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IN TAIWAN

Ministry of Education
Republic of China

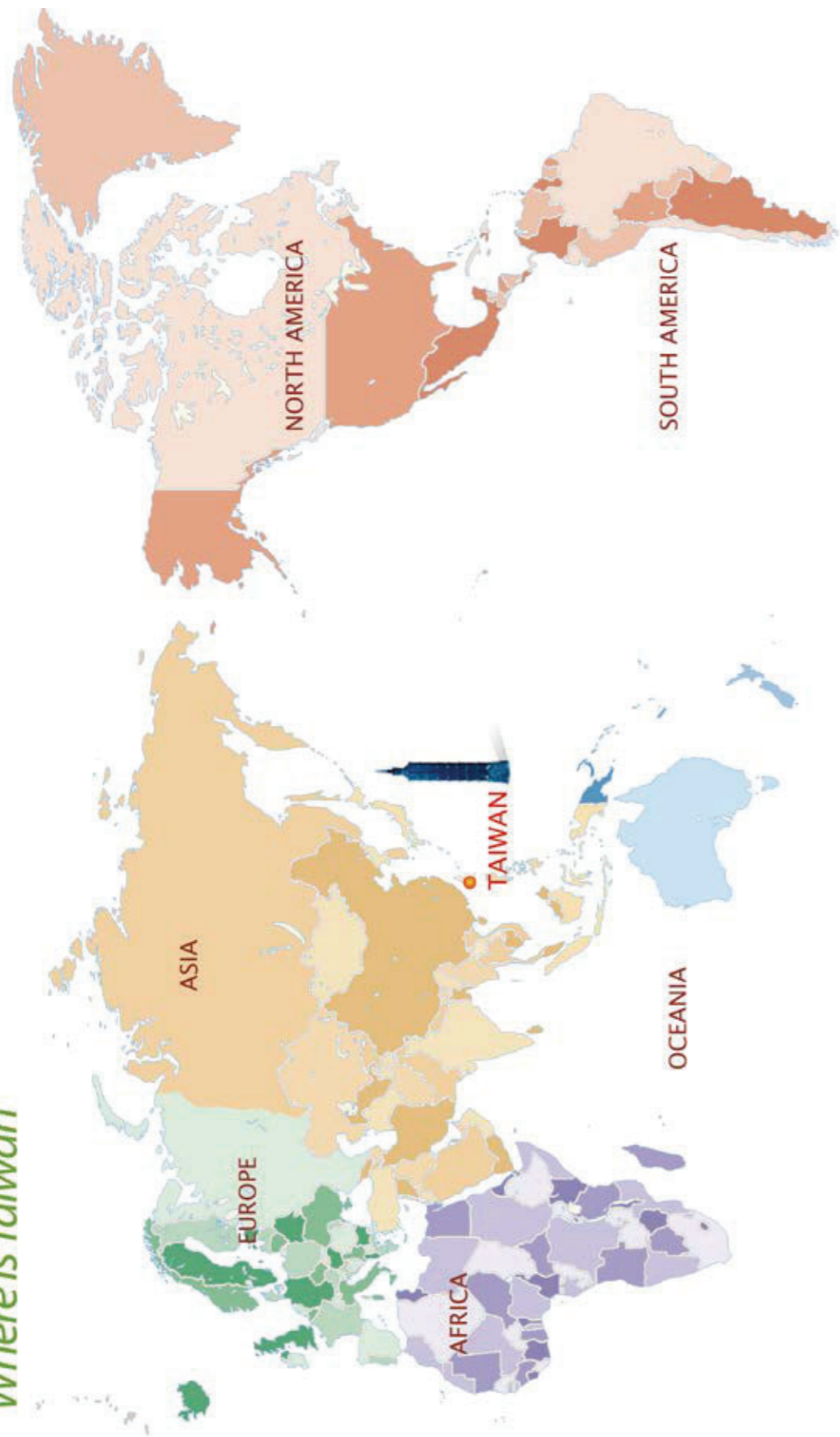


The most important way of education is to encourage students to take action.

— Albert Einstein



Where is Taiwan



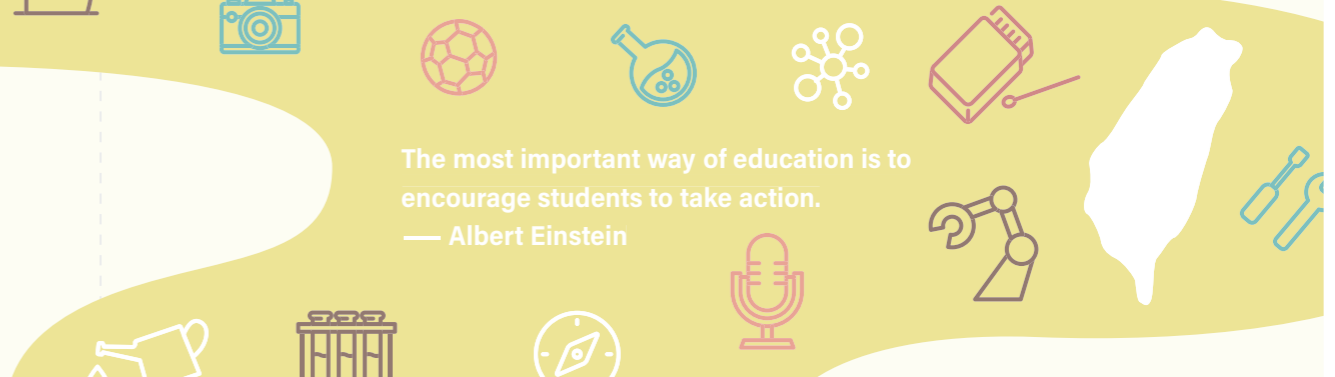
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Illustrations of a scientist in a lab coat with test tubes, a student with a book, and an artist painting on an easel.

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— Albert Einstein



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An Overview

A Introduction

As one of the Executive Yuan's subordinate agencies, the Ministry of Education (MOE) is the highest supervisory body for Taiwan's education. The MOE's mission is to enhance education in the country (including basic education, technical and vocational education, higher education, lifelong education, special education, teacher education, arts education, digital education, technological education, environmental education, and diverse education), as well as to cultivate international talent, promote sports and youth development affairs, and improve the general quality of education so as to increase competitiveness as a country. The MOE is led by

the minister of education, who is supported by two political deputy ministers, one administrative deputy minister, and one chief secretary. The MOE comprises eight departments, three administrations, along with the other subsidiary agencies. Together, they are committed to ensuring the quality 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 seeks to make sure that by 2030,

there will be free education available to all children at the primary and secondary levels regardless of gender, vocational education that is equitable and affordable, no disparities between genders and between the rich and poor, and equal access to quality higher education.

C Major Education Policies at Present

1 Action Plan to Address the Trend of Fewer Children

To address the issues arising from Taiwan's sub-replacement fertility rate, reduce the financial burden on parents, and implement the policy of "Childcare Support for Children Aged 0-6," the Executive Yuan on January 29, 2021, announced the amended Action Plan to Address the Trend of Fewer Children whose three main objectives are extending affordable educare services, reducing tuition and fees, and doubling childcare allowances, in order to achieve such goals as "more vacancies," a "lighter burden," and "more allowances." This is the most comprehensive childcare support in Taiwan in years.

2 Directions Governing the 12-year Basic Education Curricula

The new curricula kick-started in SY2019 center on students and emphasize situated cognition, integration, exploration, and hands-on



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

3 The New Southbound Talent Development Program

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

4 Bilingual 2030

The Bilingual 2030 policy is aimed at improving the nation's English skills and, subsequently, its competitiveness on the world stage. Proficiency in English would help local talent broaden their

worldview and enhance communication skills in an international environment. To that end, the policy presents a multifaceted approach, including the establishment of bilingual benchmark schools and colleges, a multidisciplinary education taught in English at senior secondary schools or below, recruitment of English-speaking native professionals, and implementation of self-learning and assessment systems in English.

