulfil their responsibilities, and become lifelong-learners who will improve their own lives and lives of the community as a whole.

In the future, the MOE will continue to formulate education policies and work with schools and local governments as partners so as to align policies with practical needs in classrooms, ensure the implementation and effectiveness of education policies, and promote the innovation and development of education in Taiwan. ■

Gross Enrollment Ratio and Net Enrollment Rate by Level of Education

Unit: %

| School Year | Total | | 1st Level (Primary) | | 2nd Level | | | | 3rd Level (Tertiary) | |
|-------------|-------|-------|---------------------|-------|-----------|-------|--------|-------|----------------------|-------|
| | Gross | Net | Gross | Net | Junior | | Senior | | Gross | Net |
| | | | | | Gross | Net | Gross | Net | | |
| 1976-77 | 69.61 | 67.57 | 100.65 | - | 90.21 | 77.33 | 56.54 | 43.17 | 15.40 | 9.97 |
| 1981-82 | 71.95 | 69.52 | 101.11 | - | 97.71 | 84.41 | 68.03 | 52.58 | 16.71 | 11.47 |
| 1991-92 | 82.41 | 78.74 | 100.99 | - | 100.23 | 91.70 | 90.28 | 72.93 | 32.37 | 20.98 |
| 2001-02 | 89.07 | 82.29 | 99.66 | - | 99.27 | 93.53 | 99.62 | 88.21 | 62.96 | 42.51 |
| 2006-07 | 95.33 | 88.55 | 99.54 | - | 99.48 | 96.65 | 98.79 | 91.31 | 83.58 | 59.83 |
| 2011-12 | 94.60 | 89.76 | 98.79 | 99.25 | 98.86 | 97.52 | 98.98 | 93.12 | 83.55 | 68.42 |
| 2016-17 | 93.92 | 89.39 | 98.25 | 99.54 | 98.95 | 97.76 | 98.34 | 94.06 | 83.99 | 71.24 |
| 2017-18 | 93.94 | 89.24 | 98.13 | 99.58 | 98.87 | 97.68 | 97.90 | 93.88 | 84.49 | 71.13 |
| 2018-19 | 94.01 | 89.21 | 98.00 | 99.52 | 98.67 | 97.47 | 98.31 | 93.75 | 84.69 | 71.03 |
| 2019-20 | 94.20 | 89.11 | 97.87 | 99.47 | 98.49 | 97.29 | 98.77 | 93.86 | 85.15 | 70.55 |
| 2020-21 | 95.21 | 89.83 | 98.14 | 99.69 | 98.52 | 97.40 | 98.80 | 94.06 | 87.93 | 72.10 |

Number of Students Per Teacher at All Levels

Unit: Person

| School Year | Total | Pre-school | Primary School | Jr. High School | Sr. Secondary Sch. | | Junior College | College | Univer-sity | Special Edu. School |
|-------------|-------|------------|----------------|-----------------|--------------------|------------------|----------------|---------|-------------|---------------------|
| | | | | | Sr. High School | Sr. Voca. School | | | | |
| | | | | | 1976-77 | 29.90 | | | | |
| 1981-82 | 27.25 | 26.10 | 31.79 | 22.97 | 22.99 | 22.50 | 20.79 | 11.92 | 13.53 | 5.24 |
| 1991-92 | 24.22 | 15.83 | 27.20 | 21.23 | 22.29 | 21.28 | 19.35 | 11.38 | 14.82 | 3.72 |
| 2001-02 | 19.71 | 12.44 | 18.60 | 15.67 | 19.41 | 19.18 | 20.56 | 20.17 | 19.60 | 3.58 |
| 2006-07 | 19.30 | 10.60 | 17.86 | 15.70 | 19.29 | 18.41 | 21.01 | 18.63 | 19.93 | 3.95 |
| 2011-12 | 17.90 | 12.72 | 14.78 | 13.74 | 18.53 | 18.29 | 27.69 | 21.10 | 21.52 | 4.08 |
| 2016-17 | 15.27 | 10.44 | 12.35 | 11.01 | 16.42 | | 31.66 | 22.64 | 23.00 | 3.74 |
| 2017-18 | 15.00 | 10.63 | 12.15 | 10.67 | 15.92 | | 28.54 | 18.33 | 22.44 | 3.60 |
| 2018-19 | 14.66 | 10.52 | 12.11 | 10.23 | 15.31 | | 28.45 | 18.62 | 22.16 | 3.41 |
| 2019-20 | 14.34 | 10.50 | 12.12 | 9.88 | 14.58 | | 27.79 | 18.66 | 21.84 | 3.16 |
| 2020-21 | 14.08 | 10.28 | 12.10 | 9.69 | 14.24 | | 27.05 | 17.41 | 21.62 | 3.00 |

