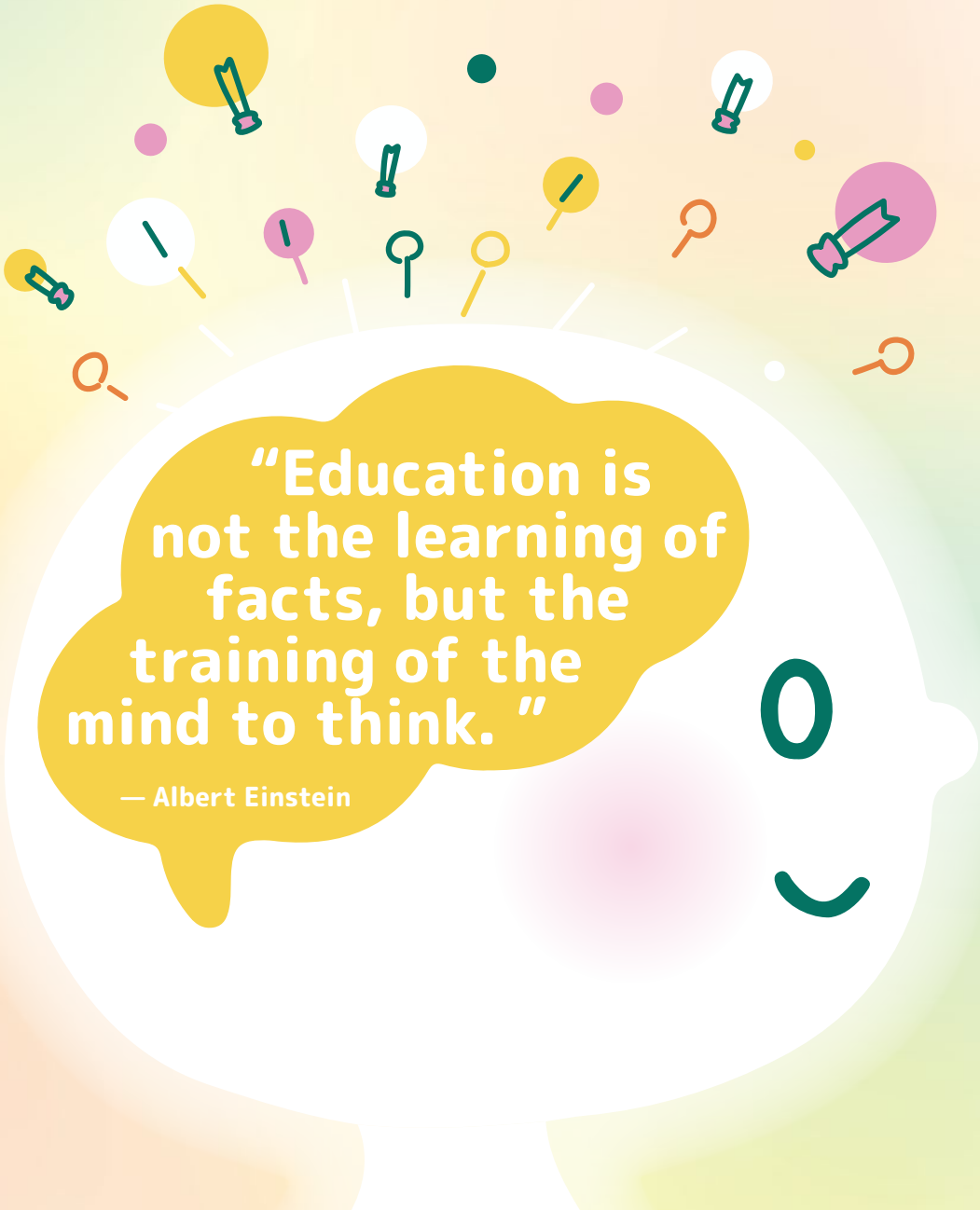
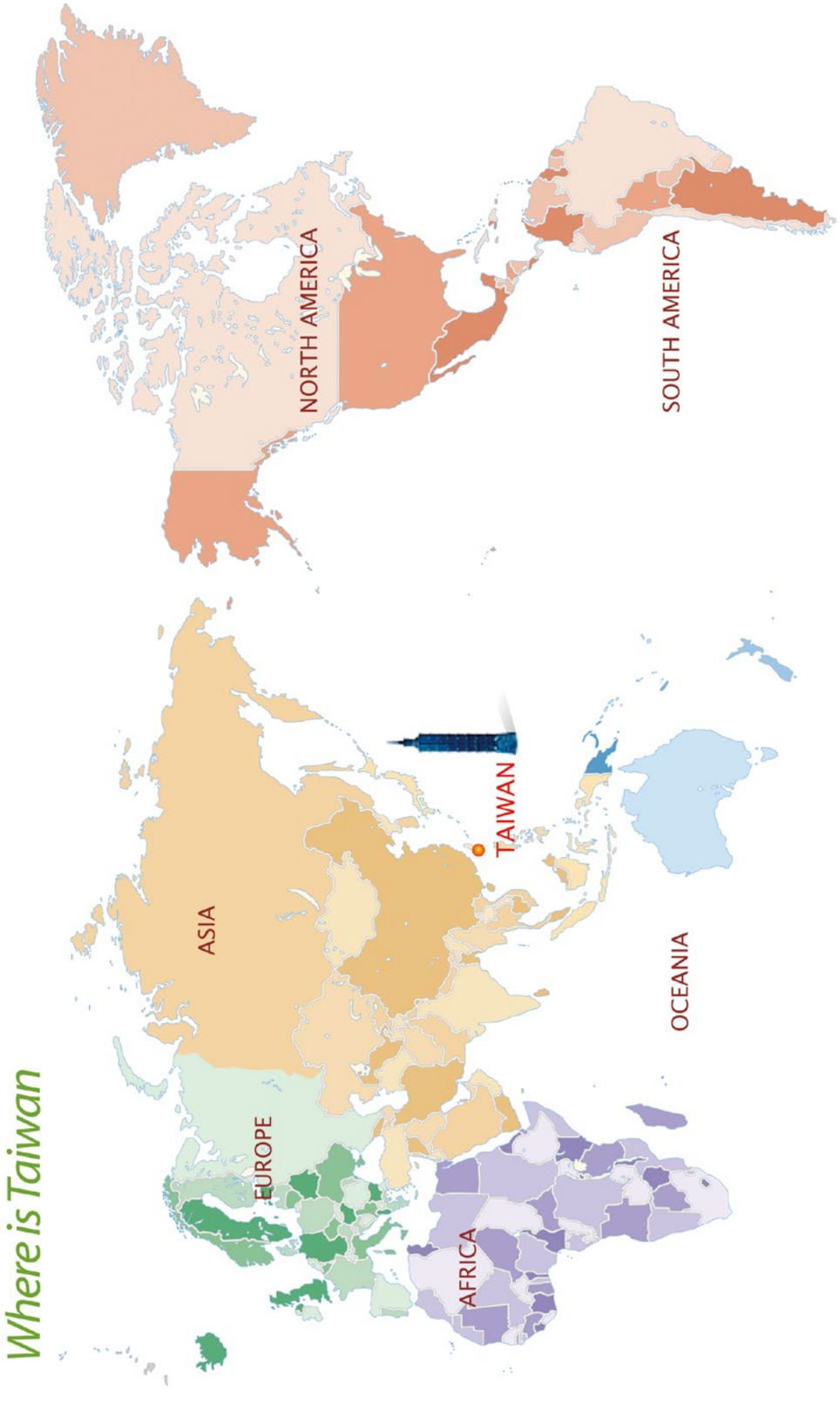
EDUCATION IN TAIWAN

Ministry of Education, Republic of China (Taiwan)

2026 ▸ 2027





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"Education is not the learning of facts, but the training of the mind to think."

— Albert Einstein

CONTENTS

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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 in Taiwan's educational system. The MOE's mission is to enhance education in the country (including preschool education, 12-year basic education, technical and vocational education, higher education, lifelong education, special education, teacher cultivation, arts education, digital education, science & technology education, environmental education, diverse education and international talent cultivation), as well as to promote youth development affairs, and improve the general quality of education to increase the country's competitiveness. 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, two administrations, and other subsidiary agencies. Together, they are committed to ensuring the quality of education in Taiwan. The MOE also supports municipal, county, and city governments in educational affairs.

B SDG 4

"Quality Education" is the UN's Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education for all. SDG 4 is to make sure that by 2030, there will be equitable and high-quality education available to all children at the primary and secondary levels that generates learning outcomes regardless of gender, technical and vocational education that is equitable and affordable, no disparities between genders, and equal access to quality higher education.

C Major Education Policies at Present

1 Taiwan Global Pathfinders Initiative

To encourage young people to broaden their international perspectives, the "Taiwan Global Pathfinders Initiative," promoted since 2025, expands international ties and exchanges. Young people facilitate the innovation and growth of industries and spearhead diverse creative initiatives, combined with opportunities provided by the relevant ministries for youths to apply for apprenticeships and training with organizations or institutions abroad. Young people are also encouraged to make proposals, guidance and incubator resources and related mechanisms are provided, thus cultivating and mentoring youth for pathfinder initiatives abroad.

2 Measures to Counter the Falling Fertility Rate and Promote Overseas Talent Recruitment

A. To address Taiwan's sub-replacement fertility rate, reduce the financial burden on parents, and work in coordination with the Executive Yuan-approved "Measures to Counter the Falling Fertility Rate," for early childhood education and care for children under the age of six, promotional strategies for "increasing affordable childcare slots," "reducing educational expenses," and "providing childcare subsidies" are implemented and adjusted as needed to expand the scope of assistance. In 2024, these were

included into President Lai Ching-te's "National Child Care Policy 2.0 for Ages 0-6," aimed at building an affordable, high-quality, and accessible childcare service system to create a friendly environment for child development. This represents the most significant support measure ever for child-rearing over the past years.

B. In accordance with the National Development Council's strategy to attract and retain overseas talent, mitigate the impact of declining birthrates on university enrollment and operations, and meet the domestic demand for key industry talents, the following programs have been implemented: "Program for Promoting International Students to Study and Stay in Taiwan," "Industry-Academia Collaboration Program for New Southbound Students," "Program for Expanding the Enrollment of Overseas Compatriot, Hong Kong, Macau, and Foreign Students in Key Industry Fields," and "International Industrial Talents Education Special Program (INTENSE Program)," aiming to expand the enrollment of overseas students in Taiwan for study and employment.

3 12-year Basic Education Curriculum Guidelines

The new curricula kickstarted 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" and through programs such as supportive implementation plans for the 12-year Basic Education Curriculum Guidelines, the Senior High School High Quality Assisting Actualization Program, 12-year Basic Education Curriculum Guidelines Normal Pilot School Guidance Program, Vocational High School High Quality Assisting Program, and skill-based and comprehensive high schools guiding and promoting 12-year Basic Education Curriculum Guidelines, students will acquire the knowledge, competence, and attitude needed to adapt to life and handle future challenges.

4 Bilingual Education

To extend national policy and vision, bilingual education is being promoted since 2026 based on past policy. By implementing the three major strategies of "improving college students' English abilities," "creating Bilingual Immersive Learning Environment Program for senior high school students and below," and "cultivating professional English abilities for students with technical skills," the MOE aims to grow talent that is able to confidently communicate in English, understand global issues, and possesses cross-cultural critical thinking skills.

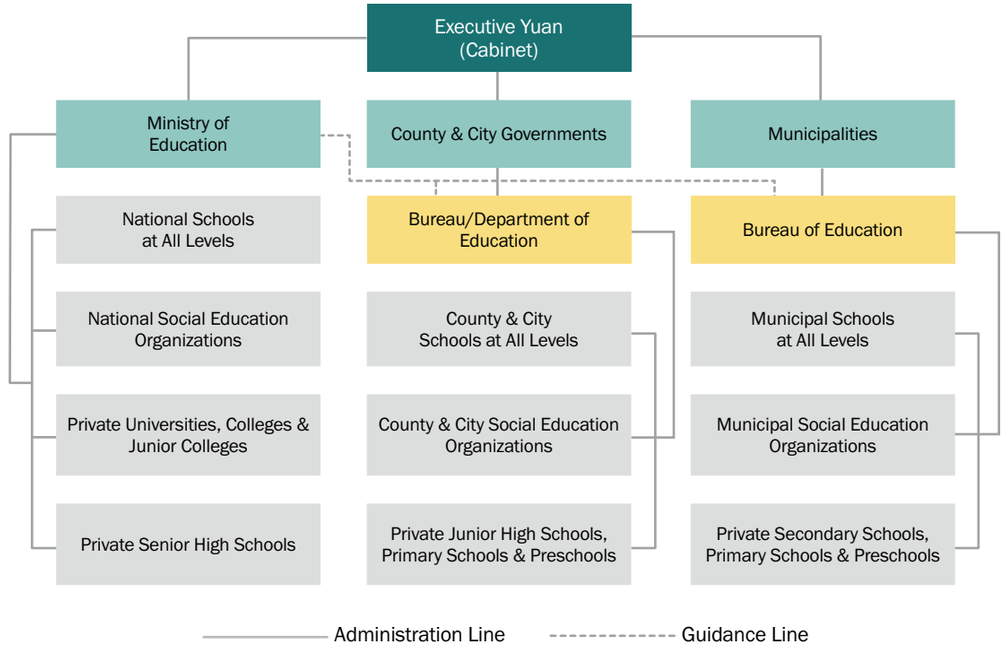
5 Thirty Plus University Pilot Program

As Taiwan enters a super-aged society, facing challenges such as demographic restructuring, rapid technological development, and labor market transitions, the MOE is promoting the "Thirty Plus University Pilot Program" to encourage citizens over the age of 30 to pursue continuous learning so they can adapt to these changes. The objective is to assist citizens in updating their knowledge and skills through systematic and formal learning channels, enabling them to leverage their expertise and enhance their capacity for re-employment or social participation. Admission to this program is conducted through independent recruitment for specialized classes and additional quotas, with a maximum study duration of 10 years. Each university will design 12- to 18-credit programs based on its specialized strengths and student needs, with courses delivered in-person, online, and through cross-institutional collaboration. With flexible studies and diverse curriculum design, students master competencies required by emerging technologies and industries, smoothly facilitating career transitions, re-entry into the workplace, or engagement in public welfare and innovative services. Meanwhile, universities and colleges are able to pivot toward the new realm of lifelong learning within a super-aged society. ■

Ministry of Education

SDG 4

The Education Administration System



Educational System

In Taiwan's current educational system, students may study for up to 20 years, which includes six years of primary school, three years of junior high school, three years of senior high school, four years for a bachelor's degree, one to four years for a master's degree, and two to seven years for a doctoral degree.

A Preschool Education

In the past, preschool education consisted of "kindergartens" and "childcare centers," which were under the jurisdiction of different authorities. Since 2012, kindergartens and child care centers have been consolidated into "preschool," and children from the age of two to pre-elementary school are able to receive comprehensive education and care. The integration of preschool education and care into a single administrative system allows for a strategy that centers on children and prioritizes their welfare.

B Compulsory Education

The nine-year compulsory education system, of which six years are for primary education and three years are for junior high school, was put into effect in SY1968. In order to offer more diverse development opportunities for junior high school students, technical education is included as well, in addition to the regular curriculum. Practical classes allow students to better understand vocational education and their future career choices.

C Senior High School Education

Senior high school education consists of three years of schooling and includes "general senior high schools," "vocational senior high schools," "comprehensive senior high schools," and "specialized senior high schools."

D Junior College Education

Junior college education can be classified according to admission requirements into five-year junior colleges and two-year junior colleges. Five-year junior colleges admit graduates of junior high schools, whereas two-year junior colleges admit graduates of vocational senior high schools.

E Teacher Education

Teacher training is comprised of diversified, well-resourced selection methods. Teachers in preschools, primary schools, junior high schools, and senior high schools are trained in universities that cultivate teachers. After completing required general courses, specialized courses, and professional education, teachers in training are issued a certificate of completion for pre-service teacher education by their institution. Upon passing the teacher qualification examination, completing a six-month full-time teaching apprenticeship and achieving a passing grade, they obtain a qualified teacher certificate and the eligibility to participate in teacher selections held by local governments or schools and preschools at the senior high school level and below.

F University, College and Graduate School Education

The maximum study period for bachelor's degree candidates, including universities, colleges, universities of science and technology, and technical colleges is four years, except for the two-year bachelor's degree program. Internships can last half a year to two years

depending on the needs of the subject. For master's degree candidates, the study period is limited to one to four years, and two to seven years for doctoral degree candidates.