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

D Future Prospects

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



Ministry of Education

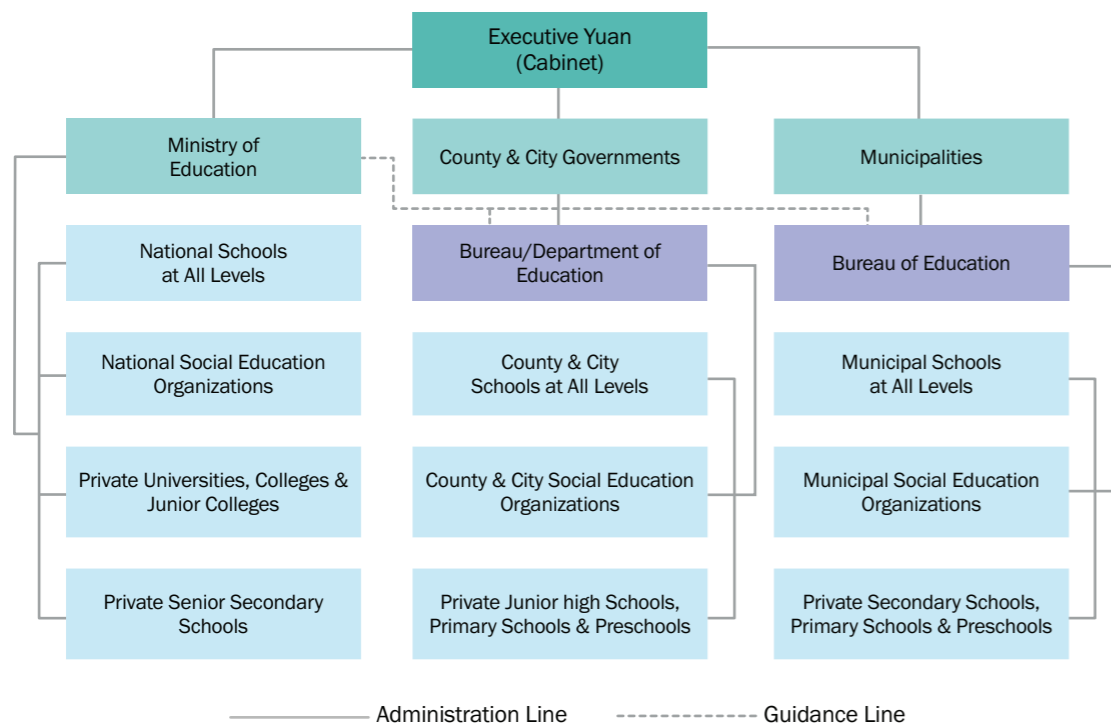


SDG 4



Educational System

The Education Administration System



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

A 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.

B Senior Secondary Education

Senior secondary education consists of three years of schooling and includes "general senior high schools," "skill-based senior high schools," "comprehensive senior high schools," and "specialized senior high schools."

C 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 skill-based senior high schools.

D Teacher Education

The teacher education system is comprised of diversified, reversed, and selecting methods.

Teachers who teach in preschools, primary schools, junior high schools, and senior secondary schools are trained in universities of education or normal universities with teacher training departments or centers. These institutions are also responsible for providing in-service training and guidance for local educators. As of February 1, 2018, the training of teachers uses qualification tests before conducting internships and selects a necessary number of students through exams with just the right qualities, thus implementing a training system for the teaching and internship of homeroom teachers.

E 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 (the Post-bachelor Second Specialty Program is one to two years, while the two-year bachelor's degree program is usually two years), and 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 for doctoral degree candidates the range is two to seven years.

F Special Education

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



G Arts Education

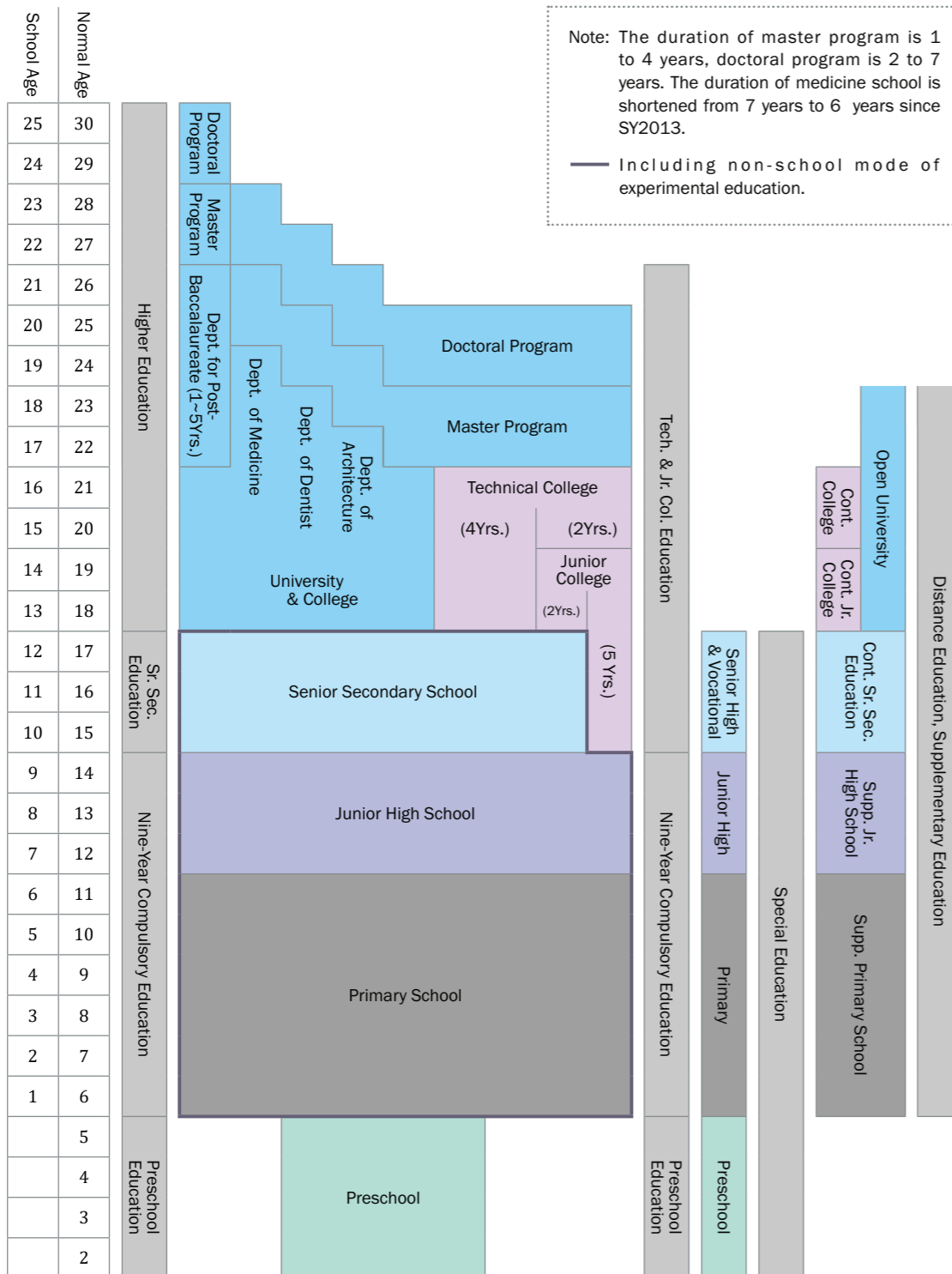
The goals of arts education are to cultivate artistic talent, enrich the spiritual lives of citizens, and elevate cultural levels. Arts education in Taiwan can be divided into professional arts education offered at schools, general arts education offered at schools, and arts education offered to the public.

H Supplementary Education

Supplementary education aim to supplement citizens' factual knowledge about life, raise educational attainment, transfer practical skills, cultivate sound citizens, and help society to progress. This education system 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

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

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

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

B Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system.