Overseas Students in R.O.C.

Unit: Person

| | 2007-08 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|---------|---------|
| Total | 30,509 | 116,875 | 121,461 | 129,207 | 128,157 | 98,247 |
| Diploma | 16,195 | 51,741 | 55,916 | 61,970 | 63,530 | 62,387 |
| Studying for a degree | 5,259 | 17,788 | 21,164 | 28,389 | 31,811 | 32,040 |
| Overseas Compatriot Students (Including Students from HK and Macao) | 10,936 | 24,626 | 25,290 | 24,575 | 23,366 | 24,315 |
| Mainland China Students (Studying for a Degree) | - | 9,327 | 9,462 | 9,006 | 8,353 | 6,032 |
| Non-diploma | 14,314 | 65,134 | 65,545 | 67,237 | 64,627 | 35,860 |
| International Exchange | 1,441 | 4,301 | 4,856 | 5,242 | 5,766 | 5,766 |
| Short-term courses | 1,146 | 5,870 | 8,806 | 10,630 | 7,846 | 7,846 |
| Studying Mandarin Chinese | 10,177 | 19,977 | 23,539 | 28,399 | 32,457 | 20,674 |
| Mainland China Students (to take short-term courses or Attend Meeting) | 823 | 32,648 | 25,824 | 20,597 | 16,696 | - |
| Overseas Compatriot Youth Technical Training Classes | 727 | 2,338 | 2,520 | 2,369 | 1,862 | 1,574 |

Ratio of Educational Expenditure to GDP

| Fiscal Year | Educational Expenditure (US\$million) | | | Educational Expenditure Per Student (US\$) | GDP(US\$ million) | % to GDP | | |
|-------------|---------------------------------------|---------------|----------------|--|-------------------|----------|--------|---------|
| | Total | Public Sector | Private Sector | | | Average | Public | Private |
| | | | | | | | | |
| 1980-81 | 2,014 | 1,638 | 376 | 448 | 46,393 | 4.43 | 3.60 | 0.83 |
| 1990-91 | 11,222 | 9,228 | 1,994 | 2,120 | 173,572 | 6.36 | 5.23 | 1.13 |
| 2001 | 17,464 | 12,997 | 4,467 | 3,350 | 299,303 | 5.83 | 4.34 | 1.49 |
| 2006 | 21,586 | 15,887 | 5,699 | 4,103 | 386,492 | 5.59 | 4.11 | 1.47 |
| 2011 | 26,621 | 20,481 | 6,139 | 5,647 | 483,957 | 5.50 | 4.23 | 1.27 |
| 2015 | 26,849 | 20,144 | 6,706 | 5,880 | 534,474 | 5.02 | 3.77 | 1.25 |
| 2017 | 29,138 | 22,008 | 7,131 | 6,705 | 590,780 | 4.93 | 3.73 | 1.21 |
| 2018 | 30,073 | 22,753 | 7,320 | 6,970 | 609,251 | 4.94 | 3.73 | 1.20 |
| 2019 | 29,483 | 22,359 | 7,124 | 6,964 | 612,109 | 4.82 | 3.65 | 1.16 |
| 2020 | 31,386 | 24,101 | 7,285 | - | 669,321 | 4.69 | 3.61 | 1.09 |

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