G Special Education

Pre-tertiary level special education is divided into three stages: preschool, compulsory, and senior high school. They provide special education at corresponding stages, and schools providing them 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 special education students' needs, the stages, class arrangements, grades, settings and ways of implementing education, courses, teaching materials, and teaching and assessment methods must always remain flexible. Adaptability, individualization, socialization, accessibility, and inclusion must also all be part of special education provision and associated service measures.

H Arts Education

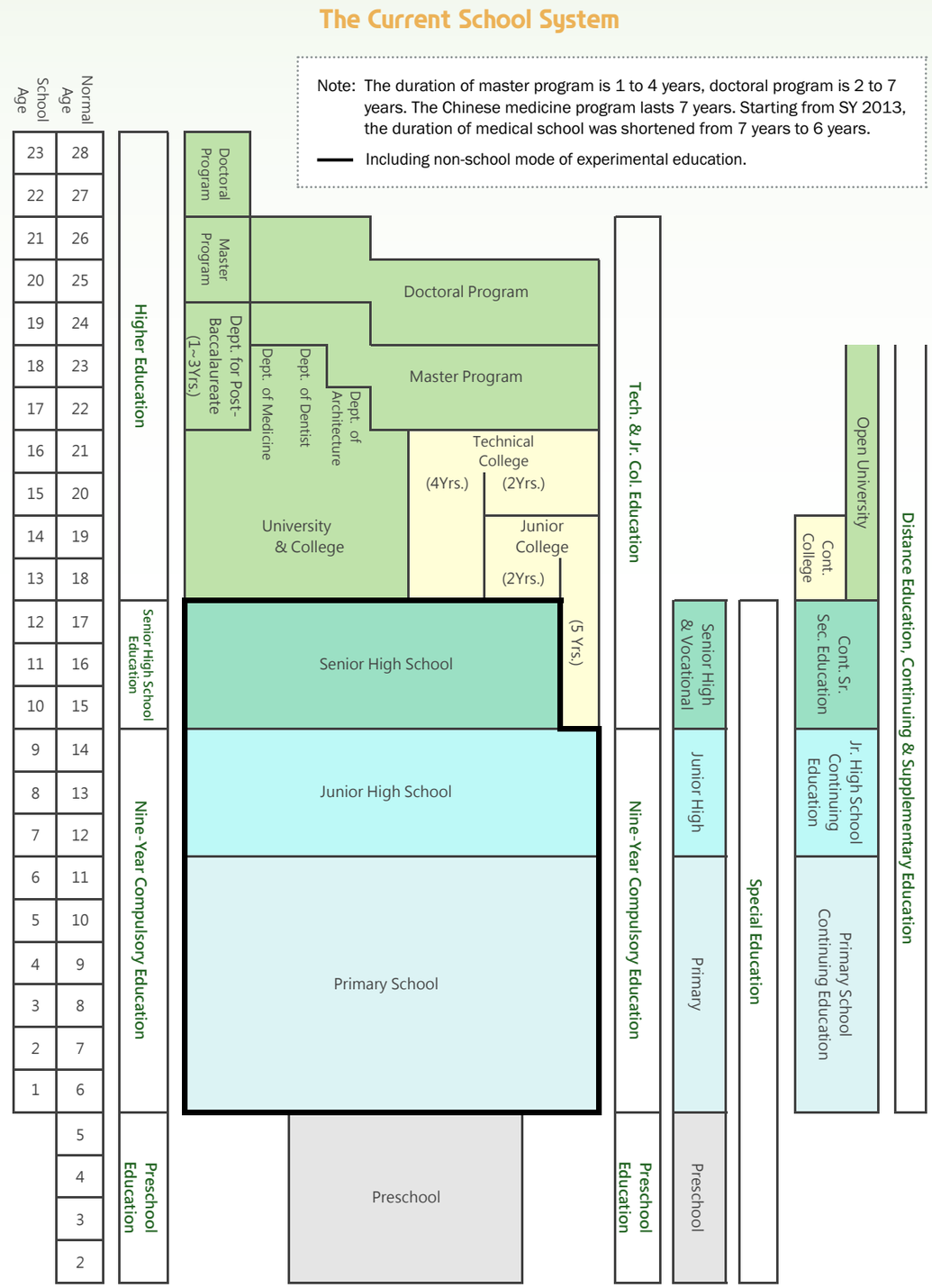
The goals of arts education are to cultivate artistic talent, enrich the spiritual lives of citizens, and elevate culture. Arts education in Taiwan can be divided into Professional arts education offered at schools, General arts education offered at schools, and Arts education offered to the public. "Professional arts education in schools" can be administered by arts departments (institutes) and divisions of colleges and universities, specialized arts colleges and universities, senior high schools

(which may implement a continuous education system) and their affiliated junior high and elementary school divisions, and art talent classes in senior high schools, junior high schools, and elementary schools, among which art talent classes from the third grade of elementary school to the senior high school level cultivate students with outstanding artistic talent. Class categories include music, fine arts, dance, and other categories, additionally designated by the MOE.

I Supplementary Education

Supplementary education aims to increase citizens' factual knowledge about life, raise educational attainment, transfer practical skills, cultivate sound citizens, and help society to progress. It offers supplementary compulsory education, supplementary advanced education, and short-term tutorial education: all citizens who are past school age but have not received the nine years of basic education shall receive supplementary compulsory education. Citizens who did receive the nine-year basic education may receive supplementary advanced education. Those who wish to improve their factual knowledge and life skills can also receive short-term tutorial education.

The Current School System



Preschool and Compulsory Education

A General Information

A country's infrastructure and economic development are dependent on its manpower and talent cultivation. 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.

In accordance with current trends and to provide young children with solid preschool education, the Early Childhood Education and Care Act was promulgated on June 29, 2011, and 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 it took effect on Jan. 1, 2012, kindergartens and childcare centers 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 the education and the care of young children into a single administrative system, putting into practice a child-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 "Preschool Educators' Act" 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 preschool educators.

Started in SY1968, Taiwan's nine-year Compulsory Education system is mandatory and free. Citizens from the age of six to 15 are legally required to receive education. It is divided into two stages — six years in elementary school and three in junior high school.

C Preschool and Compulsory Education Policies

In accordance with the "Measures to Counter the Falling Fertility Rate" approved by the Executive Yuan, strategies such as "increasing affordable childcare slots," "reducing educational expenses," and "providing childcare subsidies" are implemented to promote education and care for children under the age of six. These strategies are adjusted as needed to expand assistance. In 2024, these are included into President Lai Ching-te's "National Child Care Policy 2.0 for Ages 0-6," aimed at building an affordable, high-quality, and accessible childcare service system to create a friendly environment for child development. Responding to parents' calls for more slots at public preschools (public and nonprofit), the policy centers on increasing supply of public slots, and since 2017, 3,922 classes have been added, with approximately 267,000 public slots available in SY2025. Meanwhile, in SY2025, 2,096 private preschools have applied for quasi-public eligibility, providing over 253,000 slots, bringing the total number of affordable slots to over 520,000 between public and quasi-public preschools.

Furthermore, starting from August 2022, parents of children attending affordable preschools pay a maximum monthly fee of no more than NT$3,000, with additional discounts for second or subsequent children. Low- and middle-income families are exempt from fees. For parents taking care of their children or sending them to private preschools, they receive a monthly childcare subsidy or an NT$5,000 subsidy for children starting school at age 5, with additional subsidies for second or subsequent children. The enrollment rate for two-year-olds in SY2025 reached 64.1%, and the enrollment rate for children aged 3 to the age before entering primary school reached 93%, indicating a substantial reduction in parental burden and an increase in overall preschool enrollment rates.

To optimize the professional development mechanism for primary and junior high school teachers, enhance teacher instructional efficacy and effective student learning, continued subsidies are provided to local governments to construct comprehensive curriculum and teaching leadership mechanisms. Through long-term collaboration and the integration of

counseling systems from the central to local levels, various types of vertical and horizontal collaborative systems across districts and schools are strengthened to realize the spirit and substance of the curriculum guidelines, develop and implement distinctive school-wide flexible learning curricula, and promote diverse exploration and adaptive learning for students.

To implement the core vision of “seeing every child progress,” and with the goals of “immediately remediating learning gaps to ensure basic student academic proficiency” and “promoting effective student learning to develop diverse student abilities,” three initiatives have been further developed: “foundational instrumental subjects,” “student learning support,” and “teacher professional empowerment.” Through the transformation of teaching models, the vitalization of classroom formats, and the innovation of educational thinking, the educational quality of primary and junior high schools is being comprehensively elevated, aiming to lay a solid foundation for students to forge their futures and establish themselves in the world.

Additionally, to support disadvantaged students in attending school with peace of mind, continuous subsidies are provided for primary and junior high school collection and handling fees, including textbooks, parent association fees, and student group insurance premiums, while providing diverse assistance measures such as tuition and miscellaneous fee waivers, stipends, student loans, learning resource support, and educational savings accounts in order to safeguard students’ learning rights and bridge academic achievement gaps. Furthermore, to enhance teachers’ professional knowledge and skills, the primary and junior high school student learning refinement program is continuously promoted, encouraging teachers to innovate teaching methods and providing students with diversified adaptive learning and differentiated teaching resources to improve student learning outcomes, strengthen individualized measures for assisting disadvantaged students, and advance students' information literacy and operational capabilities.

To ensure every child can enjoy equitable and adaptive learning and development opportunities, and to realize educational equity and social justice, the President promulgated the “Act for Education Development of Schools in Remote Areas” on Dec. 6, 2017. Through measures such as stipulating retention periods for formal teachers, planning flexible substitute and specialized teaching systems, providing long-service bonuses for dedicated and enthusiastic teachers, supplementing appropriate teaching and counseling personnel, reducing schools’ administrative burdens, planning localized professional development opportunities required by teachers, and providing diverse learning resources for students and necessary facilities and equipment for schools, assistance is provided to resolve the operational difficulties of schools in remote areas, safeguard the educational rights of students in these schools, and enable their sustainable development.

In response to the establishment of the Ministry of Sports on Sept. 9, 2025, the MOE’s K-12 Education Administration simultaneously established the “Division of Physical and Health Education,” adding the “Physical Education Instruction Section” and “Physical Education Facilities Section.” In accordance with the Executive Yuan’s principles of division of labor, they continuously assist schools at the senior high school level and below in promoting physical education and the improvement of venues and facilities, implementing school-wide physical education curricula, and promoting the “Program for Establishing Solar Photovoltaic Courts in Schools” in line with the Executive Yuan’s green energy policy. As of the end of November 2025, construction has been completed at 510 schools. To enhance students’ swimming and self-rescue abilities, subsidies are provided to local governments and schools to offer swimming courses. In 2025, 2,703 schools and teacher empowerment programs in five counties and cities were subsidized, fully supporting schools in promoting swimming instruction.

Additionally, the Executive Yuan approved the “Program for Promoting Central Kitchens in Rural Schools” in 2021. Through the “Large Central Kitchens Supporting Smaller Schools” policy, an investment of NT$6.31 billion (2021-2023) was injected. Employing the four major strategies of “increasing ingredient subsidies,” “constructing central kitchens,” “establishing joint ingredient procurement alliances,” and “consolidating manpower and transportation,” the use of domestic local ingredients is encouraged, resolving issues such as excessively low ingredient budgets in rural schools and the difficulty of hiring professional kitchen staff. Furthermore, additional subsidies for meal costs are provided, enabling every student in a rural area and participating in this program to consume dishes valued at NT$62 per meal. Through the refinement of lunch menus, rich and diverse cuisine provides rural children with balanced, delicious, nutritious, healthy, and safe lunches. ■

K-12 Education Administration

Kaohsiung's Aozihdi Preschool Shows the Way for Families and Community

Interviewee: **Wu Pei-chin**
Principal of the Aozihdi Nonprofit Preschool

At Kaohsiung's Aozihdi nonprofit preschool, Principal Wu Pei-chin sees how Taiwan's push for public early childhood education is lifting burdens for families.

"It's not that parents do not want to spend time with their children," Wu says. "They simply do not have enough hours in the day."

Public preschools provide families with three main benefits: financial relief, peace of mind, and daily-life support, such as extended or temporary care. Wu notes that the true impact is seen in parents' relieved expressions as they leave, confident that their children are safe and well cared for.

Under public policy support, Aozihdi has a clear mission guided by four core values.

- Equality and respect: Every child is treated as unique, regardless of background or ability. Teachers are supported professionally, and parents' challenges are acknowledged, creating a stable and trusting learning environment.
- Community interaction: Beyond traditional festive activities, the school emphasizes meaningful connections between children, families, and the neighborhood, nurturing socially aware young citizens.
- Public-private collaboration: By partnering with government agencies and nonprofit organizations, Aozihdi ensures quality education through transparency, oversight, and open dialogue. Regular evaluations, reporting, and community engagement keep the programs accountable while adapting to family and child needs.
- Professional integration: Teachers, assistants, specialists, parents, and academic partners work together to support children, particularly those needing extra help. Resources are coordinated so children receive hands-on support while parents remain informed. This team-based approach ensures that no child falls through the cracks.

Wu emphasizes that the school's ultimate goal is holistic development. Children learn life skills, explore creatively, and develop problem-solving abilities.

Run in partnership with Shu-Te University, the curriculum balances professional early childhood education with a sense of local identity. Wu believes each preschool should "grow its own personality," drawing from community culture, parks, and humanistic character instead of following a generic model.

Children also engage in intergenerational learning with seniors. Through sharing life stories, experiencing daily skills, and spending time together, children learn respect, care, and gratitude, while seniors feel needed and appreciated — a process Wu describes as a "slow, deep learning journey where love flows through the community."

Cultural programs, such as performances by community seniors, bring local heritage into the classroom. Children participate both as audience members and performers, experiencing creativity while engaging with older generations.

Mobile libraries also visit the school, helping children build reading habits, imagination, and a sense of connection to public cultural resources.

Families are active participants in Aozihdi's educational ecosystem. They volunteer during community tours and school events, helping children feel safe while modeling engagement. Parent committees provide input on school operations and event planning, creating a bridge for ongoing dialogue.

Wu says that a nurturing environment depends on collaboration beyond the classroom. By involving families and community members, the school strengthens children's sense of security, belonging, and social awareness.

Wu says public policies have shown that raising children is no longer a burden for families alone, but a responsibility supported by society. "What we can do is translate that support into everyday practice: make systems clear and tuition reasonable, make professionalism visible and finances transparent, provide services that meet family needs, and keep education focused on the child."

With affordable tuition and priority access for disadvantaged families, economic constraints no longer prevent children from receiving quality early education. "When educational opportunity is not tied to family wealth, that's true equity," Wu notes. ■

Senior High School Education

Senior high 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 high schools in Taiwan include “general senior high schools,” “vocational senior high schools,” “comprehensive senior high schools,” and “specialized senior high schools.”

Students who graduate from junior high school or have an equivalent education level can get into senior high schools through open admission and specialty enrollment. 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 and applies to citizens aged six to 15. National Education is universal, compulsory, free of charge, government-run in principle, school district-based, with open admission and single-type schools that offer general education. The second phase is the 3-year Senior High School Education, which his based on the Senior High School Education Act and applies to citizens aged 15 years or above. Senior High School Education is universal, voluntary, free of charge, government- and private-run, with generally open admission and various types of schools that offer general and vocational education. This chapter focuses on Senior High School Education.

A Supportive Measures for the Curriculum Guidelines of 12-Year Basic Education at the Senior High School Education Level

1 Legal Training and Education Policy Promotion

A. The curriculum guidelines have been implemented since SY2019, with the continuous collection of opinions from various sectors. The guidelines will be regularly reviewed to better reflect the needs of teaching practices.

B. In response to the trend of digital learning, a total of 102 senior high schools have been enrolled in a program to promote digital literacy and knowledge of technology-related subjects in SY2025, assisting teachers in integrating digital tools into teaching practices and implementing the curriculum.

2 Course and Teaching Improvement

A. Through the Senior and Vocational High School Enhancement Aid Program, schools are provided with additional resources to encourage the establishment of professional teacher communities, enhance teachers’ digital teaching expertise and capabilities, foster students’ core competencies and self-directed learning abilities, and implement the spirit of the new curriculum.

B. Through the promotion of junior high and high school curriculum “work circles” and cluster-based program centers, subsidies are provided to local governments to implement curriculum and teaching skill improvement plans. Organizations are established to develop teaching materials for the promotion of the curriculum, and professional teacher development communities are continuously organized nationwide. A mechanism is promoted for cross-regional expertise sharing in teaching plan preparation. This allows for better curriculum facilitation led by research and seed teachers.

3 Teacher Staffing and Capacity Building

A. The MOE continues to replenish the number of teachers to promote the 2019 curriculum guidelines so schools have enough teachers with specific expertise.