After the Act took effect on Jan 1, 2012, nurseries and kindergartens were redesignated “preschools,” in which children from the age of two onwards are given complete and thorough education and care until they enter elementary school. This act integrates both the education and the care of young children into a single administrative system, putting into practice a toddler-centered strategy that focuses on the children’s best interests. Taiwan is also the first country in Asia to integrate the two systems. On April 26, 2017, the “Statute for Preschool Educators” was announced, clearly stating the rules for training, qualifications, rights and interests, administration, and appeals and dispute settlements in order to safeguard the rights of our country’s preschool educators.

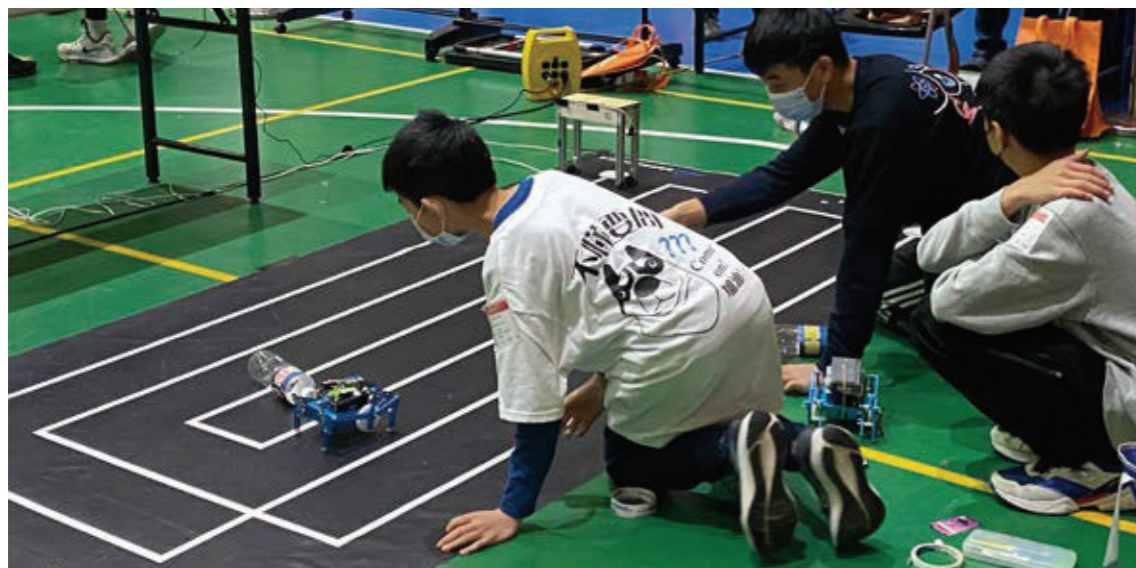
According to statistics by UNESCO, more than 40 countries in the world have a basic education system that exceeds 10 years. The main reason for this is that many underdeveloped countries have begun to see that basic education is linked to national competitiveness.

Kick-started in SY1968, Taiwan’s nine-year Compulsory Education system is mandatory, free, and obligatory. Citizens from the age of six to 15 are legally required to receive education. The

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

C Preschool and Compulsory Education Policies

Preschooling is not compulsory in the education system of Taiwan. The education and care of preschoolers used to rely on, respectively, kindergartens and nurseries, most of which are privately-run institutions. Kindergartens and nurseries were supervised by different



government agencies. As a result, each developed its own set-up requirements and regulations regarding personnel and curriculum. Preschool education and care were inconsistent across the board. To remove such inconsistency and to follow the international trend of combining preschool education and care services into educare services, Taiwan has integrated the two systems after 14 years of effort.

In line with the Executive Yuan’s “Action Plan to Address the Issue of Fewer Children,” the MOE will implement the policy of “Childcare Support for Children Aged 0-6” and reach the goal of adding 3,000 classes, the biggest increase in Taiwan’s history, by 2023, a year earlier than

originally scheduled. As a result, in SY2021, combined student capacity at public and quasi-public preschools could exceed 428,000. Since August 2021, tuition and fees for public and quasi-public preschools have been in the process of being reduced in two stages. From August 2022 onwards, parents will pay no more than NT\$3,000 per month; there will be more benefits for families with two or more children; children from low- and middle-income families will enjoy exemption from school fees; and childcare allowances will double to NT\$5,000 per month without a cap on the number of children in the family. These measures are to reduce the childcare burden on parents and to increase the overall enrollment rate.

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

Bottom-up approach is key to invigorating Taiwan's education

Interviewee: **Yeh Hsing-hua**
Professor, University of Taipei



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

diverse learning resources for the students, and the provision of necessary facilities and equipment to schools in order to safeguard the students’ right to education in remote areas.

“Social Care” is another focal point of Taiwan’s education policy. The MOE has established a fund-raising program called the “Education Savings Account.” So far, there are 3,700 schools permitted to apply for funding under the program. Businesses and individuals are encouraged to become long-term donors to the economically disadvantaged children listed on the website of the program, helping to ensure their right to education. ■



K-12 Education Administration

The Ministry of Education has implemented a program that seeks to inject life into Taiwan’s education system by giving teachers a more prominent role and encouraging spontaneous learning.

Now in its seventh year, the program incentivizes innovative teaching that uses diversified methods and brings out the characteristics of local schools. Resources are allocated to primary and secondary schools, with a special focus on remote areas, said project

leader Yeh Hsing-hua, a professor at the University of Taipei’s Department of Learning and Materials Design.

Rather than imposing specific directives and force-feeding knowledge, the approach encourages educators to devise their own curricula based on the needs of students and in line with the traits of the schools they serve, according to Yeh.

Through improved interaction with students and exchanges with like-minded teachers from

various schools, participants can make the most of their expertise and share tips on fostering an enthusiasm for learning.

The initiative has expanded over the years and currently covers a third of the country's elementary and junior high schools, both public and private, and some overseas institutions. Not only schools in remote areas but also those in major cities have benefited from the approach. In 2021 alone, more than 1,600 applications to the program were submitted.

To support the development of the 12-year basic education, one element of promoting more flexible curricula involves forming alliances between schools and museums, foundations, and other community resources. Participating rural institutions in particular are encouraged to organize outdoor excursions and invite guest instructors hailing from a variety of backgrounds and professions, according to the MOE-operated Curriculum and Instruction Resource Network.

Among the achievements delivered so far are projects that teach children about Taiwan's indigenous cultures and improve environmental awareness.

At Taitung's Donghe Elementary School, for example, students engage in a hands-on activity making traditional bamboo rafts with instruction from Amis tribal elders. The experience also



serves to promote the tribe's skills and the importance of marine ecology, Yeh reckoned.

Guangyuan Elementary School, also in eastern Taiwan, draws on the wisdom of Bunun cultural traditions and creates an immersive environment where students can hunt, farm, and get acquainted with tribal religious rituals, among other activities. In Taipei, Zhinan Elementary School has made a name for itself in environmental education, an essential part of which is its river tracing trips, a rare activity for schools in Taiwan.

Thanks to the program, teachers can cut the red tape and are no longer required to pen long reports. They are, however, asked to share the results of their creative projects on the Facebook page "Hand in Hand Wonderland," a platform that chronicles what has been accomplished through the program. ■



Senior Secondary Education

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

Students who graduate from junior high school or have an equivalent education level can gain admission to senior secondary schools through methods such as open admission and specialty enrollment. To graduate, students must complete required courses or obtain 160 credits.

A Steady Promotion of 12-year Basic Education

1 Introduction

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



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

Beginning from August 2014, the 12-year Basic Education is provided in two phases. The first phase is the 9-year National Education, which is based on the Primary and Junior High School Act and Compulsory Education Act. According to the Acts, citizens between six and 15 years of age are to receive obligatory and compulsory universal education free of charge. The 9-year Basic Education is in principle provided by the government in general schools universally, with open admission based on school districts. The second phase is the 3-year Senior



Secondary Education, based on the Senior High School Education Act, which provides that citizens aged 15 years or above are to receive voluntary, free education universally. Senior secondary education is provided by public and private schools, with open admission. Senior secondary schools offer diversified programs, including general education and vocational education.