B. According to the “Senior High School Organization and Staffing Standards,” the MOE approves the adequate number of faculty members and encourages schools to actively and flexibly recruit teachers according to actual needs. To enhance course quality and provide students

with adaptive education measures and diverse learning opportunities, the MOE also subsidizes schools in remote areas for recruiting substitute teachers and administrative staff members, having teachers elsewhere review elective courses, and other purposes.

4 Facilities and Infrastructure

A. In accordance with the implementation of the 2019 curriculum, schools are subsidized for general subjects, professional subject groups, and internships based on the equipment standards set for senior high schools and the "Directions Governing MOE K-12 Education Administration Subsidies for Senior High Schools to Improve Educational and Practical Training Facilities and Equipment."

B. Through the "Improvement of Taiwan Academic Network in Senior High Schools Program" and "Implementation Plan for Strengthening Digital Teaching and Learning Information Application Environment" under the umbrella of the Forward-Looking Infrastructure Development Program's Digital Infrastructure plan, campus network facilities have been improved, and bandwidth has been upgraded to 300Mbps. Schools were subsidized to update information equipment for teaching and learning devices accordingly.

B Promotion of the Senior and Vocational High School Enhancement Guidance Program

1 Through the "Directions Governing MOE K-12 Education Administration Subsidies for Expenses Arising from the Equal Access to Adaptive Education and Community Education Resources for Senior High Schools Implementation Plan," the MOE connects universities within communities and junior high school education resources to form adaptive learning communities designed around geographical locations, social circles, and ease of commute. This creates an environment for adaptive learning to offer students diverse and ample learning opportunities, bridging the gap between urban and rural education. Additionally, the MOE promotes "academic exploration" and "career exploration" courses and activities to provide adaptive learning opportunities for senior and vocational high school students within communities, thus achieving adaptive development goals.

2 The Senior and Vocational High School Enhancement Aid Program, by providing resources, creates counseling and professional growth mechanisms to stimulate members' potential as well as enhance schools' overall performance and strength development. This way, students may enroll in schools close to home, develop within adaptive courses with less pressure on academic advancement, and increase competency, helping steadily develop 12-Year Basic Education.

3 The Vocational High School Enhancement Support Program helps technical high schools adopt the 2019 curriculum guidelines and continue improving existing education resources. It guides schools in examining and expanding course analyses and achieving transformation and innovation in course implementation, thus improving the quality of schools' services, teaching, and student learning and attaining the technical and vocational education goal of practicality.

C Science Education and Science Talent

1 Organizing and Participating in Domestic and International Mathematics and Science Competitions

A. Organizing national senior high 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 high schools.

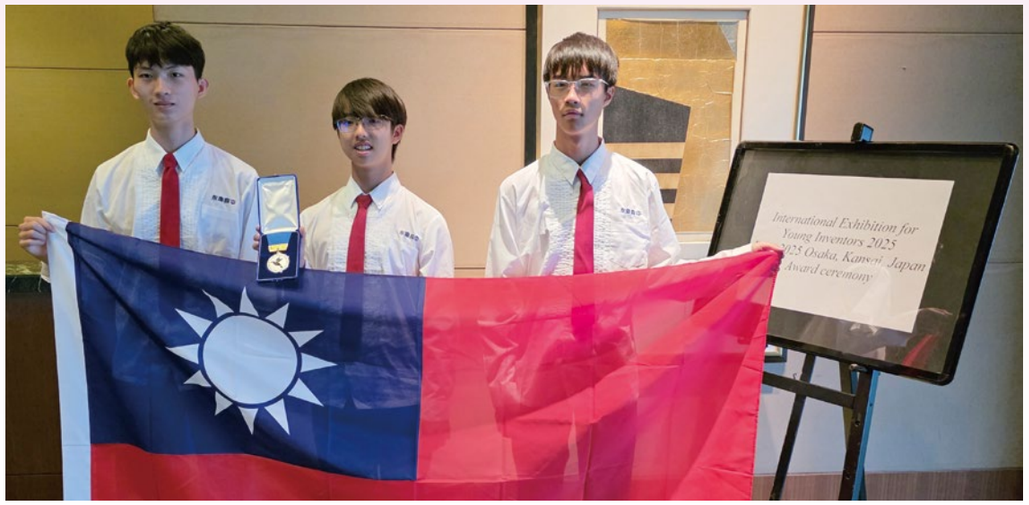
B. Training and preparing students to participate in international Math and Science and in the Regeneron International Science and Engineering Fair. Establishing an incentive system.

2 Subsidizing "Science Education Projects for Elementary and Junior High Schools"

For their efforts in science education research, promotion, training, and extracurricular assistance.

3 "Projects of Scientific Research Training for Senior High 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 High Schools

Implementation of Science Programs in Senior High Schools: Senior high schools offer specialized science programs designed to support the development of gifted students with strong scientific potential. Providing opportunities for outstanding students with scientific potential to develop according to their aptitudes. Ultimately, the goal is for students to not only develop scientific expertise but also humanism, and become high-quality workers in science who help our country enhance national competitiveness.

5 Planning Science Education Tours for Girls' Schools and Students

Outstanding, young female science award winners are invited to high schools to speak to the students to spark student 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.

D Implementing the 2019 Curriculum by Assisting the Promotion of Second Foreign Language Education

1. Subsidizing senior high schools to offer elective courses in second languages and cover student registration fees for language proficiency tests . Additionally, subsidies are provided to colleges and universities to establish preparatory courses for university-level second language programs, creating an environment conducive to language learning.
2. Signing the "Convention portant sur le DELF scolaire" with the Bureau français de Taipei and Alliance française to provide French language proficiency tests specific to junior and senior high school students. ■

K-12 Education Administration

Taiwan Advances Emerging Tech Education in Senior High Schools

Interviewee: **Chen Chun-yu**
Associate Professor in the Department of Industrial Technology Education, National Kaohsiung Normal University

The Ministry of Education is continuing its "Emerging Technology Education and Distance Learning Demonstration Service Program," aimed at enhancing technology learning and strengthening the integration of emerging technologies such as AI, virtual and augmented reality (VR/AR), and robotics in secondary education. The initiative also expands access to technology courses through remote learning.

Curriculum Development and Cross-School Cooperation

A key goal of the program is to help schools develop technology-related curricula that emphasize practical application. The ministry supports participating schools in forming alliances to share teaching resources and experiences.

The ministry has organized training sessions to enhance teachers' abilities to teach technologies, while also stressing the importance of expanding digital course offerings and increasing access to technology education for students in rural areas.

Chen Chun-yu, an associate professor in the Department of Industrial Technology Education at National Kaohsiung Normal University, said that the alliance helps fill knowledge gaps through systematic curricula and cross-school collaboration while responding to technology trends and industry demand.

Courses Covering Advanced Technologies

The program has developed courses across various fields, including AI and automation, communications and network technology, new materials, smart manufacturing, sustainable energy, biotechnology and healthcare innovation, smart cities, cybersecurity, space, and ocean technology.

Chen said the courses, jointly developed by teachers based on each school's strengths and student needs, can be self-directed learning courses or take place through remote instruction.

She added the program regularly evaluates student learning outcomes and adjusts course content to improve learning effectiveness.

Promoting Emerging Technology Education through Remote Learning

Under the initiative, lead schools develop teaching materials and demonstration courses on technology topics and share instructional practices with partner schools. Each alliance is encouraged to collaborate with at least one rural school to offer remote courses. Participating schools have also held camps and hands-on activities to spark student interest in technology in rural areas.

The program has also set up a platform that publishes course materials and teaching resources in compliance with cybersecurity regulations, allowing teachers across Taiwan to access updated instructional content.

Last year, 31 rural or underserved schools took part in courses offered through the program. Among them, 21 partner schools received ministry funding for teacher training workshops and technology courses.

Teacher Training and Ongoing Challenges

The program supports teachers through training activities, collaborative lesson planning, classroom observations, teaching exhibitions, and consultation services, helping teachers stay up to date with technology trends and curriculum design.

Last year, the program held two tech seminars with 226 participants and eight curriculum design workshops focused on teaching and assessment strategies. It also arranges industry visits, so teachers can get access to advanced technology equipment and learn about industry developments.

In addition, experts conduct site visits and offer online consultations to help alliance schools address challenges in course design and technology applications.

Challenges remain in coordinating cooperation among participating schools. She added that teachers also need to keep their knowledge updated as technologies rapidly evolve.

Learning Outcomes for Students

Through courses on AI, the Internet of Things (IoT), Robotics, and VR/AR, the program helps students build technological foundations and apply them in practical contexts. Course evaluations show that more than 96% of participating students have developed a basic understanding of AI, IoT, and VR/AR, and have begun using these technologies.

At Taipei Municipal Yongchun Senior High School, some students have used AI tools to conduct quantum simulations and design VR scenes. About 80% of participating students at National Hsinchu Senior Industrial Vocational School have a basic understanding of IoT components and device controls, while many students at Our Lady of Providence High School in New Taipei can write mechatronics integration programs.

At Taipei Municipal Zhongshan Girls High School, the course begins with students studying the trees on campus and reflecting on the environment. They are then guided to combine 3D modeling and AR technology to create their vision of an ideal campus.

At Saint Peter Senior High School in Hsinchu, students completed a smart home monitoring project, combining physics and math with mechanical design, VR scenes, and smart device development.

Surveys conducted by the program show that more than 96% of students reported increased interest in technology-related fields. The initiative has also helped students earn certifications and win awards in national AI application competitions.

The program promotes emerging technology education through teaching workshops, student competitions, hands-on events, and self-directed learning. It also helps students explore technology-related knowledge and apply it to real-world situations. ■

Technical and Vocational Education

A 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 science and technology universities as well as technology colleges and junior colleges. Municipality education departments are responsible for supervising technical and vocational educational affairs in secondary schools. The MOE's K-12 Education Administration supervises national senior high schools, affiliated junior high schools, and private senior high schools outside of the municipalities. County and city education departments are in charge of supervising the vocational education affairs of county or city senior high schools and the technology education affairs of junior high schools in their jurisdiction.

Technical and vocational education is provided in both secondary and higher education. At the secondary level, besides technical and

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

B Technical and Vocational Education Development

1 Secondary Education

A. Characteristics:

1. Complete structure and system.
2. Students studying in private schools outnumber those in public schools.
3. Adaptive school system and subject courses.
4. Job-oriented courses with hands-on training.

B. Key points to be strengthened:

1. Suitable concern for disadvantaged students.
2. Open admission and specialty enrollment.
3. Actively improve the quality of teaching.
4. Promote industry-academia collaboration.
5. Cultivate talent with high technical quality.
6. Stress creative research and development of industry-academia cooperation.

2 Industry-Academia Cooperation Program 2.0

To combine technical and vocational education's academic advancement and employment channels, the MOE works with the Ministry of Labor and Ministry of Economic Affairs to expand and promote the "Industry-Academia Cooperation Program 2.0." The program has technical and vocational high schools, technical colleges, and enterprises work together, consolidating rewards and resources while providing incentives such as funding and student scholarships and stipends to encourage technical and vocational high school students to enroll in technical colleges and to be employed in Taiwan, achieving the goal of having enterprises and schools cultivate talents.

3 Vocational Senior High Schools and Universities of Science and Technology Cooperation 3+2 New Junior College Courses

Promoting "Vocational Senior High Schools and Universities of Science and Technology Cooperation 3+2 New Junior College Courses" to attract junior high school graduates to choose technical and vocational education according to their aptitudes, courses are jointly planned by vocational senior high schools and universities of science and technology. At the vocational senior high school level, the foundation of professional competence is established, while at the junior college level, practical skills and advanced abilities are further strengthened. Industry job opportunities can also be matched, fostering the practical knowledge required by industries and equipping students with immediate employability.

4 Higher Technical and Vocational Education

A. 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 at 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. Practicality and usefulness of schooling: technical and vocational education give the most weight to practical knowledge. There are multiple means of admission, such as special achievement-based admission, and recommendation and screening-based admission, which encourage talented students with technical superiority to continue their studies.
5. Outstanding performance in international competitions: a characteristic of technical and vocational education is “learning from doing.” Hands-on practice enables students to accumulate experience, as theory and practice are equally important.

B. Key points to be strengthened:

1. Care of disadvantaged students.
2. Admission quota control and multichannel admission.
3. Actively raise teaching quality.
4. Launch technical and vocational school evaluations.
5. Cultivate talent with high technical ability.
6. Stress the creative research and development of industry-academia cooperation.
7. Promote the “Sustained Progress and Rise of Universities in Taiwan” and develop diverse characteristics of schools.
8. Encourage universities to implement their social responsibility decisions.
9. Improve facilities and equipment in practical training worksites.
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 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 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 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. This type of learning integrates the resources of business and strengthens the concept of businesses and schools nurturing talent. They can organize technical and vocational education together to make students understand what practical abilities are necessary, and they will supply 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 talent needed, which will in turn invigorate local industry development.

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 domain of domestic technical and vocational schools to accompany the country’s development in order to cultivate the necessary talent. ■

Technical and Vocational Education in Taiwan Republic of China

Yunlin's Pilgrimage Corridor Connects Temples, Culture, and Community

Interviewee: **Hwang Shyh-huei**
Vice President of National Yunlin University of Science and Technology

Yunlin County is a region deeply rooted in Taiwan's folk religious culture and is home to Beigang Chao-Tian Temple, whose origins date back to the early years of the Qing Dynasty (1644-1912).

Drawing on the county's rich history, National Yunlin University of Science and Technology developed the Yunlin Pilgrimage Corridor project. The corridor stretches from Beigang Township in the south to Xiluo Township in the north, representing key stops along the routes of the Dajia and Baishatun Mazu pilgrimages.

The project aims to promote immersive tourism by combining pilgrimage routes with cultural storytelling. While inspired by famous pilgrimage routes such as Japan's Shikoku Pilgrimage and Spain's Camino de Santiago, the Yunlin project focuses on local culture and traditions.

Leader of the project, National Yunlin University of Science and Technology Vice President and Professor Hwang Shyh-huei, says the corridor seeks to foster deeper engagement with folk religion beyond major festivals. He hopes visitors can gain a richer understanding of local culture while also finding opportunities for self-reflection.

Ultimately, he hopes people will appreciate and pass on Taiwan's folk religious traditions to future generations. According to Hwang, the key difference between the Yunlin Pilgrimage Corridor and conventional tourism is its cultural depth. Rather than highlighting isolated attractions, the project weaves multiple cultural sites into a network connecting communities across the county.

The project is a collaboration between the university and local groups, including schools, temples, workshops, and community organizations. Their work ranges from field investigations and documentation to publishing research findings.

Hwang notes that the university tailors the project's outputs to the needs of each participating group. A key step in the process is assessing community needs through interviews and workshops.

For temples, Hwang explains, the main goal is often to gain greater recognition for their intangible cultural heritage and pass these traditions to future generations. For elementary and middle schools, the focus is on fostering a more positive understanding of folk religion among the youth. Other community groups often emphasize local revitalization by promoting temple-related culture.

Beyond its impact on local communities, Hwang has also observed changes in students' attitudes toward folk religion after participating in the project. Many students — whether postgraduate, university, middle school, or elementary level — initially have a limited understanding of Taiwan's folk religious traditions.

Through hands-on activities such as researching community and temple resources, designing promotional materials, building websites, and creating interactive installations or applications, students gradually develop a deeper appreciation.

Hwang notes that although students are familiar with temples as physical spaces, they rarely have the opportunity to explore the traditions behind them. The project allows them to immerse themselves in local communities and reflect on the meaning of these practices.

Students who participated in Beigang's "yige" float parade, where participants dress as characters from traditional folklore and distribute candy to the public, recall the experience fondly. One student, who dressed as the god Mazu's maid, says she continued dreaming about the parade months afterward. She notes that despite being from Xiamen, she was able to fully immerse herself in Yunlin's culture through the experience.

Historically, temples in Taiwan served functions beyond religious worship. They were central hubs for local politics, culture, and more.

In many ways, temples function like living folk museums, offering glimpses into the everyday lives of Taiwanese communities in earlier times.

The temples themselves can also be seen as art museums, showcasing traditional decorative techniques such as cut-and-paste ceramics, Koji pottery, and murals.