2 Education Curricula

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

The Curriculum Directions were devised according to the “Proposal of 12-year Basic Education Curriculum Development” and the “Curriculum Development Guidelines of 12-year Basic Education.” For the first time in the history of Taiwan, an integrated, cross-level, and interdisciplinary curriculum is in place to achieve the ideals of 12-year Basic Education, covering primary, junior high, and senior high schools. On June 1, 2016, the Senior High School Education Act incorporated Article 43-1 and Article 43-2. Accordingly, the MOE revised and announced the key points of the establishment and operation of the curriculum review committee. The role of the curriculum review committee now has a clearer legal basis and student representation is also included in the review committee. In accordance with the provisions of the Development of National Languages Act, national languages have been included in the compulsory curriculum, which will be put into practice three years after the implementation of the new curriculum guidelines. To this end, the MOE began its review process and preparation in 2020 and announced the revised general curriculum in December 2021.

The accompanying measures include training in relevant laws and regulations, teacher abilities,



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

3 General Objectives

- A.** To enhance basic knowledge level of citizens and cultivate modern civic literacy.
- B.** To strengthen basic abilities of citizens and improve economic competitiveness as a country.
- C.** To promote equal access to education to realize social equity and justice.
- D.** To increase resources in senior secondary schools and balance educational development in regions, cities, and remote areas.
- E.** To help high school students explore their aptitude and career interests and provide guidance to diverse higher education or future careers according to natural preferences.
- F.** To relieve stress of students in academic advancement and help them to grow not only intellectually but also morally, physically, aesthetically, and socially.

B Science Education and Science Talent:

- 1** Organizing and participating in domestic and international mathematics and science competitions.
 - A.** Organizing national senior secondary school mathematics, science, and information subject competitions as well as science fairs for elementary and junior high schools. The goal is to foster an appropriate attitude and concept about science among the students, to inspire interests in scientific research, and to improve the pedagogy and its effectiveness in senior high schools.
 - B.** Training and preparing students to participate in international Math and Science Olympiads and in the Regeneron International Science and Engineering Fair. Establishing an incentive system.
- 2** Subsidizing “Science Education Projects for Elementary and Junior High Schools”: To improve science education in primary and secondary schools, in SY2019, 72 schools received subsidies for their efforts in science education research, promotion, training, and extracurricular assistance.
- 3** “Projects of Scientific Research Training for Senior Secondary School Students” provide school-year-based subsidies for high schools to foster talent in science, discover students





with potential in science, and cultivate future scientific researchers.

- 4 Opening “science classes” in high schools: Designing and offering science courses where students can learn to do research on their own and be creative. The goal is for students to not only develop scientific expertise but also humanism, and ultimately, become high-quality workers in science and technology who help our country enhance national competitiveness.
- 5 Organizing the selection mechanism and entrance examination for France’s “Classes Préparatoires aux Grandes Ecoles”: Between 2006 and 2020, 53 high school students were sent to Classes Préparatoires aux Grandes Ecoles in France as an academic exchange between Taiwan and France.
- 6 Planning science education tours for girls’ schools and students: Outstanding, young female science award winners are invited to high schools to speak to the students so as to spark the students’ interest in basic science, to encourage them to learn more about science and plan for a career in scientific research, and to inherit the spirit and accomplishments of their female predecessors.

C Second Foreign Language Education and International Awareness:

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

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

D Practical Technical Programs and Cooperative Education Classes

1 Practical Technical Programs

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

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

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

The “Implementation Scheme for Skill Development Programs Under the 12-year Basic Education (Including Academic & Vocational Subjects)” was revised and promulgated on July 30, 2021, and were applied in year-one classes in senior high schools around Taiwan in SY2022.

2 Cooperative Education Classes

Cooperative education classes are designed to equip students with skills for various industries. Schools that work with businesses can send students on a “rotating internship,” a “ladder internship,” a “full-time internship,” or other forms of internships approved by competent authorities so that students may use skills learned at school in a workplace. Besides acquiring practical skills via cooperative programs, students will also receive allowances during internships. On the one hand, schools do not have to spend too much on equipment for students to acquire the latest skills. On the other, though not to be treated as free manpower, the interns do produce economic benefits for businesses. The cooperative mechanism is conducive to training the high-quality skilled labor demanded by the job market. Cooperative education is a win for the student, the school, and the business.

Now, in response to changes in the industry and in order to protect the students’ right of education and training, the “Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants’



Rights” was promulgated by the president and came into effect on January 2, 2013. A total of 13 provisions were revised on June 16, 2021. Paragraph 1, Article 10 of the “Senior High School Education Act” provides that to conform to the development of industries and provide students with workplace hands-on learning and cooperative education, senior high schools may conduct cooperative education programs; relevant matters regarding cooperative education shall be stipulated by other acts.

Hence, the “Implementation Measures of Cooperative Education in Senior High Schools” were revised on July 28, 2021, and have been applied in year-one classes in senior high schools around Taiwan since SY2022. ■



K-12 Education Administration

Kaohsiung's Chung Shan Industrial and Commercial School is a top choice for overseas compatriot students

Interviewee: **Lin Chao-yi**

Principal, the Chung Shan Industrial and Commercial School



The Chung Shan Industrial and Commercial School (CSIC) underwent restructuring to become a vocational school in 1974. Since 1978, it has joined hands with industry players to provide training and classes that meet the needs of the job market.

In 1966, it launched the "Industry-Academia Cooperative Education Program for Overseas Compatriot Students," which has enrolled over 2,700 students from Vietnam, Indonesia, Malaysia, Thailand, Myanmar, and Cambodia in its 14 sessions. The program has been so well-received that the school is considering accepting more applications from students hoping to study there, despite the COVID pandemic.

A win-win for both students and industry players

The program entails three months of classes and three months of internship on a rotating basis. Through the internships at Ministry of Education - certified companies and institutes, participants can gain real-world experience.

They receive allowances, apply what they have learned at the workplace, and have the opportunity to enter tech universities under a MOE project - allowing them to pursue their studies while fulfilling their career aspirations, noted CSIC Principal Lin Chao-yi.

Partnering businesses have benefited from the initiative by finding the talent they need in a three-year training collaboration, Lin reckoned. These include Panasonic, Walsin Technology Corporation, TECO Electric & Machinery Co., Gogoro, Hi-Lai Foods Co., Din Tai Fung, and Mentor Hair.

Initially designed to nurture engineering talent, the program has expanded and now includes seven disciplines: business management, food and beverage management, automobiles, electrical engineering, mechatronics engineering, cosmetology, and information. Electrical engineering in particular will be an area of focus to reflect industries' evolving needs, Lin said.

Rigid regulation can be a constraint

In 2013, Taiwan moved to better protect students' rights with a new regulation on cooperative education between industry and high schools. The law introduced a cap on students' working hours and bans businesses from charging interns fees other than labor insurance premiums.

While it ensures the rights of students, the rule concerning working hours has been criticized for lacking flexibility and failing to address industry needs, Lin pointed out.



More investment needed to boost school capacity

The success of such talent incubation programs requires effort from the government, industry, and academia. Lin believes businesses stand to gain from increased exchanges with schools and greater commitment to helping the institutions upgrade, in terms of facilities and teachers' skills.

In November of 2021, MOE rolled out an updated version of the program that grants participants a monthly payment of NT\$5,000 (US\$179), in addition to other financial support, as an incentive. Lin welcomed the measure and expressed hope it will be better promoted than before.

Going from only 47 students to over 9,000, CSIC has set an example for how academic institutions can thrive by working with industry players. Graduates will find themselves well-equipped as they explore their careers, he stated. ■





Technical and Vocational Education

A An Overview

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

and private senior secondary schools outside of the municipalities. County and city education departments are in charge of supervising the vocational education affairs of county or city senior secondary schools and the technology education affairs of junior high schools in their jurisdiction.

Technical and vocational education in Taiwan is provided in both secondary and higher education. At the secondary level, besides technical and vocational courses that are taught in junior high schools, there are also skill-based senior high schools, as well as technical and vocational courses in general senior high schools

and comprehensive senior high schools. At the higher level, there are junior colleges (two-year and five-year), technology colleges, and universities of science and technology (two-year and four-year). These colleges and universities may recruit students for associate-degree programs, bachelor programs, master's degree programs, and doctoral degree programs.