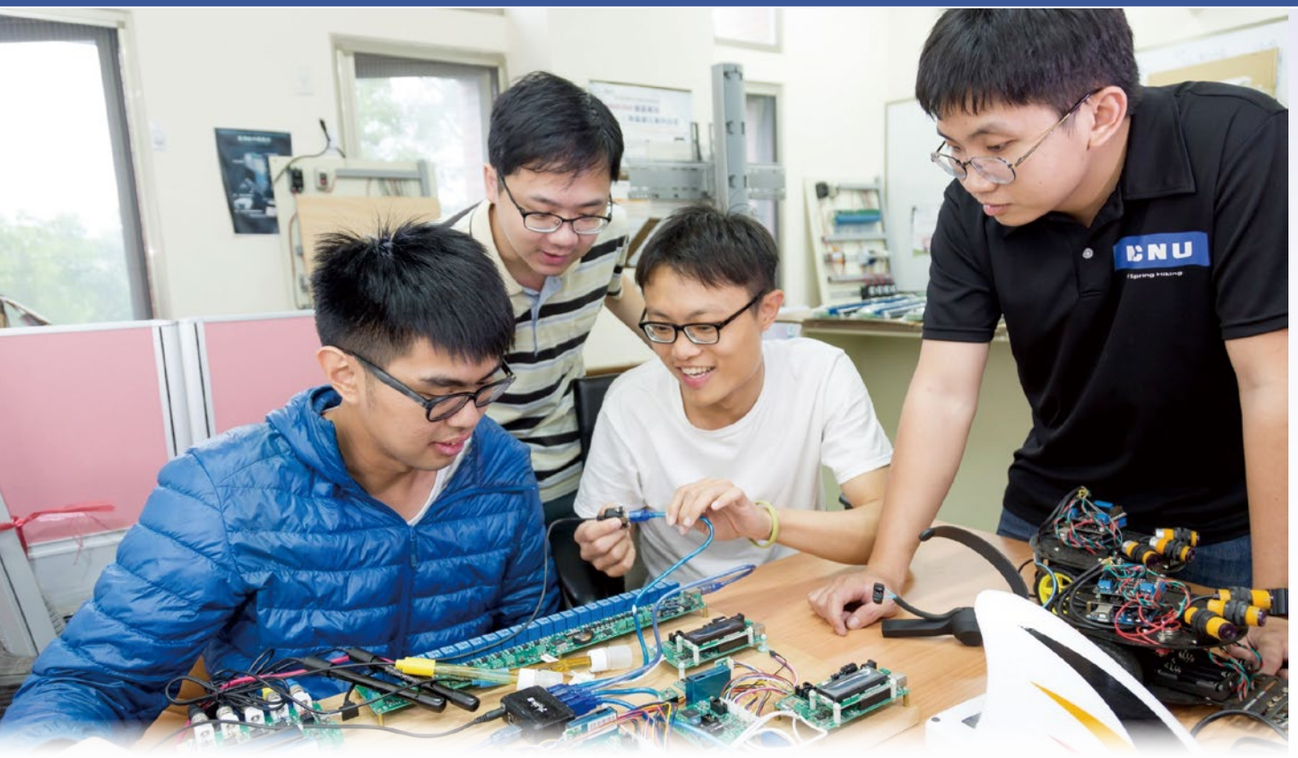
Taiwan's multicultural history can also be seen inside Beigang Chao-Tian Temple. The temple houses a plaque bestowed by the Qing Dynasty Guangxu Emperor and a statue of the Buddhist goddess Guanyin, brought to Taiwan from Japan's sacred Buddhist site Mount Koya during the period of Japanese rule (1895-1945).

To present traditional culture to the internet generation, the Yunlin Pilgrimage Corridor project also incorporates interactive technologies, smart devices, and digital tour guides. Hwang believes technology not only improves accessibility and visibility but also offers new ways to present traditional culture.

Hwang highlights an interactive tour guide system developed by Professor Wang Chao-ming for Xiluo Fusing Temple. According to Hwang, the system makes learning about temple culture easier for students. The use of augmented reality can further enhance visitors' immersion, allowing them to experience historic photographs or virtually witness the bustling atmosphere of Beigang during Mazu's birthday celebrations.

The Yunlin Pilgrimage Corridor remains in development. Hwang comments that university teams are still researching local folk religion and culture in Beigang and Xiluo.

The next phase may involve developing pilgrimage routes connecting the two townships with local communities. Hwang says that for residents, the project promotes learning, understanding, and preservation of folk religious traditions. For visitors, the corridor offers a unique form of tourism that encourages reflection and cultural discovery. ■



Higher Education

A 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 include two-year junior colleges, five-year junior colleges, and universities.

Like most countries, the study period is four years for an undergraduate degree, with an additional six months to two years for internships based on actual needs; 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 higher education led to a rapid increase in the number of universities, colleges and students, although they have leveled off in recent decades. In SY2024, there were 140 universities, colleges and junior colleges, totaling 1,074,365 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 changes and the newly implemented evaluation system. Currently, PhD degree holders account for over 80% of faculty in universities.

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

27 of Taiwan's universities were listed in the Quacquarelli Symonds (QS) World University Rankings 2025, with 8 listed among the top 500. Times Higher Education (THE) Ranking 2024 listed 47 universities in Taiwan, with seven universities ranking in top 500 in the past five years. According to the Essential Science Indicators (ESI) rankings in 2024, 55 universities in Taiwan entered the list of the world's top 1% of institutions (accounting for 34.59% of universities and colleges in Taiwan), spanning 20 research areas, which demonstrates that higher education in Taiwan is world-class.

To spur universities to develop individual characteristics, the MOE has promoted diversity and flexibility in higher education. Universities must cultivate, retain, and recruit top talent. Our international competitiveness will be increased by improving higher education quality and diversifying 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 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$97 billion over five years in the second phase (2023-2027) 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 Plan to Improve the Remuneration of Research and Teaching Staff, an Incentive for top Talent

The three initiatives include the "Yushan Fellow Program," the "Flexible Salary Program," and the "15% Research Pay Raise for Full-time Faculty." These programs offer globally competitive salaries designed to attract top-tier international and domestic talent. The ultimate goal is to root world-class academic and industrial capabilities in Taiwan, while nurturing the scholars who will become the mainstays of our higher education system.

3 Industry-Academia Collaboration, Better R&D Abilities

To promote the Innovation Act for Industry-Academia Collaboration and Talent Cultivation in National Key Fields. With the encouragement of industry-government-university cooperation, industries and universities will be able to collaborate and cultivate talent more orderly and effectively, including high-level scientific and technological talents in Taiwan's critical sectors. Thirteen research institutes in eleven universities have been approved, spanning disciplines including semiconductors, smart machinery, artificial intelligence, circular economy, finance, international communication, politics and economics, smart robotics, and so on. "The Featured Areas Research Center Program" will continuously strengthen universities' research momentum, cultivate world-class talents in key fields, solve social issues, and enhance our academic reputation on the world stage. Additionally, a "Ph. D. Scholarship Program" is planned, incorporating resources from the industry and academia to incentivize the pursuit of doctoral studies through quota and additional subsidies. It is expected to subsidize 1,200 students in 2024, with annual increases reaching 3,600 students by 2027.

4 An Environment for Global Exchanges and Global Talent

Implementing the "Program on Bilingual Education for Students in College" to promote bilingual education in higher education from various aspects, including students, teachers, courses, and campus, enhancing students' English proficiency and universities' international competitiveness. This project is in line

with the New Southbound Project and will strengthen collaboration and exchanges with the ASEAN and South Asian countries. Student exchange programs and short-term visits between countries are encouraged, increasing international talent exchanges. Additionally, the "Project for Expanding Recruitment of Overseas Chinese, Hong Kong, Macao, and Foreign Students in Key Industry Sectors," strengthens Mandarin proficiency of overseas Chinese and foreign students alongside school counseling mechanisms through enrollment in key industry departments and institutes and the establishment of International Foundation Programs, promoting outstanding talent remaining in Taiwan for study and employment. Furthermore, the "Plan to Encourage International Students to Come to Taiwan and Stay in Taiwan" will be rolled out by establishing overseas bases in the U.S. and Europe as well as New Southbound countries. Domestic universities and enterprises will work jointly to attract overseas students through INTENSE programs. Incentives such as the scholarship grants provided by the National Development Fund and the living/internship allowances provided by enterprises are offered to lure outstanding international students, to better meet private sector talent needs.

5 Better Enrollment and Diversity Cultivation

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 considers the student's course-taking history. In addition to entrance exam results, more emphasis will be placed on course selection and extracurricular activities. The MOE has established a database of high school learning paths, promoted specialized university enrollment, and subsidized the College Entrance Examination Center to establish a new problem database and develop a new integrated exam tool. The purpose is to make high school education more relevant to university enrollment.

6 Enhancing Hardware and Software Infrastructure, Fulfilling Social Responsibility, and Facing International Competition

The MOE has secured funding for public construction projects, subsidizing development plans for seven new medical institutions. The ministry also works to cultivate outstanding talents for innovative research, incorporate industrial resources to promote holistic healthcare, improve medical environments in rural areas, and enhance the capacity and quality of emergency and critical care in local communities. To adapt to the digital era, the MOE is promoting the digitization and verification of academic credentials. This initiative will facilitate students' pursuit of overseas studies and employment, aiding diplomatic missions in their promotional efforts amidst competitive environments.

D Future Prospects

In the spirit of "connecting with local and global communities and creating a better future," the MOE strives to fulfill the following objectives: innovation in teaching methods, enhanced connectivity with the public, enhanced industry-academia collaboration, and social responsibility. Higher education institutions are encouraged to develop their own strengths and innovative teaching methods so as to follow the latest social trends and meet industrial needs. The methods emphasize the spirit of learning by doing, cultivating students' abilities in problem-solving, systemic thinking, and collaboration, while ensuring that the allocation of higher education funds more broadly addresses the learning needs of each student, creating value in higher education, and fostering innovation. 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

From Language Anxiety to Learning Confidence: Language Scaffolding and AI in EMI Chemistry Teaching

Interviewee: **Yu Shu-chun**
Associate Professor at the Department of Chemistry and Biochemistry, National Chung Cheng University

For more than a decade, Associate Professor Yu Shu-Chun from the Department of Chemistry and Biochemistry at National Chung Cheng University has been teaching courses through EMI (English as a Medium of Instruction). Over the years, she has observed that the most meaningful change EMI brings to students is not simply improved English ability, but a transformation in their learning mindset—from language anxiety to learning confidence, and from passive listening to active exploration.

Yu recalls that many first-year science students initially feel uneasy about taking courses entirely in English. At the start of one semester, a student told her, “My English is too poor for science.” For Yu, this remark reflects a common challenge: students are not resistant to chemistry itself but feel blocked by the language barrier.

To help students overcome this obstacle, Yu developed three key language-scaffolding strategies. The first is a structured introduction to chemical terminology. Each semester she provides students with a list of more than 320 core terms and reviews their pronunciation and definitions before each chapter.

The second strategy focuses on training students to read mathematical expressions in English, including logarithms, summations, integrals, and scientific constants such as the Planck Constant.

The third strategy introduces AI prompt engineering. Students learn how to use generative AI to ask questions, summarize scientific concepts, and reflect on their understanding in English. Rather than treating AI as a tool for producing quick answers, Yu encourages students to view it as a “learning partner” or even an “instant teaching assistant.”

These strategies have produced encouraging results. According to a teaching effectiveness survey conducted in the 2024 academic year, 96.7% of students reported improvement in English listening skills, while 71% believed their overall English ability had improved. The most noticeable growth occurred in AI literacy and application skills, which increased by +0.44 on a five-point Likert Scale. Students frequently mentioned that AI-assisted learning allowed them to practice repeatedly and receive immediate feedback, which helped them gain confidence in using English.

The shift in confidence is also visible in students’ individual learning journeys. One student who initially doubted their ability to study science in English gradually built confidence through vocabulary preparation, group discussions, and structured sentence support. By the end of the semester, the student was able to say proudly, “I can summarize this topic. I understand the concept now.”

Beyond its impact on students, EMI has also transformed Yu’s own teaching philosophy. She describes a shift from being primarily a “knowledge transmitter” to becoming a “learning designer.” In the past, preparing a course meant focusing on the accuracy and logical organization of disciplinary content. EMI, however, prompted her to ask a more fundamental question: if language becomes a barrier, how can teaching be redesigned so that learning can still occur effectively?

To address this challenge, Yu developed a modular teaching approach that integrates language support directly into the learning process. Before class, students receive vocabulary lists and lecture notes to familiarize themselves with key concepts.

During class, she incorporates interactive strategies such as Think-Pair-Share discussions, clicker questions, and group presentations. Sentence templates are provided to reduce anxiety about speaking English and help students organize their ideas clearly. After class, lecture recordings are uploaded online so students can revisit complex material and review the language used in the explanations.

Importantly, Yu insists that EMI should never dilute academic rigor. “In chemistry, disciplinary depth is essential,” she explains. “Language is the tool for communicating knowledge, not a reason to simplify it.” Instead of reducing course difficulty, she strengthens the support systems that allow students to learn complex content successfully.

Her approach includes diagnostic assessments at the beginning of each semester to identify knowledge gaps among students. Based on these results, she focuses on several key bridging topics, including quantum models and atomic spectra, chemical equilibrium, thermodynamics and free energy, and electrochemistry.

In addition to conceptual instruction, she provides language support such as terminology previews, mathematical English training, sentence templates, and recorded lectures. For example, students learn how to read equations aloud in English—such as the Arrhenius Equation—so that unfamiliar mathematical expressions do not become obstacles to understanding.

Assessment methods are also carefully designed to evaluate both disciplinary knowledge and communication ability. Written examinations account for 65% of the final grade to ensure mastery of core concepts, AI-assisted assignments make up 20%, and English oral presentations account for the remaining 15%. This structure encourages students to develop professional knowledge, language skills, and critical thinking at the same time.

The outcomes suggest that the approach is effective. In the 2024 academic year, the pass rate for General Chemistry II reached 85%, demonstrating that students can maintain strong academic performance even in an EMI learning environment. For Yu, these results reinforce an important principle: the goal of EMI is not to reduce academic depth, but to expand the support systems that enable students to succeed.

Looking ahead, Yu hopes EMI will evolve from a policy initiative into a long-term foundation for internationalized higher education in Taiwan. She believes EMI classrooms can serve as bridges connecting students to global academic communities, while also encouraging innovation in teaching practices.

At the same time, EMI provides an ideal platform for integrating disciplinary knowledge, language ability, and digital literacy—three competencies increasingly essential in today’s interconnected world. “EMI classrooms give students the opportunity to develop them together and prepare for a truly global stage,” Yu says. ■

Lifelong Education

In the age of the knowledge economy, lifelong learning is the key to enhancing civic quality and strengthening national competitiveness. In accordance with the "Lifelong Learning Act," communities or townships are utilized as units that drive a culture of learning and reading while, in preparation for the advent of a super-aged society, various resources of lifelong learning institutions are actively consolidated, community colleges steadily developed, local lifelong learning systems constructed, family education functions reinforced, and the service quality of social education institutions and libraries enhanced to provide the following lifelong education channels and opportunities.

A Community Colleges: Subsidies and Incentives

The Community College Development Act took effect on June 13, 2018. Community Colleges are lifelong education institutions that enhance citizens' civil literacy and ability to participate in public affairs, help promote local public affairs, strengthen people's sense of local identity and regional vitalization, cultivate local talents, develop local culture and knowledge, as well as stimulate communities' sustainable development. There are 90 community colleges in Taiwan, with approximately 400,000 enrollments in recent years. The MOE audits subsidies and incentives, inspects, and guides community colleges to ensure the effectiveness of programs and steady development.

B Establishing a Resource Platform and Pilot the Lifelong Learning Voucher Program

To consolidate and categorize lifelong education resources and facilitate resource searches across all sectors, the MOE established the "Lifelong Learning Resource Platform," launched in May 2025, to serve as a national lifelong learning portal in response to the challenges posed by population aging and technological changes. This realizes the vision of "learning regardless of age, knowledge without borders." The platform interfaces with government lifelong learning resources, providing course information and personal learning record services (e.g. myData). To satisfy the learning needs of citizens at various stages of life, the MOE initiated the pilot "Lifelong Learning Voucher" program in June 2025, offering "Lifelong Learning Vouchers" and "Five-Museum Passes," with enthusiastic public participation. Evaluations indicate that the program content will be refined and continually implemented in the future.

C Lifelong Learning for Senior Citizens

By 2025, the number of people aged 65 years or above will account for 20% of the population, making Taiwan a "hyper-ageing society." To ensure a learning system is in place for senior citizens, starting in 2025, the MOE plans to promote the "Phase Three Senior Citizen Education Medium Term Development Project" (2025-2028), continuously integrating relevant governmental and private resources and promoting elder learning activities. As such, 368 lifelong learning centers have been established in townships, cities, and districts nationwide, with expansions to 3,232 community, borough, and village locations, reaching deep into neighborhoods to provide courses adapted to aging and local characteristics. By 2025, the number of learners had exceeded 3 million. Collaborations with 76 domestic colleges and universities have been approved to administer lifelong learning universities, bringing elders onto campuses and promoting intergenerational learning; subsidies are provided to "senior self-directed learning group leaders" trained by the MOE to form 281 learning groups, driving learning for elders and their families in areas with limited transportation or on urban fringes. The digital optimization and innovation program for lifelong learning is promoted to establish and refine digital learning courses and environments suitable for elders. To provide middle-aged and older populations with formal and systematic learning channels to proactively respond to a super-aged society, the Third Act University pilot program is promoted; for SY2025, 38 schools and 103 credit programs were approved, with 58 classes formed across 27 schools, admitting 1,204 individuals.

D Family Education

The Family Education Act and the third phase of the Mid-term Development Plan for Promoting Family Education (2022-2026) outline four primary policy objectives: increasing the number of family education professionals, strengthening the integration of public and private sector resources, enhancing public knowledge and skills in family relationship and resource management, and coordinating government efforts across all levels to prevent family problems through educational measures.

E Innovative Social Education Institutions and Libraries

1. The “Implementation of Technological Inclusion and Sustainable Happiness Society - Technology Innovation Services for National Social Education Institutions (2025-2028)” promotes the integration of digital technology applications into national social education institutions, with a focus on the United Nations’ 2030 Sustainable Development Goals, in order to create an inclusive and sustainable technological society. In 2025, 10 national social education institutions were subsidized to implement 13 programs.
2. Science museums under the MOE will serve as future national bases of learning. Since 2020, the five museums under the MOE began holding the “Taiwan Science Festival” yearly by integrating public and private resources for popular science education. The festival aims to expand the possibilities of science learning, encourage scientific thinking in everyday life, and enhance overall scientific literacy.
3. To align with “Taiwan's Pathway to Net-Zero Emissions in 2050” and the 2040 milestone of upgrading 50% of existing buildings to Building Energy Efficiency Level 1 or near-zero carbon buildings, the MOE has been promoting the “Net-Zero Transition Project for National Social Education Institutions” since 2025, completing energy efficiency assessments for existing buildings and implementing improvements to energy-saving facilities and equipment in order to establish national social education institutions as demonstration sites for the net-zero transition.
4. The “Southern Branch of the National Central Library and National Repository Library Construction Project (2018-2026)” and the “Plan to Construct a Cooperative and Shared Library System (2019-2026)”, and the “Big Maker Project for Establishing Technological Application and Innovation Experimental Environments and Enhancing Services in National wide Public Libraries (2025-2028)” facilitate the sustainable development of libraries and provide high-quality learning environments.
5. Launched in 2013 as a multifaceted outdoor reading event beyond the library, the Taiwan Reading Festival aims to take reading outdoors, enabling more of the public to freely participate in the activities. The event connects with over 130 organizations, including libraries at all levels, museums, publishers, bookstores, and reading groups, setting up more than 170 diverse and enriching booths, and has become an annual major reading event.

F 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 become full-time students, and there is no limit on the length of their study. When they gain 128 credits, they are awarded a bachelor’s degree; when they gain 80 credits, they are awarded an associate degree. There were 26,059 students in open universities in SY2024 (16,061 at the National Open University and 9,998 at the Open University of Kaohsiung). To incentivize national participation and promote the connection between formal and non-formal education, the MOE began developing non-formal education curriculum certification in 2006, promoting a learning achievement certification system and encouraging lifelong learning institutions to offer integrated courses, and has added digital curriculum certification since 2017, providing the public with more diverse choices.

G 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 cram school management and guidance.

H National Language Education

1. The MOE has defined the phonetics and fonts of national languages in Taiwan and, through the “Committee for the Promotion of National Language Education,” actively discusses with other government agencies how to preserve national languages, reward language use, and organize promotion activities. Relevant teaching resources will continuously be established and enhanced.
2. With the implementation of the “Development of National Languages Act” and “National Languages Development Plan,” the transmission, revival, and development of 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 Taigi Language Proficiency Certificate Examinations, national language contests, creative innovation incentives, learning websites, and the corpus of local 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 “Phase 2 Special Education Medium-term Plan” (SY2023-2027) passed on Aug. 1, 2023, is based on inclusion and nurture by nature. Additionally, the Special Education Act amended in 2023 introduced the spirit of the International Bill of Human Rights. Taiwan promotes inclusive education and the least restrictive environments while offering full support services under the concept of special education. The key points of the revised law include:

1. The personality and rights of students and preschoolers receiving special education should be respected and protected.
2. There shall be no discrimination in the treatment of students and preschoolers in special education in terms of the rights to learn and participate in educational activities.
3. Special education and related services and facilities shall conform to the principles of universal design, reasonable accommodation, and accessibility.
4. Students and preschoolers in special education have the right to express their views.
5. Promoting inclusive education to enhance learning support.
6. Enhancing teacher training and curriculum planning.
7. Providing information with regard to education and counseling.
8. Strengthening the special education support system and effectiveness assessment.

In 2025, the MOE set aside a budget of NT$16.292 billion for special education, or 4.51% of the total education budget, which meets the 4.5% requirement under Article 9 of the Special Education Act. Of that sum, NT$15.747 billion is devoted to education for students with disabilities and NT$545 million for gifted education. In addition, in 2025, municipal, county, and city governments allocated NT$40.9 billion for special education, accounting for 7.18% of the total education budgets for local governments, which meets the 5% requirement.

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 in 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 centralized special education classes. The others (5%) who need specific support services choose to study at special education schools. In preschool education, compulsory primary and junior high education, and senior high school education and higher education, special education services will be offered at each level. The 13 categories of special education are Intellectual Disability, Visual Impairment, Hearing Impairment, Speech or Language Disorder, Orthopedic Impairment, Cerebral Palsy, Health Impairment, Emotional and Behavior Disorder, Learning Disability, Autism, Multiple Disabilities, Developmental Delay, and Other Disabilities. There are six categories for gifted education: Intelligence, Academic Aptitude, Arts, Creativity, Leadership, and Other Areas.

C Schooling Opportunities

In respect to non-discrimination and equality of educational opportunity for students with disabilities, apart from the clear mention by the Special Education Act that nobody should be refused schooling and examination because of disabilities, the elementary and junior high school levels are compulsory. After the needs of the students have been determined, they will be placed in the appropriate schools and classes. They will study further at senior high schools, vocational high schools, or junior colleges through adaptive counseling placement, open admission, or specialty enrollment. As for

higher education, the MOE has added tests to the original channels, and rewards schools organizing their own separate admission exams for students with disabilities. Each type of admission exam offers related services, such as early entry, extended time, enlarged type writing, Braille or voice playback for exam questions, Computer with Braille support, transcripts for the answers, examination locations for limited amounts of students or on an individual basis, and other necessary services.

D Numbers of Students and Classes

As of SY2024, there were 3,075 regular schools offering a total of 6,204 special education classes for students with disabilities, while 28 special education schools had 654 classes in total. The number of students in special education nationwide totaled 189,209, including 159,839 with disabilities; 14,917 enrolled in universities, colleges, and junior colleges; and 144,922 studying at the high school level or below (including preschool). Of those, 140,615, or 97.03%, studied at regular schools and 4,307, or 2.97%, at special education schools. Of the 140,615 students at regular schools, 127,648, or 90.78%, attended regular classes, resource rooms, and itinerant classes, while 12,967 or 9.22% attended centralized special education classes. As for gifted education, there were 29,370 students below senior high level, with 438 regular schools having a total of 1,032 classes for gifted students.

E Individualized Support-Services

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

to students' individual needs. Opportunities for students with disabilities to study with students without disabilities should be created in areas related to the individual's special needs. In addition, Article 31 of the Special Education Act, amended in 2023, stipulates that students with disabilities must be included in their IEP to better express their views. On July 30, 2024, the "Pre-School Special Education Promotion Plan (2024-2028 School Years)" was announced to help preschoolers who need special education receive early care. In accordance with the spirit and requirements of CRPD, municipal, county, and city governments should submit special education work plans that ensure accessible environments and support services.

Schools and preschools below the senior high school level must develop IEPs for students and preschoolers with disabilities, specifying the educational resources and types of support they require. In SY2023, the number of professional services extended to assist special education totaled 173,599 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. 33,367 students received daily-life and learning assistance on campus from special education professionals. 5,424 persons made use of 10,394 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication,

computers, and the like. Special books have been offered to students who are visually or learning impaired, including almost 5,688 books with large-size characters, 2,497 audiobooks, and 1,911 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 accessible campus.

For higher education, the MOE has urged schools to establish 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 SY2025 totaled NT$658 million, helping more than 14,000 students. The MOE also provided supportive services such as teaching tools, braille materials, and audio books. In addition, NT$457.82 million was appropriated to 99 schools for the improvement of accessible campus.

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

F Future Prospects

In the future, whether in special education for students and preschoolers with disabilities or in gifted education, the principles of diversity and flexibility will be strengthened. The needs of students and preschoolers will serve as the foundation; their rights will be prioritized, and their learning potential will be actively cultivated. The MOE will continue to establish a positive and friendly education environment, broadening special education related professional teams and human resources, strengthening each type of special-education administrative support network, and implementing the transition work for each level of education in order to raise the academic quality of students and realize the aim of adaptive and suitable education. ■

Youth Development Affairs

The MOE's vision for youth development in Taiwan is based on "constructing a diverse learning platform to cultivate youth into leaders of innovation and reform." With this basis in mind, the MOE helps youth in their career development, public participation, international participation, and learning. The objective is to guide young people to develop competence in career, creativity, civic literacy, innovation, and global exploration. The measures taken include the following:

A Career Counseling

1 Career Development

To guide youth career development, 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 student needs. This is so that youth can find their way as early as possible. To enhance effectiveness, career counseling departments and projects are set up as part of a supportive system. In 2025, the number of participants in the Career Guidance Subsidy Program exceeded 180,000.

2 Experiencing Diverse Workplaces

With youth employability as a core value, the MOE combines the strength of the public, private and third sectors to provide workplace experience in different fields. With a variety of micro-experiences and integration of information in the "RICH Workplace Experiential Network," the MOE helps young people to learn about and plan for their workplace experience and improve competitiveness by learning from doing. In 2025, 1,965 students participated in the program.

3 Innovative and Entrepreneurial Talent Empowerment

The U-start Plan for Innovation and Entrepreneurship aims to incubate campus entrepreneurs who have great innovative ideas and help them materialize. In two phases, the plan provides groups of entrepreneurship student teams with subsidies and training. In 2025, 88 groups of entrepreneurs were announced as first-phase recipients of subsidies, and 33 groups were selected for their excellence. The Intelligent Ironman Creativity Contest was also held in addition to entrepreneurship workshops, international exchanges, and other activities on innovation and entrepreneurship. There have been more than 5,000 participants since the plan started. The plan's objective is to encourage students to innovate and put their knowledge into practice.

4 Youth Career Navigation Program

To encourage recent senior high and vocational school graduates in self-exploration, the "Youth Education and Employment Savings Account Program," promoted since 2017, officially transitioned into the "Youth Career Navigation Program" in 2026. Youth propose their own experiential projects to explore themselves through diverse formats such as workplace experience, entrepreneurial apprenticeships, volunteer service, and domestic and international tours. This not only emphasizes support for youth in employment, education, and career exploration, but focuses more heavily on youth career exploration experiences. Promoted as an extension of the "Youth Education and Employment Savings Account Program," the "Youth Career Navigation Program" aims to deepen experiential learning and strengthen the adaptability, problem-solving capacity, self-awareness, and social communication skills youth need to confront future challenges — these being "non-cognitive abilities" that are difficult to assess through academic examinations.

B Public Participation

1 Participation in Policymaking

Promoting the “Youth Good Governance-Let’s Talk” Project to convene youth to conduct public discussions about key issues of concern of the year, while relevant government agencies are invited to partake in public-private collaboration with youth, thereby turning youth opinions into actual, executable policy suggestions. This encourages youth to transform thoughts about issues into motivation for participation in policymaking, allowing youth to infuse their ideas and creativity into government administration so that they may play a more active role in civic society. In 2025, 28 Talk events were organized, with 1,291 people participating in person and online, including youth and government personnel.

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 volunteering, to establish local networks of youth volunteer services, to organize youth volunteer training and empower volunteer competence, to promote diverse 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 results from volunteering as a way to manifest the social influence of the youth. In 2025, 73,663 youth participated in the program.

3 Social Participation

To organize the Youth Community Participation and Action 2.0-Changemaker Project, to nurture concern for public affairs among youth, 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 2025, 50 teams of participating youth received supportive funding. Universities, youth development foundations, and civil societies 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 to cultivate interest and competence in international affairs among youth. In 2025, the “Global Youth Action Plan” selected 27 teams consisting of 119 young participants. Through online connections, they engaged with 208 international organizations across 50 countries. To expand on international exchange and collaboration on youth issues, the “Global Youth Trends Forum” was held, inviting youth and youth affairs personnel from various countries as well as international youth organization leaders to Taiwan for participation. With a focus on the year’s international trends, the forum facilitated exchanges on youth affairs through panels and discussions, enhancing youth international outlook and understanding of world trends, facilitating youth international participation, as well as improving youth experience and skills in international exchange. Through the event, Taiwan’s international image and visibility are also improved. The theme for 2026 was “New Momentum for Sustainability: Youth, Green Collar, Action,” which took place from Jan. 3 to 4, 2026, with 236 youths from Taiwan and 21 countries to participate.

2 Youth Overseas Volunteering

To increase youth initiative in international care, the MOE collaborates with non-governmental organizations and tertiary institutions to subsidize youth travels abroad for volunteer work. Activities such as pre-departure training, meetings with the president for youth representatives, and sharing of achievements by youth overseas volunteer teams were organized to ignite enthusiasm among youth for engaging in overseas voluntary service and to demonstrate the value of overseas service and expand its impact. In 2025, 113 teams, 1,192 people were subsidized to volunteer in 20 countries.

3 Youth Travel

There are several designated spots around Taiwan to encourage youth to learn from travel. Cultural, tribal, ecological, rural, fishing village, volunteering, and physical activities allow them to experience local life and culture. Besides the travel spots, projects such as the “Touching Taiwan Youth Travel Program” encourage participants to self-reflect, learn and care more about their homeland, and cultivate adaptability in various regions. In 2025, over 10,000 youths were estimated to have participated in these activities.

4 Taiwan Global Pathfinders Initiative

To encourage young people to broaden their international perspectives, the MOE started the program “Taiwan Global Pathfinders Initiative” in 2025. The focus will be on expanding international connections and exchanges, fostering youth-driven innovation and growth across various industries, and leading youth in diverse creative actions. In collaboration with relevant ministries, the program will provide opportunities for youth to apply for internships and training at overseas organizations or institutions. It will also encourage youth to propose their own projects, offering incubation resources and mechanisms to guide them in realizing their overseas dreams. The two groups in 2025 included 8,877 people, with 1,463 selected. Details are as follows:

A. The first group saw 4,480 people apply, with 704 selected. Details are as follows:

1. Dream Factory Program: 296 people applied, with 94 selected.
2. iYouth Talent Program: 85 programs, 610 slots available for youth’s application; 4,184 people applied, with 610 selected.

B. The second group saw 4,397 people apply, with 759 selected. Details are as follows:

1. Dream Factory Program: 534 people applied, with 96 selected.
2. iYouth Talent Program: 124 programs, 666 slots available for youth’s application; 3,863 people applied, with 663 selected.

D Future Prospects

The Youth Development Administration of the MOE, with the vision of “accompanying youth to develop their ideal selves and become agents of change,” will continue to promote diverse programs. It will facilitate cross-ministerial and cross-organizational resource integration, strengthen learning beyond school education, cultivate youth development, and broaden its influence. ■

Youth Development Administration

Teacher and Arts Education

A Teacher’s Professional Training

The Teacher Education Law is formulated to train and educate qualified teachers at the senior high level and below. For preschools, the goal is to augment the number of teachers and enhance their professional expertise. The teacher education system consists 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, specialization courses, and professional education courses, after which they must attend a six-month practical education training; following that, if they pass the teacher qualification examinations, they will receive 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 practical education training. Several qualified students are selected via exams before they hone their skills in practical education training. Starting on August 1,

2024, the policy is adjusted to provide students in training with the "Practical Education Training Grant." The grant amount has been adjusted from NT$5,000 to NT$10,000 per month per person so students in training may study with peace of mind.

2 On Nov. 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," which applies to pre-service teachers since 2019 and students who choose pre-service training courses. It aims to establish a learner-centered training system that respects diversity, social care, and a global view and is in response to the "Curriculum Guidelines of 12-Year Basic Education" and the "ECEC Curriculum Framework." The directions center on the idea of professionalization in teacher education to raise teacher quality, aided by the publication of books about teaching in any discipline and integrated with evaluation of teacher education and verification of teacher qualifications.