B Development of Technical and Vocational Education

1 Secondary Education

A. Characteristics

1. Complete structure and system.
2. Students study in private schools is more than in public schools.
3. Adaptive school system and subject courses.
4. 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 the creative research and development of industry-academia cooperation.

2 Youth Education and Employment Savings Account Program

To encourage general and vocational high school students to explore professional opportunities at work and internationally and to learn more about future goals, the MOE launched the "Youth Education and Employment Savings Account Program" in 2017. This project comprises two parts: the "Youth Employment Pilot Program"

and the "Youth Experiential Learning Program." With the former, recipients will receive a monthly subsidy of NT\$10,000 for no more than three years as a form of support in employment, education, or starting up a business. Applicants to the "Youth Experiential Learning Program" will have the opportunity to explore life's paths by volunteering and travelling.

3 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 on a level suitable for their specialized skills.
2. Private schools should be excellent and active: private schools play an important role in the development of Taiwan's technical and vocational education system, as they realize an even closer integration between technical and vocational education on the one hand and business on the other.



3. Multiple school systems in close touch with industry: in addition to junior colleges, technical colleges and universities of science and technology (including graduate schools), the higher technical and vocational education system also includes continuing education departments, in-service education programs and continuing schools, showing the diversity and flexibility of this kind of education.

4. Practicality and usefulness of schooling: technical and vocational education give the most weight to the practical spirit. There are multiple means of admission, such as 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 the 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 the quality of teaching
- 4.** Launch the evaluation of technical and vocational schools
- 5.** Cultivate talent with high technical quality
- 6.** Stress the creative research and development of industry-academia cooperation
- 7.** Promote the “Sustained Progress and Rise of Universities in Taiwan” and develop the diverse characteristics of schools
- 8.** Encourage universities to implement their social responsibility decisions
- 9.** Establish incubators for regional industries and technologies to promote cooperation between academia and industry
- 10.** Develop international cooperation and exchanges

C Future Prospects

Secondary and higher technical and vocational education should emphasize studying with practical action as its main element, offering the abilities necessary for practical work in the job market and linking up with local industries,

cultivating relevant talent to promote local development and extension toward the international scene, and exchanging experiences and cooperating with the technical and vocational education systems of other countries. In addition, the education must take root, as well as implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of technical and vocational education. The description is as follows:

- 1.** To expand professional interest downward: Junior high schools can organize field trips and introduce the students to the workplace. They can also work with technical and vocational colleges and training institutions to open new courses.
- 2.** To strengthen professional capabilities by practical orientation: The European Union (EU) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) promote learning with work as the main focus. This type of learning focuses on technical practice, and its core spirit stands close to professional practice. In other words, this type of learning

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

3. To localize technical and vocational education and continuing education: the promotion of localized technical and vocational education should link up with local industry in order to cultivate the fit talent needed, which will in turn invigorate the development of local industry.

4. Reach out into Southeast Asia and move on to the global scene: international exchanges and cooperation in technical and vocational education can develop separately from the national, local, and school levels. On the national level, one needs first to collect and analyze information systematically about the area or country that one wants to communicate with before establishing cooperative relations. At the local level, exchanges can begin from the characteristics of local industry. As for the



Inclusion of SDGs in University Social Responsibility boosts sustainable development efforts

Interviewee: **Yuhlong Oliver Su**
 Professor, National Chi Nan University



school level, the main emphasis should be on encouraging local students to expand their international perspective and achieve fulfillment. Since 2017, the MOE has responded to the “New Southbound Policy” by expanding its training of technical and vocational talent from the relevant countries, encouraging bilateral exchanges, launching the “Industry-Academia Collaboration Program for International Students,” the “Short-term Program of Technical Training for Foreign Youths,” and the “Short-term Program of Enhancing Professional Skills for Foreign Youths” from New Southbound Policy countries. Young students from the New Southbound Policy countries are being accepted within the excellent domain of domestic technical and vocational schools to accompany the country’s development in order to cultivate the necessary talent. In addition, the MOE rolled out “Credit Courses and Programs on Southeast Asian

Languages and Industries,” “Professional Skills Improvement Training for Children of New Immigrants,” and “Southeast Asian Language Courses” that recruit domestic and international students. The students will have the ability in language of New Southbound countries, professional English, global views, business management and trade abilities, and other professional knowledge needed by industry so that they will be pioneers of cross-cultural exchange with New Southbound countries. ■



Technical and Vocational Education in
 Taiwan Republic of China

Universities in Taiwan are increasingly viewed as “public entities.” In 2017, the Ministry of Education launched the “University Social Responsibility (USR) Program,” appointing National Chi Nan University (NCNU) professor Yuhlong Oliver Su as principal investigator.

According to Su, the program focuses on localization and talent cultivation, aligning its principles with the United Nations’ Sustainable Development Goals (SDGs) to better connect with the global community. When combined with school administration, USR can become a driving force behind the sustainable development of universities and communities alike.

SDGs guiding school administration towards sustainability

The USR Program’s goals include helping colleges and universities form local connections, addressing local issues, setting sustainable development objectives, and increasing global

visibility. Since these are in line with the 17 SDGs, the program adopted them into its second phase. Su believes the key to promoting the program is to focus on innovative courses, faculty communities, local participation, inter-university exchanges, and international connections in school administration.

NCNU, for example, worked with the Shui Sha Lian Humanities Innovation and Social Implementation Research Center to advocate for diverse ways for faculty members to be promoted and collective learning groups. Through the process, the university was able to consolidate expertise and ideas, observe social needs, and provide appropriate guidance.

Additionally, NCNU offered courses on social participation and the “Youth Innovation in Hometown Practical Program and Microprogram,” allowing students to directly address issues within the community and bridge the gap between theory and application. Su said it is also

important to expand the scope of social participation and promote public awareness of local issues so the USR Program can be adapted according to local needs and universities' sustainable development.

By collaborating with local teams, the faculty and students of NCNU developed a PM2.5 detector to monitor air pollution, an LED light to help water bamboo farms save energy and reduce light pollution, and distance learning solutions to ensure a quality education for students in rural areas.

Its local sustainability program has extended to rural parts of Southeast Asia. Through a joint effort between Taiwan and Cambodia, efforts to promote workshops on water resource management and cooperation attained various SDGs, including “no poverty,” “quality education,” “reduced inequality,” “sustainable communities,” and “clean water.”

NCNU has highlighted sustainability on its campus by increasing its green space, using more green energy, and reducing waste. In 2021, the school was 31st in the GreenMetric World University Ranking.

As all USR initiatives require careful planning that responds to industrial demands as well as the public's various concerns, it is crucial for staff working on these programs to visit local communities and conduct field research, according to Su. This allows local voices to be heard, thereby enabling programs to identify problems and produce practical solutions.

Response to COVID-19 pandemic: bridging the digital divide, promoting international alliances

Since the USR Program's launch in 2017, it has encountered many challenges originating from communities, schools, and society. Su said the program strives to assist and facilitate communication objectively without getting directly involved.



In response to challenges posed by the pandemic, NCNU actively helped local businesses by establishing the “Hometown Cloud” online platform and training them on how to expand their markets online. During Taiwan's local COVID outbreak in 2021, NCNU's “rural education cooperation team” provided both online and in-person extracurricular mentoring to schoolchildren in rural areas to ensure that their education was not interrupted due to school closures and the shift towards distance learning.

In 2021, the Center for USR also held a series of events called “USR's Right Turn,” adding a section in the USR Online Expo dedicated to sharing local stories related to the pandemic and natural disasters. According to Su, it is important that universities be able to exchange experiences, share resources, and learn from success stories.