3 According to 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," the MOE continues to encourage teacher education universities to advance teacher training and teacher professionalism and develop teaching characteristics with the school at their center and establish quality teacher training models.

4 The MOE established a "National Pre-Service and In-Service Teacher Integrated Database" and set up a mechanism to evaluate the need for teachers to adjust the number of teachers it trains and to ensure teacher quality and appropriate staffing levels.

5 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 government-funded students and issue teacher training scholarships and study funding.

6 The MOE implements an evaluation system for university and college instructor training to ensure the quality of teacher-training courses provided by universities and that teachers adhere to the "Republic of China Guidelines Regarding Teachers' Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs," Curriculum Guidelines of 12-Year Basic Education, and the "ECEC Curriculum Framework."

7 The Teachers' Act was amended and promulgated on June 5, 2019, and the regulations for teachers to pursue further education and other professional development were amended and promulgated on June 30, 2020, thereby providing a legal basis for teacher professional development and further

training after employment. The incentives for teachers' professional development are clearly defined in the act to strengthen their career development, encourage them to continue learning, enhance their teaching quality, and protect the students' rights to education.

8 Promote the professional development support system for teachers, integrate various teacher professional development programs and resources from the MOE, provide a single window for flexible and autonomous subsidies to county and city governments, and extend the traditional mission of universities in an endeavor to develop solutions for economic, social, and environmental problems in counties and cities, elevating the university social responsibilities (USR, guiding instructions and students to take part in innovation, strengthen industry-academia cooperation, etc.), offer teachers during different phases of their career actual support for diverse, autonomous, professional developmen.

9 Link up the professional literacy of teachers with the content of the new curricula, have teacher qualification exams 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 To raise the global and futuristic vision of potential teachers and enhance the international competitiveness of high-quality teachers, teacher education universities are subsidized to send pre-service teachers overseas for teacher traineeships, and teaching internships and participation in the International Schweitzer Program, which aims to enhance pre-service teachers' language abilities and multicultural literacy as well as promote educational exchanges between teacher education university 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 have been incorporated into the SY2022 courses in line with Curriculum Guidelines of 12-Year Basic Education. The MOE began establishing guidelines for training and hiring teachers as well as training teachers of national languages since SY2020. Certificates will be awarded to those who complete the training. Training courses include pre-service training, postgraduate teacher education training courses, and in-service training courses for a second specialty.

13 According to the "Bilingual 2030" policy formulated by the Executive Yuan, the "Bilingual Teacher Training Project" is organized to train teachers for bilingual instruction at elementary and secondary schools. Universities are subsidized to set up bilingual education research centers to conduct pre-service teacher training and research on pedagogy and teaching materials for the training of bilingual teachers for elementary and secondary schools. Courses for college credits are also offered to in-service teachers to help them develop a strong skill set for bilingual education.

B Arts Education

1 Arts and Aesthetics Education

To meet the expectations in faculty cultivation and arts education, the MOE has established the Department of Teacher and Art Education to oversee 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 core elements of 12-year Basic Education and will turn Taiwan into an aesthetically competitive country. From 2014 to 2018, the MOE promoted the "First Phase Five-year Plan for Aesthetic Education," with the three main focuses of "strengthening aesthetics courses and experiences of the learner," "creating an aesthetic campus environment," and "raising the aesthetic capabilities of education workers." The MOE also promotes aesthetic education practice and research and teaches courses in each phase of education, in addition to executing 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.

From 2019 to 2023, the "Phase Two Five-Year Plan for Aesthetic Education" was implemented with the concept of "Aesthetics is Life - Rooted in Childhood, Interdisciplinary Integration, International Connection." It aimed to integrate and construct a communication platform and management system for aesthetic education, strengthen the connection and diffusion support system for aesthetic education courses among central, local, and school levels, enhance the aesthetic literacy of educators, and implement life aesthetics education through the connection of campuses and surrounding environments. Building upon the foundations of the first and second phases, the MOE has been implementing the "Phase Three Five-Year Plan for Aesthetic Education" from 2024 to 2028. Guided by the principles of "starting from early childhood, rooted in daily life, locally global, and sustainable practice," this plan strengthens the collaborative mechanism across various departments within the MOE. It directs projects related to learning environments to incorporate aesthetic principles while considering both local practices and international connections for sustainable development. The goal is to expand aesthetic education's influence and effectiveness, making aesthetic appreciation an integral part of life.

In terms of learning environment for aesthetic education, since 2019, the "Design Movement on Campus" project has utilized design thinking to assist schools in resolving campus environmental issues, establishing campus environments that support learning, stimulate creativity, and combine aesthetics with functionality. Currently, 112 campus aesthetic renovation projects have been completed, with 34 renovation results recognized by 59 major domestic and international design awards, including Japan's Good Design Award and Germany's iF Design Award, demonstrating the influence and value of Taiwan's aesthetic education on the international stage.

2 Arts Competitions and Promotions

Seven major arts competitions are held annually, with about 220,000 students participating each year. These include the National Student Competition of Music, the

National Student Competition of Dance, the National Student Art Competition, the National Student Competition of Dramatic Art, the National Competition of Folk Songs for Teachers and Students, the MOE Awards for Creative Writing, and the Nationwide Students' Picture Book Creation Award. These activities aim to promote arts education, cultivate student interest in art and literature, and improve arts education in schools.

In SY2024, competitions were held in Chiayi County and eight other counties and cities, covering 21 venues from February to April in 2025, with participation from approximately 2,718 teams and 12,876 individuals, amounting to 78,550 students.

Since its establishment in March 2022, the online observation and performance platform for the national student performing arts group competition, named "Art Show" (https://artshow.edu.tw/), has utilized the power of the internet to provide a stage for performing arts exhibitions for students from high schools to elementary schools. Schools were encouraged to upload videos of performances for viewing and learning, thereby enhancing the reach of student performances. In addition to setting up the online platform, the first post-competition joint promotion event was held in July 2022. This event facilitated the matchmaking of students with national-level venues, leading them to perform at national level exhibition centers such as the National Concert Hall, National Kaohsiung Center for the Arts (Weiwuying) , National Taichung Theater and the National Dr. Sun Yat-sen Memorial Hall, covering categories such as dance, music, folk songs, and creative plays. The event continued in 2023 and 2024, and in 2025 brought together a total of 66 schools from northern, central, and southern Taiwan to host 12 performances. This initiative aims to promote performances and friendly exchanges among national performing arts teams and to extend arts education to the general public.

3 Specialized Arts Education

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

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

Digital, Technological and Environmental Education

A Technology Education

The MOE aims to promote technology education that is "prospective" or "pioneering," especially in the humanities, 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, results presentations, and student competitions. The implementation focuses on:

1 Social Science Education Pilot Project

Includes the MOE Digital Humanities Smart Leadership for Interdisciplinary Talent Program.

2 Science & Technology Education in Important Industries Pilot Project

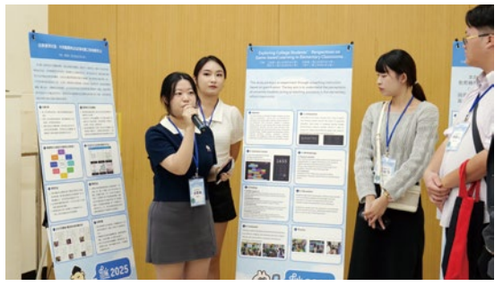
Developing talents in such areas as intelligent healthcare, energy technology, next-generation mobile networks technology, intelligent manufacturing, intelligent chip and design, advanced IC design, artificial intelligence, cyber security, information software, geroscience technology, and alternative technologies of animal testing.

3 Interdisciplinary Education of Humanities & Science Pilot Project

Developing talents through programs such as the Wisdom Igniting Society Education Project, Humanity-Social Sciences and Industrial Innovation Linkage Program, and New Engineering Education Method Experiment & Construction.

B Digital Learning

The MOE has long been committed to promoting digital learning in primary and secondary schools. From 2022 to 2025, it promoted the Digital Learning Enhancement Plan for Grade 1-12 Students, distributing learning devices on a one-to-one basis for teachers and students in remote schools and providing one class set per six classes for non-remote schools, upgrading campus networks,



completing foundational empowerment training for teachers in digital teaching, developing diverse digital content, and establishing an educational big data system. To correspond with the New Ten Major AI Infrastructure Projects and international trends, the goals for 2026-2029 are to enhance student AI literacy and teacher capacity to apply AI in instruction in primary and secondary schools. The implementation priorities are as follows:

1 Enhancing Digital Content

Continuously develop diverse digital content, expand and optimize the content and functions of the Taiwan Adaptive Learning Platform, and develop subject-specific, literacy-based, issue-oriented, interactive, and game-based digital content. Additionally, subsidize local governments and schools in procuring digital content and teaching software to facilitate digital teaching and learning for teachers and students.

2 Digital Teaching and Guidance

Promote a tiered central and local guidance mechanism, conduct empowerment courses on utilizing generative AI to assist teaching, introduce the latest information on AI-related applications through the guidance mechanism, and implement hands-on in-school and in-class accompanying services, strengthening teacher AI empowerment and support systems.

3 Education Big Data Analysis

An educational big data analysis system has been established to detect students' learning difficulties and serve as a reference for teachers to adjust teaching models. Additionally, teacher data literacy is strengthened to cultivate the capacity to

understand and interpret educational data and apply it to adjusting teaching strategies.

4 Developing New-generation AI Learning Systems

Research and develop specifications for new-generation AI learning systems and train AI models, developing learning systems that serve as AI tutors for students, AI teaching assistants for teachers, AI decision-making assistants for principals, and AI helpers for parents.

5 Reinforcing AI Literacy in the Technology Sector

Develop AI literacy curriculum designs and teaching materials for the technology domain across all learning stages, and conduct empowerment training to enhance the professional knowledge and skills of technology domain teachers regarding AI literacy, thereby cultivating students' capacity to understand and apply AI.

6 Promote a Smart Education Teacher Education Alliance

Construct a cooperative network for teacher education, plan promotional mechanisms for integrating AI into teacher education curricula and teaching practicums, and enhance the AI instructional literacy of teacher education professors and pre-service teachers.

C Environmental and Disaster Response Education

The MOE has been promoting environmental and disaster prevention education in schools. The five environmental topics included in the 12-year Basic Education Curricula include environmental ethics, climate change, disaster prevention and rescue, sustainable development, and sustainable energy resources. Measures have been taken to support local governments, schools, and civil society and to enhance student environmental awareness. Details are as follows:

1 Environmental Education and Sustainable Campuses

Since 2022, the MOE has been implementing the "New-generation Environmental Education Development," policy's medium- to long-term plan through the seven strategies of strengthening the

policy support system, reinforcing teachers' professional competency, promoting high-quality course development, optimizing learning and training environments, encouraging youth environmental action, developing local sustainability solutions, and connecting with international partners. In accordance with the five themes of environmental education under the 12-year Basic Education Curricula, the MOE develops teaching demonstrations, organizes teachers' skill acquisition seminars, and school environmental education competitions, which are implemented by local governments' environmental education groups.

Since 2019, the Taiwan Sustainable Campus Project has encouraged schools to evaluate and document their local environment and plan their environmental education curriculum around this information, in accordance with the 12-year Basic Education Curricula and the UN's Sustainable Development Goals (SDGs). The MOE also supports schools in upgrading facilities for environmental education to become sustainability role-models so as to inspire other schools sharing similar environmental characteristics to make changes accordingly. In response to the global trend toward proactive net-zero emissions strategies in combating climate change, this project will leverage existing facilities and measures in campus environments in our country. Coupled with quantitative environmental monitoring, it aims to assist campuses in transitioning to intelligent operations and optimizing management to achieve the goal of creating smart, sustainable, and circular campuses.

2 Continuous Push for Climate Change Education at Universities

The MOE is devoted to cultivating interdisciplinary talent that specializes in adapting to climate change and producing supplementary course materials. In addition, the "Climate Change Creative Contest" is held annually to increase university students' understanding of climate change, decrease the damage, and adapt to it. The MOE will deepen collaboration between industry and the international community. With the concept of "Living Labs," students are guided to reflect on environmental challenges and act accordingly.

3 Disaster Prevention on Campus: Enhanced Network and Management Skills

In accordance with the "Disaster Prevention and Protection Act," the MOE promotes disaster prevention education programs across all educational stages, partnering with local governments and schools to establish disaster-resilient campuses, and strengthening the integration and promotion of campus safety and disaster prevention work to raise disaster prevention and safety awareness. In the future, in addition to implementing disaster prevention education in primary and secondary schools, the MOE will further develop distinctive disaster-resilient

campuses, create disaster prevention situational classrooms, integrate disaster prevention into school-based curricula, develop distinctive teaching materials and aids, strengthen disaster prevention training in early childhood and special education as well as for Indigenous teachers and students, and promote disaster prevention awareness among youth.

4 Energy Transition: Solar Power on Campus

The MOE follows the Executive Yuan's renewable energy policy by encouraging public schools and institutions to adopt the PV-ESCO (solar photovoltaic energy

technology services) model, where a school or institution does not need to allocate a budget for power. All they have to do is lease their roofs to solar power operators, who will install rooftop solar power systems and take care of the maintenance afterwards. This is an effective way of using vacant public space and generating income. Moreover, photovoltaic panels can serve as heat insulation as well as have a cooling effect on indoor spaces, reducing the energy cost of using air conditioners. Hopefully, this will help achieve the goals of energy security, green economy, and environmental sustainability. The cumulative goal is to reach 128 megawatts in capacity. For students to be able to exercise in the summer heat, the installation of ground-based photoelectric courts has been actively promoted since 2018 to provide a comfortable space for teachers and students to play sports. The goal is to reach 62 megawatts in capacity. In 2020, in line with the policy of "air conditioning in every classroom," the MOE promoted the installation of solar photovoltaic panels in primary and secondary schools and actively assisted in the installation of rooftop solar power generation equipment. The goal to reach 324 MW in capacity has been achieved.

5 Tree Planting & Tree Loving Education

Starting from July 2020, the "Campus Tree Planting Program" was implemented in four phases: comprehensive inventory of campus trees, planning for the addition of school trees, tree planting, and promotion of tree-loving education. The goal is to create green spaces on campuses, reduce energy consumption for air conditioning in schools, and create comfortable learning environments. The program was initiated by the MOE and the Ministry of Agriculture, inviting tree experts to assess spaces for planting native tree species. From March to May 2021, more than 700 schools nationwide received over 13,000 newly planted seedlings. The "Tree-Loving Education Counseling Team" established by this program provides consultation services for school tree planting and maintenance and has developed the "Campus Tree Information Platform." This tree data platform archives information on over 780,000 campus trees nationwide, including maps and guides, can be leveraged for tree information card printing, and is designed to manage and organize data in a structured manner. Additionally, the team regularly updates digital educational materials related to tree-loving education and organizes capacity-building workshops to deepen interaction with trees on campus, fostering a love for trees.

From 2023 to 2024, the MOE and the Ministry of Agriculture's "National Tree Planting Consultation Center" jointly promoted the "Campus Green Hedge Project" to address inadequate visual barriers around schools and roadside noise issues through the installation of campus green hedges. The effort was also aimed at enhancing the aesthetic appeal of campus landscapes and promoting training on tree carbon sink calculation. A total of 203 schools were subsidized.

Furthermore, the program has launched the "Guardian of the Forest" game-based learning material on the website. Through gamified learning, students are encouraged to learn about common tree species on campus, tree planting and maintenance, environmental education, and zero-emission issues. ■

Diverse Education

A Indigenous Peoples Education

To deepen Indigenous education, the MOE in collaboration with the Council of Indigenous Peoples (CIP), has actively promoted the enactment of the Indigenous Peoples Education Act and the implementation of the Program on Developing Indigenous Education, aiming to establish a comprehensive education system for Taiwan's Indigenous peoples.

1 Implementing the "Indigenous Peoples Education Act"

The Indigenous Peoples Education Act was revised and promulgated on June 19, 2019, with the formulation of the "Program on Developing Indigenous Education" at its core. The plan aims to promote education for Indigenous peoples under the guiding principles of "establishing a comprehensive system, deepening indigenous consciousness, cultivating indigenous talents, and respecting diversity and shared prosperity."

2 Experimental Education for Indigenous Peoples

A. School-based Experimental Education: In SY2024, 44 schools were approved by local governments to provide school-based experimental education for Indigenous peoples. The MOE will continue to encourage and guide more indigenous key schools to join the project.

B. Experimental Education Class: In SY2024, subsidies were provided to 16 schools to operate experimental education classes for Indigenous peoples.