Despite obstacles, the center promotes international exchanges. Recently, by cooperating with Humanity Innovation and Social Practice (HISP), the center coordinates academic and practical exchanges between universities in Taiwan and Japan, in local economies, disaster prevention, and aging populations. The center expects to replicate these experiences and promotes more international exchanges with other countries in the post pandemic era. ■



Higher Education

A An Overview

1 Higher Education System

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

2 Faculty and Students

The popularization of education has led to a rapid increase in the number of universities, colleges and students, although the figure has leveled off in recent decades. In SY2020, there were 152 universities, colleges and junior colleges, totaling 203,460 students. Reforms in teacher training have played an important part in the popularization of higher education. Significant improvements in teacher quality can be attributed to policy adaptations and the newly implemented evaluation system. Currently, PhD degree holders account for over 80% of faculty in universities.

B Expenditure

To maintain competitiveness, Taiwan's government has invested more than US\$700 million in higher education annually over the past five years to encourage universities to enhance the quality of research and teaching. The results have been remarkable.

C Major Objectives

Sixteen of Taiwan's universities were listed in the Quacquarelli Symonds (QS) World University Rankings 2021. In the past five years, there have been 25 universities in Taiwan listed among the top 500. Times Higher Education (THE) Ranking 2021 lists 40 universities in Taiwan, with seven universities ranking in top 500 in the past five years. According to the Essential Science Indicators (ESI) rankings in 2020, 51 of the universities in Taiwan have entered the list of the world's top 1% of research institutions (accounting for 32.07% of the universities and colleges in Taiwan), spanning 20 research areas, which reveals that Taiwan has world-class higher education.

To spur universities to develop their individual characteristics, the MOE has actively promoted diversity and flexibility in higher education. Universities must cultivate, retain, and recruit top talent. Our international competitiveness will be increased by improving the quality of higher education and make great effort to diversify research areas. Bridging the gap between industry and academia and connection with local communities will enhance universities' competence in R&D and encourage them to adhere to their social responsibilities. With the more flexible multiple entrance program in place, higher education is an extension of the 12-year



encourage universities to develop their own characteristics and innovative teaching techniques. This will assist universities to establish first-class research centers, become more reputable in the global academic community within their forte, and enjoy wider-reaching influence internationally.

2 Yushan Project, Incentives for Top Talent:

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

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

To promote National Key Fields Industry-University Cooperation and Skilled Personnel Training. With the encouragement of industry-

Basic Education. The entrance program has been adjusted in order to adapt to self-directed and diversified learning. As the international competition for talent intensifies, the MOE has launched several projects to raise the overall quality of higher education and encourage the diversified development of universities:

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

The government plans to invest NT\$83.6 billion over five years in this project as a way to

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. "The Featured Areas Research Center Program" will continuously strengthen universities' research energy, cultivate world-class talents in key fields, solve social issues, and enhance the reputation of international research.

4 An Environment for Global Exchanges and Global Talent:

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

5 Better Enrollment and Cultivation of Diversity:

In line with the general goals of national talent cultivation and the new high school curricula that emphasize personality cultivation, interdisciplinary training, and course diversity—university enrollment will take into account the student's course-taking history. In addition to entrance exam results, more emphasis will be placed on what courses the student has taken and their extracurricular activities. The MOE will



also establish a database of high school learning paths, promote specialized university enrollment, and subsidize the College Entrance Examination Center to establish a new problem database and to develop a new integrated exam tool. The purpose is to make high school education more relevant to university enrollment.

D Future Prospects

In the spirit of "connecting with local and global communities and creating a better future," the MOE strives to fulfil the following objectives: innovation in education, enhanced connectivity with the public, individual characteristics, and social responsibility. Higher education institutions are encouraged to develop their own strengths and innovate teaching methods so as to follow the latest social trends and meet industrial needs. The methods must inspire students to learn and cultivate their general abilities both in school and in the workplace; that is, to nurture by nature. The allocation of expenditure must satisfy

the learning needs of students. It is the responsibility of a university to manifest its own value and to create an innovative dynamic for the society. To help students acquire the core abilities needed in the future, educators must design diversified subjects and innovative research and take the needs of cross-generational cultures into consideration. Universities must set up mechanisms to have flexible governance and create a campus where a new generation of talent will be nurtured—talent that will become the mainstay of national development in the face of global competition. ■



Taiwan Higher Education

National Sun Yat-sen University's bilingual education drive in full gear

Interviewee: **Lin Po-chiao**

Vice President for Academic Affairs, National Sun Yat-sen University



Kaohsiung's National Sun Yat-sen University (NSYSU) is providing an immersive English learning environment to better equip students and boost their job prospects in line with the government's "bilingual by 2030" campaign.

NSYSU is ambitious about becoming a leading university in bilingual education and connecting with the world. It has increased the number of its faculty members, teaching assistants, and international students while promoting English as a medium of instruction (EMI).

Since 2020, the university has offered a wide range of master's and doctorate programs taught in English. Resources are being invested in

making EMI courses available for undergraduates too. The number of English-taught undergraduate programs is expected to expand to 11 by 2023.

The English-taught programs for undergraduates are not mandatory, so students can decide whether to sign up, according to NSYSU Vice President for Academic Affairs Dr. Lin Po-chiao.

Any department offering EMI program is permitted to recruit eight more instructors as part of the school's effort to attract educational talent both domestically and abroad. This approach also draws foreign students, whose presence is conducive to having a campus where conversations in English are commonplace, he added.

International students appear to have played a prominent role in fostering an English-speaking environment at NSYSU, Lin noted. Established in August of 2021, Center for EMI Teaching Excellence at Si Wan College is responsible not only for administrative work related to bilingual courses but also for helping students hone their language skills through the training of various classes and extracurricular activities, including those led by foreign students.

English Table, for example, is an event hosted by the faculty at noon Monday through Thursday where participants converse on different topics in English. The Center also puts on English contests and other volunteer-held events that add variety to English language acquisition.

Student feedback is taken seriously, and adjustments are made to make both teaching and learning more efficient and effective. For example, graphics and other assistive tools have been employed to improve chemistry lessons.

A father of three, Lin believes bilingual education helps overcome the language gap, achieving what he described as "linguistic justice," especially for those from disadvantaged



families. Many feel left behind because of their poor English skills, which discourage them from pursuing further studies or carving out a career path that requires proficiency in the language.

In addition to promoting more opportunities, the program promises to bring more talent to the competitive job market. As Taiwanese industries are increasingly intertwined with global players, demand is high for English speakers who have an area of expertise. ■





Lifelong Education

In the age of the knowledge economy, lifelong learning is the key to enhancing civic literacy, understanding, knowledge, skills, and national competitiveness. In order to promote lifelong learning, create a community-based learning map to foster trends of community learning and reading, and be prepared for an ageing society, the government has actively integrated resources among lifelong learning facilities, supported the development of community colleges, and created a learning system targeted at senior citizens. The importance of family education and the quality of social education institutions and libraries are also one of the focuses of lifelong learning, with the purpose of providing more public and diverse channels and opportunities for lifelong learning.

A Community Colleges: Subsidies and Incentives

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

B Lifelong Learning for Senior Citizens

By the year 2025, the number of people aged 65 years or above will account for 20.7% of the population, making Taiwan a “hyper-ageing society.” To ensure a learning system is in place for senior citizens, the MOE has helped local institutions to set up 370 senior learning centers nationwide. The services provide courses adapted to aging. The programs link local characteristics and contribute services. In addition to learning centers, 85 universities open their campuses to senior citizens, who enjoy access to the schools’ resources and the opportunity to learn alongside youth. Cultivating the “leaders of self-directed senior citizens learning groups” to carry out autonomous and self-service learning in 167 such groups regularly brings senior citizens in remote areas and their family members a degree of education, helping to nurture a lifelong learning society.

C Family Education

The Family Education Act and stage 3 of the Mid-Range Plan for Promoting Family Education (2022-2026) attempt to increase professional manpower, strengthen resource integration, bolster social protection coverage, and improve the knowledge and skills of family education, the four major policy goals. All levels of government will coordinate in order to enforce the measures, strengthen family education practices, and realize the preventive function of family education.

D Innovative Social Education Institutions and Libraries

- 1 “Phase II Plan of Intelligent Learning Service for All - Technological Innovation Service Plan of National Social Education Institutions





(2021-2024)” is the basis for the sub-projects the “intelligent museum” and the “intelligent library.” The sub-projects aim to connect 10 social education institutes under the MOE with intelligent technologies so that they can work together as “intelligent museums” and “intelligent libraries” to integrate and share resources among national educational centers around Taiwan. To continue with the objectives and results of Phase I Plan, Phase II will apply the latest information technology to upgrade the services provided. Resources will be integrated on new platforms so that users will enjoy easier access to information and customized services.

- 2 “The Plan of Optimizing Environment and Services of National Social Education Institutions (2021-2024)”: Upgrading buildings and ensuring public safety; maintaining a comfortable environment and friendly services; optimizing infrastructure and improving professional image; applying technology in new services and establishing a learning environment for people of all ages.
- 3 Science museums under the MOE will serve as future national bases of intelligent learning. The five museums under the MOE

held the first “Taiwan Science Festival” in 2020 by integrating public and private resources for popular science education. The purpose is to open up the possibilities of science education, to promote scientific thinking in people’s daily lives, and to improve scientific literacy.

- 4 To promote sustainable development of libraries and provide a high-quality learning environment, draw up the “Implementation Directions for National Central Library and Public Libraries to Improve Reading Quality with subsidy by MOE.” The “Southern Branch of the National Central Library and National Repository Library Construction Project (2018-2024)” and the “Plan to Construct a Cooperative and Shared Library System (2019-2024)” are also part of the greater plan for library improvement.

E Informal Education and Open Universities

There are two open universities in Taiwan: National Open University and Open University of Kaohsiung. Enrollment is exam-free. Citizens aged 18 years or above can enroll in open universities as non-degree students. When they gain 40 credits, they can transform into full-time students, and there is no limit on the length of their study. When they gain 128 credits, they will



be awarded a bachelor’s degree. An associate degree is awarded with 80 credits earned. There were 15,809 students in open universities in SY2020. To encourage lifelong learning and recognize the results, as well as to promote the link between formal and informal education, the MOE has been issuing certificates for the completion of informal education curricula and learning achievements since 2006. Lifelong learning institutions are encouraged to offer integrated curriculum. Since 2017, certificates are awarded for digital courses, providing more course-taking choices.

F Management of Supplementary Education Services

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

education review in order to enhance management and guidance of cram schools.

G National Language Education

- 1 The MOE has defined the phonetics and fonts of national languages in Taiwan and formed the “Committee for the Promotion of National Language Education” in order to discuss with other government agencies how to preserve national languages, reward the use of the languages, and organize promotion activities. More teaching resources for national languages will be established in the future.
- 2 With the implementation of the “Development of National Languages Act,” the transmission, revival, and development of the national languages have a legal basis. Local native language education is promoted with integrated resources nationwide. In addition to formal courses, there are also accompanying measures, such as Taiwanese 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 “Special Education Medium-term Plan,” passed on August 1, 2018, is based on inclusion and nurture by nature, in line with the spirit of the International Bill of Human Rights. Taiwan continues to promote inclusive education and the least restrictive

environments while offering full support services under the concept of special education.

In 2021, the MOE set aside a budget of NT\$11.833 billion for special education, or 4.60% of the total education budget. Of that sum, NT\$11.405 billion is devoted to education for students with disabilities and NT\$428 million for gifted education. In addition, municipal, county and city governments have allocated NT\$30.8 billion for special education, accounting for 7.09% of the total education budgets for local governments, including NT\$28.645 billion (88%) on education for students with disabilities and NT\$3.841 billion (12%) on gifted education.

B Placement and Categories

Meeting global trends, the law in Taiwan clearly states that special education is moving toward inclusive education. To provide appropriate

special education, each level of government has set up a mechanism of Special Education Students Diagnosis and Placement Counseling. This serves to give a general appraisal of the student’s level of disability, learning ability, social adaptability, study achievements, family needs, will of the parents, and community factors so as to place the special education student to the appropriate school/class. The vast majority of students with disabilities study at regular schools (95%). Most of them attend the same class as those without disabilities by offering decentralized resource rooms, itinerant counseling courses, and special education programs. Only a few of them attend the centralized special education classes. The others (5%) who need specific support services choose to study at special education schools. In preschool education, compulsory primary and junior high education, and senior secondary education and higher education, special education services will be offered at each level. The 13 categories of special education are intellectual disabilities, visual impairments, hearing impairments, communication disorders, physical impairments, cerebral palsy, health impairments, severe emotional disorders, learning disabilities, multiple impairments, autism, developmental delays and other disabilities. There are six categories for gifted education: intelligence, scholarship, arts, creativity, leadership, and other areas.

C Schooling Opportunities

In respect to non-discrimination and equality of educational opportunity for students with disabilities, apart from the clear mention by the Special Education Act that nobody should be refused schooling and examination because of disabilities, the elementary and junior high school levels are compulsory. After the needs of the students have been determined, they will be

placed in the appropriate schools and classes. They will study further at senior high schools, vocational high schools, or junior colleges through adaptive counseling placement, open admission, or specialty enrollment. As for higher education, the MOE has added tests to the original channels, and rewards schools organizing their own separate admission exams for students with disabilities. Each type of admission exam offers related services, such as early entry, longer examination time, enlarged-type writing, Braille or voice playback for exam questions, Braille computers, transcripts for the answers, examination locations for limited amounts of students or on an individual basis, and other necessary services.

D Numbers of Students and Classes

As of SY2020, there were 2,871 regular schools offering a total of 5,507 special education classes for students with disabilities, while 28 special education schools had 642 classes in total. The number of students in special education nationwide totaled 164,634, including 135,172 with disabilities; 13,784 enrolled in universities, colleges, and junior colleges; and 121,388 studying at the high school level or below (including preschool). Of those, 116,627, or 96.08%, studied at regular schools and 4,761, or 3.92%, at special education schools. Of the



116,627 students at regular schools, 104,516, or 89.62%, attended regular classes, resource rooms, and itinerant classes, while 12,111 or 10.38% attended centralized special education classes. As for gifted education, there were 29,462 students below senior high level, with 406 regular schools having a total of 982 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 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 9 of the



Enforcement Rules of the Special Education Act was revised and promulgated on July 19, 2020, to improve students’ rights of expression and participation, incorporating students with disabilities into IEP. On June 13, 2019, the “Five-year Mid-Range Plan of Preschool Special Education” was announced with the purpose of helping preschoolers who need special education receive early care. In line with the spirit and requirements of CRPD, municipal, county and city governments should report their work plans on special education and provide accessible environments and support services.

Schools below the senior secondary level must work out IEP for the needs of students with disabilities, stating education resources and types of support they need. In SY2020, the number of professional services extended to assist special education totaled 123,912 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. More than 20,694 students received daily-life and learning assistance on campus from special education professionals. More than 3,917 persons made use of 6,694 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication, computers and the like. Special books have been offered to students who are visually or learning impaired, including almost 6,556 books with large-size characters, 4,020 audio books, and 2,023 Braille books. In addition, the government and the schools offer scholarships, subsidies and cuts in study fees, and subsidized accessible vehicles or transportation fares, while funds have been earmarked to improve the barrier-free environment on campus.

For higher education, the MOE has urged schools to establish responsible offices and personnel for students with special needs. The MOE has also offered subsidies for the supportive



staff, after-school tutoring, assistants for students with disabilities, teaching materials, and other supportive activities. Subsidies in SY2021 totaled NT\$558 million, helping more than 14,000 students. In addition, NT\$77.49 million was appropriated to 41 schools for the improvement of barrier-free campus and supportive services, such as teaching tools, Braille materials, and audio books.