3 Indigenous Curriculum Development

A. "Collaboration Centers for Indigenous Curriculum Development": This project aims to develop a proper curriculum and a teaching guidance system for Indigenous peoples. It also supports teachers at experimental schools for Indigenous peoples in the compilation of textbooks and materials tailored to local cultural and linguistic characteristics. So far, five universities have set up collaboration centers for Indigenous curriculum development on their campuses.

B. Subsidies for Teaching Indigenous Languages: In SY2024, subsidies were provided to 22 county and city governments to support Indigenous language courses. A total of 16,285 courses were offered at the junior high and elementary levels, with 42,218 students enrolled. At the senior high school level, 1,200 courses were offered, attended by 3,857 students.

4 Indigenous Peoples in Higher Education

A. Protecting Indigenous Students' Rights to Higher Education: In SY2024, colleges and universities announced an additional admission quota of 11,961 places for Indigenous students. Colleges and universities are encouraged to offer special programs for Indigenous students. In SY2024, 26 universities have been approved to offer a total of 41 such programs.

B. Strengthening the Functions of Indigenous Student Resource Centers: In SY2025, Indigenous Student Resource Centers have been established at all universities and colleges. There are Regional Resource Centers at eight higher education institutions in four regions to help those on campus share information, seek counseling, and exchange experiences, lending more support to Indigenous students. In 2025, the MOE organized four training programs for Indigenous Student Resource Centers to enhance cultural sensitivity and consulting expertise. The MOE also implemented a recognition program to reward outstanding resource centers to encourage them to keep up the good work supporting Indigenous students.

5 Training Indigenous Teachers

A. Promotion of teacher specialization in Indigenous languages: In SY2024, local governments received subsidies for 252 full-time teachers specialized in Indigenous languages.

B. Government-funded quotas for prospective Indigenous language teachers: Quotas for government-funded prospective teachers are allocated based on local governments' needs. In SY2026, 93 government-funded students were approved.

C. Programs for Indigenous teachers:

1. Indigenous teacher training course: Provide guidance for government-funded Indigenous students and teacher trainees to take courses in Indigenous languages, education and culture, while schools are encouraged to invite elders from Indigenous tribes or individuals with relevant expertise to jointly teach courses. In SY2026, nine schools received continued subsidies to offer the course.
2. Postgraduate Indigenous language course for credit : Every three years, courses are available for current Indigenous language teachers, teaching support staff, substitute teachers, promotional workers, and Indigenous individuals recommended by endangered language promotion organizations, who receive teaching certification upon completion.
3. Indigenous ethnic education secondary specialization course for credit for in-service primary and secondary teachers: In SY2025, four on-the-job training courses for credit were approved.
4. Secondary school Indigenous language teacher on-the-job training secondary specialization course for credit: In SY2025, two courses were approved.
5. Elementary school language discipline Indigenous language course for credit: In SY2025, one course was approved.

B Education of New Immigrants and Their Children

The "Nurture by Nature Project for New Immigrants (2024-2027)" aims to help new immigrants adapt to society and improve their children's learning results.

1 Improving Literacy and Language Proficiency

In 2025, the MOE subsidized local governments to offer 267 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 2025, the MOE subsidized local governments to offer 40 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 to promote diverse cultural education via multiple methods.

4 New Immigrants' Native Language Courses

The 12-year Basic Education Curriculum included the native languages of new immigrants as selective courses in elementary schools starting in SY2019. In junior high school and senior high school, flexible learning courses and

second foreign language courses have also been incorporated. A total of 126 textbooks for learning the languages of seven countries, including Vietnamese, Indonesian, Thai, Khmer, Burmese, Malay, and Filipino, have been completed. In SY2024, national primary and secondary schools implemented education in the languages of new immigrants. In total, there were 1,528 schools and 9,353 classes. In SY2023, 56 senior high schools and 92 classes nationwide offered Southeast Asian language courses.

5 Fun Learning Activities

To increase and deepen the effectiveness of learning, schools should include fun learning activities featuring new immigrants' native languages in student clubs and during extracurricular hours during the semester. Winter and summer camps are also to be held during winter and summer breaks. In 2025, 103 elementary, junior high, and senior high schools received subsidies for 124 fun-learning activities of new immigrants' native languages. Colleges and universities are also subsidized to offer Southeast Asian language courses. In SY2023, 70 colleges and universities received subsidies for 178 classes to facilitate effective learning of Southeast Asian languages and cultures.

6 International Exchange Opportunities for Children of New Immigrants

To promote inter-school exchanges with Southeast Asian countries, the National and Preschool Education Administration of the MOE has been promoting "International Exchange Activities for Children of New Immigrants." In addition to encouraging schools to facilitate cultural exchanges

through activities, the initiative also encourages schools to conduct inter-school exchange activities through remote video conferencing. Through online experiences, students can learn about international cultural environments and broaden their international perspectives. By incorporating language strengthening courses, discussions on Southeast Asian cultures, and other relevant topics, the program aims to maintain the benefits of international exchange and cultivate talents with international perspectives. In 2025, there were 12 cases of international exchange between children of new immigrants through inter-school visits.

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 enjoy a diversified learning environment. Their rights to education are 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 2026, the number of international degree students, language students, and exchange students studying in Taiwan increased to 140,417, 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, and studying in Taiwan will be helpful for further study and future careers. Taiwan's advanced technology, its friendly people, and its breathtaking tourist destinations are also attractive to international students.

A Scholarships for Degree Studies

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

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:

A. Bachelor's degree programs: four years.
B. Master's degree programs: two years.
C. 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 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

Each academic year, this program provides funding to universities and colleges in Taiwan for 100 university lecturers from Southeast Asia and South Asia, to study in Taiwan for a master's degree or a doctorate.

B Mandarin Education

The MOE has launched several programs to promote Taiwan's high-quality Mandarin language education worldwide and provide people with the opportunity to increase their understanding of Taiwanese culture.

The MOE is encouraging universities in Taiwan to collaborate with universities in Europe, North America, New Zealand and Australia to implement the "Taiwan Huayu BEST Program." The MOE also established the MOE Huayu Enrichment Scholarships (HES) to encourage overseas students to study Mandarin in Taiwan. HES scholarship winners can study at a Mandarin language center in Taiwan for a period from as short as two months, up to a maximum of one year. They receive a monthly stipend of NT$28,000.

There are seventy-one Mandarin language centers located all around Taiwan, each affiliated with a university. They offer a wide range of courses year-round at Mandarin language centers to suit people of all ages and all levels of proficiency, with excellent teaching and materials designed to support students achieving a wide range of learning goals. Overseas students can choose one in an area they would like to explore as they study through the website of Taiwan Mandarin Educational Resources Center https://lmit.edu.tw/.

C Career Counseling for International Students

Taiwan faces the many challenges of an aging population, declining birth rates, and competition for international talent. To fill gaps in domestic manpower, the government has enacted many policies to increase population and immigration. One of the key policies is to increase international students' rate of post-graduation employment in Taiwan. In 2024, the MOE launched a program to strengthen university career counseling mechanisms for international students. The universities will employ staff specifically responsible for career counseling, organize academic activities to enhance students' connections with Taiwan's industries, establish effective learning and career exploring procedures, and implement follow-up tracking of students' employment in Taiwan. The MOE aims to help international students develop their careers, so after graduation they can seamlessly find suitable work in Taiwan.

D International Student Internships

Taiwan Experience Education Programs (TEEP)

In 2015, the MOE launched the Taiwan Experience Education Programs 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 Mandarin 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 Mandarin 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 https://teep.studyintaiwan.org.

E The U.S.-Taiwan Education Initiative

In December 2020, Taiwan and the United States launched the U.S.–Taiwan Education Initiative, which aims to strengthen cooperation on language education. In 2023, both sides

further formulated the Education Initiative Three-year Strategic Plan (2023 to 2025) to expand the cooperation to the state level. In 2026, the United States and Taiwan continued their collaboration by initiating the development of a new three-year strategic plan, aimed at sustaining momentum and further expanding the scope and depth of cooperation under the U.S.-Taiwan Education Initiative. Under the U.S.-Taiwan Education Initiative framework, Taiwan encourages more American students to come to Taiwan to study Mandarin, and jointly promotes several government-supported programs with the U.S., such as NSLI-Y, CLS and Gilman scholarship. On the other hand, the U.S. supports Taiwan's Bilingual 2030 and encourages more Americans to come to Taiwan to study Mandarin and teach English, particularly through the Fulbright English Teaching Assistant (ETA) and English Teaching Flagship Scholarship Program (ETF). Taiwan has one of the largest Fulbright English Teaching Assistant (ETA) programs in the world with up to 150 awards granted each year.

F International Education Cooperation

The MOE participates in international organizations and holds bilateral higher education forums to expand international education cooperation opportunities. Each year the MOE integrates educational resources from higher education institutions in Taiwan to attend the Annual Meeting of Educators including Asia-Pacific Association for International Education (APAIE), Association of International Educators (NAFSA) and European Association for International Education (EAIE) to promote the advantages that Taiwan's higher education sector offers for students from around the world and to develop diverse collaboration initiatives. ■

Scholarships

Learn Chinese in Taiwan

Taiwan Experience Education Programs (TEEP)

More than a Degree: A Turkish Student's Cultural and Academic Journey in Taiwan

Interviewee: **Serkan Yavnik**
Student at Yuan Ze University

Taiwan's efforts to attract international students are often discussed in terms of policy and diplomacy, but for many who arrive in the country, the story unfolds through everyday campus life, neighborhood encounters, and the cultural exchange that gives international education its deeper purpose.

For Serkan Yavnik, a Turkish student pursuing a Master of Business Administration at Yuan Ze University, Taiwan is both an academic destination and a place that already feels familiar. "I chose Taiwan not only because of its strong education system, but also because I already felt a personal connection to it," he said.

Before enrolling, Yavnik studied and lived in the United Kingdom, where friendships with Taiwanese classmates first sparked his curiosity about the country. Their openness and hospitality left a lasting impression, turning Taiwan from an abstract place on the map into something more personal.

He had also previously spent about 10 months living in Taiwan, an experience that strengthened his decision to return for graduate study. "In my opinion, Taiwan is one of the best places in the world for expats and international students to live and study," he said, citing the country's safety, convenience, and welcoming social spirit.

At Yuan Ze University, the classroom has become a kind of international salon. The MBA program regularly assigns collaborative projects that bring together students from different countries for presentations, case studies, and research work.

"These projects give us the chance to understand different ways of thinking and communicating," he said. "It also helps us learn how to solve problems together as a team."

In such settings, English often serves as the lingua franca, but the real education lies in the exchange of perspectives. Through discussions and teamwork, Yavnik said he has developed stronger communication skills and learned to approach challenges from multiple viewpoints.

Outside the classroom, everyday life has become its own form of education. Yavnik lives

in a neighborhood where English is not widely spoken, meaning routine activities such as ordering food or speaking with neighbors require patience and basic Chinese.

Although the language barrier can be challenging, he said these interactions also create opportunities to connect with the local community. Among his most memorable experiences were visits to Taiwanese schools, where he introduced Turkish culture to local students.

Standing before classrooms and sharing stories about his background offered a different perspective on studying abroad. “That was a very special experience for me because I was not only studying in Taiwan, but also building a cultural connection with local people,” he said.

Such encounters reflect what he believes is the deeper value of international education. Beyond lectures and degrees, studying abroad becomes a process of cultural dialogue that shapes both the visitor and the host society.

A scholarship from Taiwan’s Ministry of Education played a decisive role in making that journey possible. For many international students, the cost of overseas study can place academic ambitions out of reach, but Yavnik said the scholarship allowed him to pursue graduate education without that financial obstacle.

“Because of this scholarship, I have been able to pursue my master’s degree in Taiwan,” he said. “Without this support, it would have been

much more difficult to continue this journey in the same way.”

Beyond financial assistance, he believes the scholarship also carries symbolic significance, reflecting Taiwan’s commitment to global education and cultural exchange. Students who study in Taiwan, he said, often bring their experiences and respect for Taiwan back to their home countries.

Looking ahead, Yavnik hopes to continue his academic path in Taiwan after completing his MBA. His long-term goal is to pursue a doctoral degree and eventually become a university professor.

“I have realized that I truly enjoy academic life, and I also discovered that I have a strong interest in teaching,” he said. “My goal is to build my academic career in Taiwan.”

He often recommends Taiwan to students considering overseas study, describing it as offering a rare combination of academic quality, safety, and cosmopolitan diversity. “Studying in Taiwan has been much more than just an academic journey,” he said. “It has been one of the best opportunities I have ever had.”

For Taiwan, stories like Yavnik’s illustrate the broader impact of international education programs. Through scholarships and cultural exchange, universities are not only educating students but also building connections between societies that extend far beyond the classroom. ■

From Peru to Taiwan: A Journey of Language, Culture, and Growth

Interviewee: **Valery Vallejo**
Student at Yuan Ze University

Valery Vallejo hails from Peru. Her upbringing in a culturally rich environment ignited her passion for languages and connecting with people. She pursued studies in linguistics, culture, and the arts, and is now working toward a master’s degree in applied linguistics in Taiwan. For her, language serves as a bridge linking cultures.

Taiwan attracted her with its strong education system, safe environment, affordable living, and vibrant culture. Beyond rankings, she values its openness to international students and its blend of tradition and modernity. She says it is the perfect place for immersive Chinese learning among patient locals, advancing her academic and personal growth.

Valery’s life in Taiwan has been a blend of discovery and adaptation. She admires the education system, particularly the Chinese instruction that integrates grammar with cultural history and values. The kindness of locals has left the deepest mark on her, making her feel supported.

Her main challenge was mastering academic Chinese terminology, which felt overwhelming at first. She overcame it through daily practice, conversations with peers, and immersion.

After graduation, Valery plans to foster ties between Latin America and Taiwan through education and cultural projects, preferably in Taiwan. She has shared Peruvian heritage through presentations and intercultural events.

She says the MOE scholarship provided crucial financial support, freeing her to focus fully on her studies and campus life. It also instilled in her a sense of responsibility to represent Peru and Taiwan positively.

Valery wholeheartedly recommends Taiwan. She describes it as a hub for academic rigor and cross-cultural friendships, where tradition harmonizes with innovation. For international students seeking safety, culture, and growth, Taiwan stands out. ■

Bilingual and International Education

A Bilingual Education

The National Development Council and MOE have promoted the “2030 Bilingual Policy (2021-2025) Plan” since 2021. To advance the national policy and vision, the MOE will continue implementing bilingual education initiatives from 2026 to cultivate talent capable of communicating confidently in English, understanding global issues, and demonstrating cross-cultural critical thinking skills, as outlined below:

1 Refining the English Proficiency of College and University Students

A. Administering the “Program on Bilingual Education for Students in College (BEST)”: Through the selection of benchmark programs, focused cultivation programs, and universal enhancement program schools, alongside enriching bilingual teaching personnel and establishing bilingual environments, the program enhances teachers’ English as a Medium of Instruction (EMI) teaching capabilities and establishes quality assurance mechanisms for EMI courses.

B. Elevating the functions of bilingual program teaching resource centers: Assisting partner schools in offering EMI courses, facilitating resource sharing and paradigm transfer.

C. Conducting the BEST test of English Proficiency (BESTEP): an English test tailor-made for college and university students, helping students understand their English learning outcomes and providing feedback for EMI course instruction.

D. Deepening cooperative models with international professional teams: Expanding opportunities for cooperation with international professional teams to elevate student English proficiency and the international profile of schools.

2 Fostering a Bilingual Daily Life Environment in Schools at the Senior High School Level and Below

A. Promoting the Bilingual Immersive Learning Environment Program: Establishing bilingual learning scenarios on campus, enabling students to cultivate bilingual abilities from daily life.

B. Establishing bilingual experimental classes in senior high schools: Providing students with more bilingual learning opportunities, cultivating talent equipped with international competitiveness.

C. Promoting full English instruction in English courses: Increasing the frequency and fluency of students’ English use in classes, deepening students' practical English application skills in daily life.

D. Expanding bilingual personnel: Continuously subsidizing teacher education universities to offer bilingual teaching-related courses, and recruiting foreign English teaching personnel, expanding bilingual teaching manpower.

E. Piloting rural bilingual innovative schools: Selecting schools in remote areas for piloting to provide rural students with high-quality bilingual learning environments and promote educational equity.

F. Piloting bilingual departments in primary and junior high schools: Piloting bilingual departments in schools surrounding science parks, providing diverse educational choices for the children of professionals working at the parks.

G. Administering relevant learning companion programs: Continuously administering relevant learning companion programs to spark primary and junior high school students’ interest in English learning and provide opportunities for international cultural exchange.

H. Optimizing English digital learning resources: Continuously refining the related features of the “Cool English” platform and the “I want to Test My English” system.

3 Cultivating Workplace Professional English proficiency for Students with Technical Specialties

A. Improving workplace professional English proficiency of technological college and university students: Continuously guiding technological colleges and universities to offer ESP courses in the freshman year, and enhancing the services of bilingual program teaching resource centers to provide reference guidelines for schools.

B. Laying the foundation for workplace English skills for senior high school students in specialized tracks: Continuously implementing programs that increase students’ opportunities to use English in workplace contexts.

B Internationalized Education

1 Background

To align with the global trend of internationalization in primary and secondary education, the MOE

implemented the Medium-Term Development Plan for International Education in Primary and Secondary Schools in August 2023. In response to the trends in international education and to streamline organizational structures in line with administrative simplification, the plan involved integrating interdisciplinary resources. It was implemented by the central government, local authorities, and primary and secondary schools nationwide, aiming to move toward the vision of "connecting internationally and linking globally." The plan outlined four strategies and nine action plans, including enhancing the cultivation of international education talents, promoting international education curriculum, facilitating international exchange and cooperation, and strengthening the support mechanism for international education. The implementation period is from 2023 to 2028. The plan targets all primary and secondary schools nationwide, with the two main development focuses being deepening curriculum initiatives and expanding international exchanges. The key implementation priorities are to demonstrate national values, respect cultural diversity and international understanding, enhance international mobility, and fulfill global citizenship responsibilities.

2 Four Strategies

A. Enhance the Capability of International Education Talents: Continuously conduct training and capacity building for international education talents, and establish a professional counseling network for international education.

B. Promote International Education Curriculum: Popularize and deepen international education curriculum, and expand the promotion of international education teaching resources.

C. Facilitate International Exchange and Cooperation: Enhance exchanges between domestic and foreign schools, and facilitate alliances between domestic and foreign schools.

D. Strengthen the Support Mechanism for International Education: Integrate the organizations promoting international education and establish internationalized campuses.

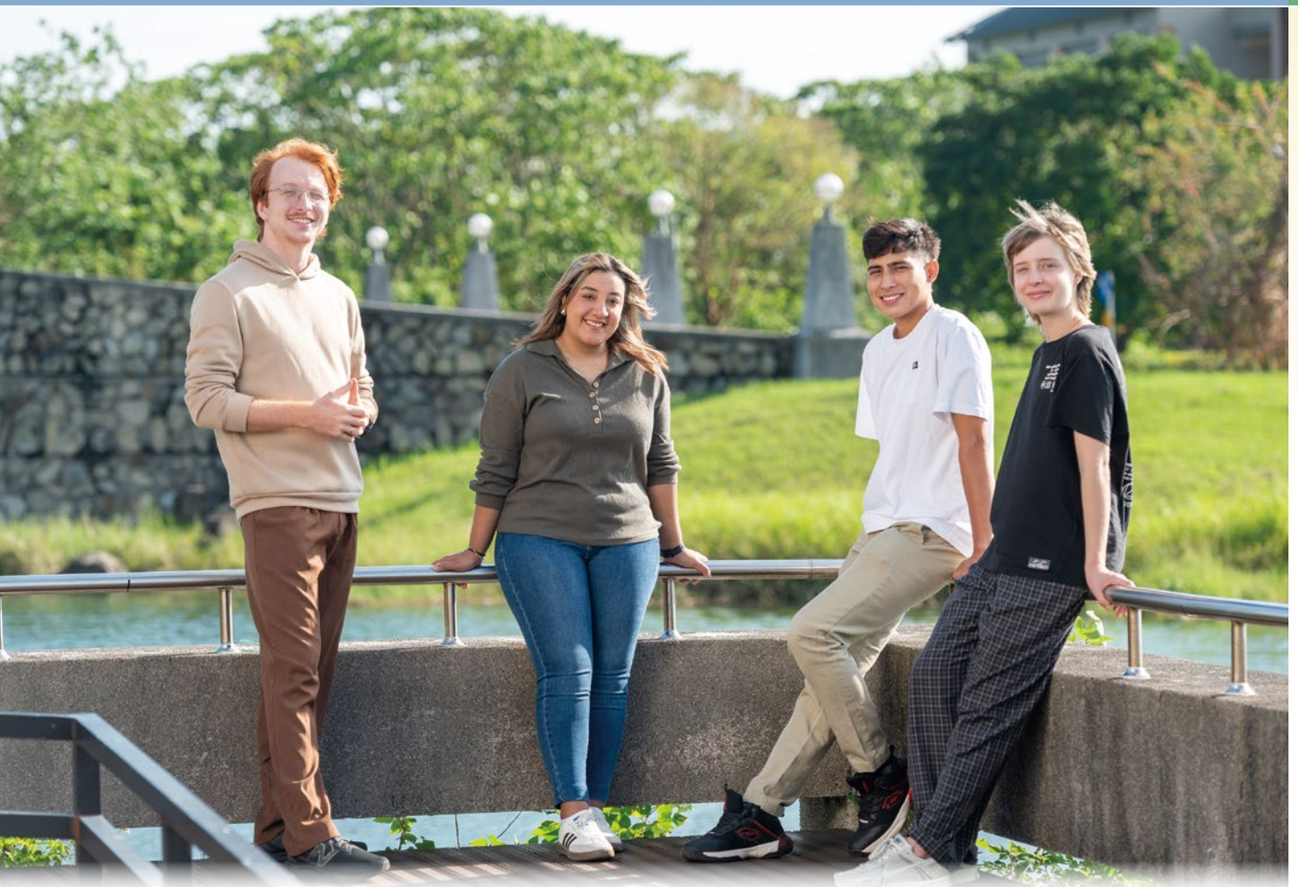
3

To strengthen international education exchanges at primary and secondary schools, the "Primary and Secondary School International Educational Exchange Alliance" have been formulated. This alliance will be led by the education minister as the chair, with two vice-chairs. The deputy minister of the MOE and the director general of the K-12 Education Administration of the MOE will serve as vice-chairs, and a chief executive and a deputy chief executive will be appointed. They will coordinate international education exchanges and promote related matters such as international education exchange programs. Additionally, 11 regional offices have been established based on the number of primary and secondary schools in each municipality or county. Each regional office has one director, who is principal of a senior high school within the region, appointed by the chair. Through the Primary and Secondary School International Education Exchange Alliance, the aim is to enhance exchanges between domestic primary and secondary schools and foreign schools, as well as to facilitate alliances between domestic and foreign schools, thereby steadily promoting international education exchanges in primary and secondary schools. ■

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 2025 fiscal year, the figure has since reached NT$1.15 trillion, or 4.00% of GDP. The budget for private educational institutions has risen from the 1961 fiscal year, when private institutions accounted for less than 15% of the total education budget. In fiscal year 2025, funding for private institutions reached 18.41% of the education budget. Public schools meanwhile enjoyed 81.59% of the budget. Looking at the breakdown of each education level of school, in SY2024, the total education budget was NT$804.55 billion, of which preschool education accounted for 8.30%, primary, and junior high school education for 42.39%, senior high school education for 14.82%, higher education for 33.66% (junior colleges 0.66%, universities and colleges 33.00%), and 0.83% went to other institutions. ■



Prospect

The purpose of education is to help every child fulfil their dreams. In the spirit of holistic education, the courses will start out with the principles of “local, team innovation, international” in building an environment in which students have few worries, teachers have little stress, and parents have few concerns. Schools will design courses based on life itself, and through open channels that advance education as well as enhanced education quality, students will acquire sound development both mentally and physically, their potentials fulfilled according to their aptitudes. Eventually, they will apply what they have learned, fulfil their responsibilities, remain concerned about Taiwan while looking out to the world, becoming modernized citizens who possess national consciousness and international outlook.

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 establish Taiwan’s place in pursuing prosperity with the rest of the world. ■

Statistics

Education Statistics

General Information

School Year / Year	Total Population (Thousand Persons)	Nominal GDP (US$ billion)	Economic Growth Rate (%)	Unemploy - ment Rate (%)	Consumer Price Index (2021=100)	Mean Years of Schooling for Age 25 Plus (years)	Excepted Years of Schooling (years)
1980	17,886	42.3	8.04	1.23	47.02	-	-
1990	20,401	166.4	5.54	1.67	63.51	-	-
1995	21,357	279.0	6.50	1.79	76.37	-	-
2000	22,277	330.7	6.31	2.99	81.92	9.3	-
2005	22,770	374.0	5.38	4.13	84.75	10.6	-
2010	23,162	444.2	10.25	5.21	89.93	11.3	-
2015	23,492	534.5	1.47	3.78	94.54	11.9	16.6
2020	23,561	676.9	3.42	3.85	98.07	12.4	16.6
2023	23,420	757.3	1.08	3.48	105.51	12.7	16.8
2024	23,400	801.5	5.27	3.38	107.81	12.8	16.8
2025	23,299	921.9	8.68	3.35	109.60	12.9	17.0

Sustainable Development Goal 4 Indicators (1/4)

Year	Completion Rate (%)								
	Primary			Junior High			Senior High		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2016	99.92	99.92	99.92	99.81	99.82	99.80	98.62	98.40	98.86
2017	100.00	100.00	100.00	99.77	99.79	99.76	98.61	98.40	98.84
2018	99.99	99.99	99.99	99.72	99.74	99.70	98.58	98.41	98.76
2019	99.99	99.99	99.99	99.69	99.72	99.65	98.64	98.53	98.77
2020	99.98	99.98	99.98	99.66	99.68	99.64	98.67	98.59	98.75
2021	99.98	99.98	99.99	99.75	99.76	99.74	98.81	98.72	98.91
2022	99.97	99.97	99.97	99.81	99.81	99.81	98.92	98.82	99.02
2023	99.99	99.99	99.99	99.71	99.73	99.70	98.84	98.78	98.90
2024	100.00	100.00	100.00	99.69	99.72	99.67	98.81	98.77	98.86

Sustainable Development Goal 4 Indicators (2/4)

School Year	Participation Rate in Organized Learning - One Year Before the Official Primary Entry Age (%)		
	Total	Male	Female
2019-20	96.16	96.20	96.12
2020-21	96.67	96.73	96.60
2021-22	97.58	97.74	97.41
2022-23	97.51	97.46	97.56
2023-24	95.09	95.21	94.95
2024-25	95.18	95.06	95.30

Sustainable Development Goal 4 Indicators (3/4)

School Year	Gross Enrollment Ratio for Tertiary Education (%)		
	Total	Male	Female
2019-20	82.66	79.69	85.89
2020-21	85.35	82.30	88.67
2021-22	88.08	84.89	91.55
2022-23	88.90	85.41	92.72
2023-24	90.30	86.90	94.00
2024-25	94.35	90.80	98.22

Sustainable Development Goal 4 Indicators (4/4)

School Year/ Year	Gender Parity Indices				
	Completion Rate			Participation Rate in Organized Learning - One Year Before the Official Primary Entry Age	Gross Enrollment Ratio for Tertiary Education
	Primary	Junior High	Senior High		
2019	1.00	1.00	1.00	1.00	1.08
2020	1.00	1.00	1.00	1.00	1.08
2021	1.00	1.00	1.00	1.00	1.08
2022	1.00	1.00	1.00	1.00	1.08
2023	1.00	1.00	1.00	1.00	1.08
2024	1.00	1.00	1.00	1.00	1.08

Summary of Education at All Levels

SY 2025-2026

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2025	No. of Students Per 1,000 Population
Total	10,648	304,729	92,677	3,928,628	809,779	168.62
Preschool	6,616	64,066	-	531,077	-	22.79
Primary School	2,607	99,724	51,450	1,165,258	210,829	50.01
Jr. High School	736	47,885	22,435	605,348	172,253	25.98
Senior High School	505	49,666	17,355	532,256	159,665	22.84
Uni., College & Jr. College	139	41,572	-	1,056,844	258,522	45.36
Special Edu. School	28	1,678	522	4,199	1,219	0.18
Supp. & Cont. Sch.	9	61	915	33,139	7,155	1.42
Religious College	8	77	-	507	136	0.02

Gross Enrollment Ratio and Total Net Enrollment Rate by Level of Education

Unit: %

School Year	Total	Primary		Junior High		Senior High		Tertiary
	Gross	Gross	Net	Gross	Net	Gross	Net	Gross
2008-09	95.11	99.00	98.02	99.25	97.95	98.86	92.62	86.12
2011-12	94.12	98.79	97.98	98.86	98.15	98.98	93.62	84.27
2016-17	92.52	98.25	97.43	98.95	98.03	98.34	94.46	82.17
2017-18	92.42	98.13	97.27	98.87	97.94	97.90	94.28	82.29
2018-19	92.38	98.00	97.14	98.67	97.75	98.31	94.17	82.24
2019-20	92.56	97.87	97.02	98.49	97.51	98.77	94.25	82.66
2020-21	93.73	98.14	97.34	98.52	97.59	98.80	94.40	85.35
2021-22	95.01	98.34	97.69	98.71	97.90	99.54	94.73	88.08
2022-23	95.81	99.15	98.63	99.42	98.75	99.87	95.14	88.90
2023-24	95.39	97.62	97.11	97.98	97.21	98.26	93.96	90.30
2024-25	96.57	97.23	96.69	97.58	96.90	98.34	93.67	94.35
2025-26	97.51	97.26	96.70	97.53	96.90	99.17	93.62	96.88

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	32.66	36.04	25.94	23.16	22.70	20.00	16.22	11.42	6.65
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
2021-22	13.88	9.99	12.14	9.57	13.81		26.58	15.44	21.81	2.84
2022-23	13.59	9.63	12.20	9.28	13.56		26.09	15.99	21.45	2.82
2023-24	13.30	9.26	12.18	9.10	13.29		25.28	15.67	21.43	2.78
2024-25	13.12	8.82	11.98	9.29	13.36		25.33	16.16	21.59	2.77
2025-26	12.89	8.29	11.68	9.62	13.29		24.67	21.41	21.77	2.72

Overseas Students in R.O.C.

Unit: Person

Year	2007-08	2021-22	2022-23	2023-24	2024-25	2025-26
Total	30,509	94,579	106,067	119,929	124,831	140,417
Degree	16,195	65,383	66,917	67,299	78,801	91,192
Studying for a Degree	5,259	34,535	35,512	37,062	48,654	60,289
Overseas Compatriot Students (Includes Hong Kong and Macao Students)	10,936	26,555	28,284	28,109	28,591	29,822
Mainland China Students (Studying for a Degree)	-	4,293	3,121	2,128	1,556	1,081
Non-degree	14,314	29,196	39,150	52,630	46,030	49,225
International Exchange	1,441	5,190	6,100	5,942	6,228	6,228
Short-term Courses	1,146	2,686	4,185	8,234	9,591	9,591
Studying Mandarin Chinese	10,177	20,145	27,808	36,350	28,163	30,056
Mainland China Students (to Take Short-term Courses or Attend Meeting)	823	-	22	2,087	1,917	3,030
Overseas Youth Vocational Training Program	727	1,175	1,035	17	131	320

Ratio of Educational Expenditure to GDP

Fiscal Year	Educational Expenditure (US$million)			Educational Expenditure Per Student (US$)	Nominal GDP (US$ million)	% to GDP		
	Total	Public Sector	Private Sector			Average	Public	Private
1970-71	281	227	54	-	6,270	4.48	3.61	0.87
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	4,101	386,492	5.59	4.11	1.47
2011	26,619	20,480	6,139	5,643	483,957	5.50	4.23	1.27
2016	26,986	20,295	6,691	6,043	543,002	4.97	3.74	1.23
2021	35,460	27,885	7,575	8,586	777,062	4.56	3.59	0.97
2022	34,109	27,098	7,011	8,355	765,529	4.46	3.54	0.92
2023	32,993	26,310	6,683	8,474	757,328	4.36	3.47	0.88
2024	33,452	27,976	6,476	8,813	801,529	4.30	3.49	0.81
2025	36,794	30,021	6,772	-	921,916	4.00	3.26	0.74

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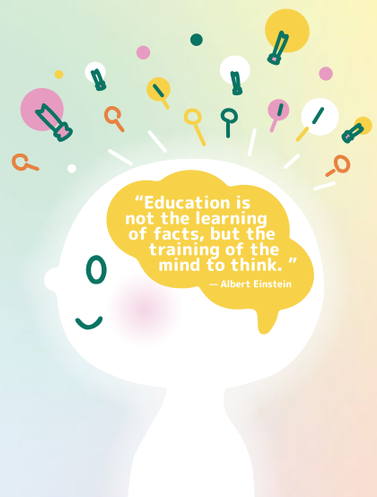

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