To help students with disabilities integrate into employment after graduation, universities and senior high schools provide career guidance and internships to prepare students for the workplace. The K-12 Education Administration’s employment guidance service centers will provide guidance and assistance for students who seek employment. Beginning in 2018, career guidance pilot programs for university graduates with disabilities have been implemented and subsidized in six schools. The results will become examples for other higher education institutions to learn from. Representatives from the labor and social affairs departments are invited to introduce employment resources the students may apply for after graduation. Since 2021, the labor and

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

F Future Prospects

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



Sports Affairs

A An Overview

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

B Key Policies and Achievements

1 Encouragement of Sports Activities in Schools

- A.** The MOE continues to organize hearings for county and city governments, schools, and educators to promote the concept of physical fitness and help students develop the habit of exercising regularly.
- B.** Physical Education of Indigenous Students: To help indigenous athletes unlock their potential, they will learn about health and stress management in such areas as medicine, nutrition, and doping. Sports science is used to monitor the indigenous student athletes’ physical changes and to document their physical and mental data.

- C.** A Better System of Full-time Instructors: Local governments should follow the National Sports Act by employing full-time sports instructors for schools that have sports talent classes, establishing a system for instructors to tour around schools, organizing training programs for new and current instructors, arranging unscheduled inspections of work progress, promoting exchange programs, and encouraging continued training.
- D.** Sports Injury Prevention: To introduce the concept of sports injury prevention, the MOE has devised the “MOE Sports Administration’s Plan of Subsidizing Sports Injury Prevention Specialists in Schools.” In SY2021, 180 schools were subsidized under this plan. To promote the concept, three strategies have been implemented in order to protect the athletes: “sports injury prevention and management,” “establishment of regional medical service networks,” and “sports injury prevention education.”

2 Popularization and Diversification of Sports for all

- A.** To promote the “i Sports Taiwan 2.0 program” by organizing general sports activities, regular sports courses, training and job-matching for national fitness instructors, fitness exams, sports with a local focus, and counseling services offered by county and city governments.” The MOE works with county and city governments to realize the vision of the Sports Policy White Paper: “sports improve your health and quality of life.”
- B.** In reference to the World Health Organization’s “Global Action Plan on Physical Activity 2018-2030,” joint efforts with the Health Promotion Administration under the Ministry of Health and Welfare

to “create an active society,” “create an active environment,” “create active people,” “create an active system” as a strategic target, integrate and promote all kinds of action plans, integrate professionalism and resources, make citizens use “health, sustainable lifestyles, love of sports” and help them achieve through health and fitness “a happy life.”

- C.** To encourage women to exercise regularly, “Women’s Sports Participation Promotion White Paper” was proposed.
- D.** Caring for seniors’ health, extending the age limit for physical fitness exams and encouraging seniors to participate in outdoor activities and develop the habit of exercise.
- E.** Continuing to promote exercise programs for the disabled and the indigenous peoples, in order to protect their rights to do sports.
- F.** Continuing to promote further study and evaluation systems of sports professionals to root deeply the human resources for national sport.



3 Better Results in International Competitions

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

science, fitness, and health management. To provide a well-founded system, the “Sports Injury Prevention Specialist Qualification Verification Rules” were promulgated, providing a legal basis for verification and certification of sports injury prevention specialists. Since 2002, 596 specialists have been trained and certified with the aim of continuing to strengthen sports science in support of athletes in Taiwan.

- C.** Participation in the 32nd Olympics in 2020: Taiwan qualified for 68 spots in 18 sports. Following International Olympic Committee rules, the Olympic team sent the maximum 50 coaches as well as 23 medical teams to fully support the needs of the athletes.

In the end, Taiwan won two gold medals, four silver medals, and six bronze medals, ranking 34th among the 206 participating teams. The team’s performance not only surpassed Taiwan’s single gold and two bronzes in the 2016 Rio Olympic Games but also its previous record of two golds,



two silvers and one bronze in the 2004 Athens Olympics. The MOE assists the National Sports Training Center by providing comprehensive support in the selection, training, and counseling of athletes and in their competitions via the training and counseling team and the sports science team among other forms of support.

Before the Games, trainers and sport and exercise physicians were recruited to serve athletes at different junctures, from selection and assistance to training and counseling.

In addition, the newly established Enhancement of Competitive Sports Committee selected 38 athletes in 11 sports to train for the Tokyo Olympics. A customized training program was created for each athlete with an exclusive team of professional trainers. As a result, all of these elite athletes qualified to compete in the Games, and they brought home a total of two golds, four silvers, and three bronzes. Among those who did not win a medal, 20 finished in the top eight.

4 The Sports Industry

- A.** In order to promote the development of the sports industry, loan credit guarantees and interest subsidies are provided for

sports businesses to lower their operating costs. As of November 15, 2021, the government had provided loan credit guarantees to eight businesses applying for loans. A total of NT\$35,835,374 were granted loans, with the credit guarantee fees totaling NT\$287,647. Subsidies were granted in nine cases, totaling NT\$2,166,182.

- B.** The guidance plan is in place to help the sports industry innovate and help those interested in starting their own sports businesses. The “I am a sports entrepreneur” competition is part of the guidance plan. As of November 15, 2021, six teams had successfully started their own companies.
- C.** Revenue from the sports lottery is used as Sports Development Funds, with the purpose of discovering, training, and caring for talented athletes and improving the national sports development.

5 International and Cross-Strait Sports Exchanges

- A.** Hosting international sports events: The MOE counsels sports organizations in Taiwan to host international championships and invitational tournaments in order to fulfil the obligation of international members as well as enhancing the sports competitiveness and the profile of Taiwan.



- B.** Nurturing international sports affairs talents: The MOE trains international sports affairs talents to enhance recurrent education and collaborates with universities to provide courses on international sports awareness, in order to assist local governments and sports organizations to participate in international sports affairs.
- C.** Establishing cross-strait sports exchange mechanism: On the foundation of mutual benefit, respect and harmony, cross-strait sports exchanges are conducted via on-site visit and exchange activities in a healthy, respectful and orderly manner.



City and Country Construction – Sports for All Environment Program”: The main objective is to build “national sports halls” that include new types of gyms, aerobics rooms, training facilities for all ages, and badminton (all-use) courts in order to improve the basic fitness of citizens and reduce sports injuries. Roofed courts will be built, and existing facilities will be renovated so as to provide a convenient, quality, and safe sports environment. As of April 2022, the MOE had approved 20 applications for “building/renovating national sports halls,” 166 applications for “improving existing sports facilities and building/renovating roofed courts,” one application for “building potential sports parks,” and 4 applications for “renovating national comprehensive sports halls,” totaling 190 approvals. ■



Sports Administration



Youth Development Affairs

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

A Career Counseling

1 Career Development

In order to guide youth in the development of their future career, universities and colleges are subsidized to integrate internal and external resources and conceive various career support and development projects according to the characteristics of universities and needs of the students. This is so that youth can find their way as early as possible. To enhance the effectiveness

of career counseling services, career counseling departments and projects are set up as part of a supportive system. In 2021, as many as 186,524 young people participated in the career guidance and subsidy project.

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 2021, as many as 1,794 young students had been provided with opportunities to experience what it was like to work in various workplaces.

3 Empowerment of Innovative and Entrepreneurial Talent

The "U-start Innovative and Entrepreneurial Plan" aims to incubate campus entrepreneurs who have great innovative ideas and help them

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

B Public Participation

1 Participation in Policy-Making

Promoting the "Youth Policy—Let's Talk" project to empower youth with the competence to deliberate on public issues and participate in policy-making. Inviting youth to express their thoughts and creativity while participating in public issues via the transparency, engagement, accountability, and eclecticism of an "open government" so that they may play a more active role in civic society. From its implementation in 2018 to 2020, more than 3,000 youths participated in the discussion and formation of

public policies. In 2021, up to 32 groups of young people were expected to discuss public policies concerning mental health.

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 2020, 104,654 youth participated in volunteering activities. In 2021, there were 7,023 as of August.

3 Social Participation

To organize the Youth Changemaker Community Participation Action Plan 2.0, 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 2021, 47 teams of participating youth, numbering 50,000 in total,



received supportive funding. Universities, youth development foundations, and civil society work together in the promotion of youth development. This provides multiple channels and opportunities for social participation.

C International Exchanges and Experiential Learning

1 International Participation and Exchanges

Resources are integrated to promote diversified programs of international participation and exchanges so as to cultivate interest and competence in international affairs among youth. In 2021, the "Young Fly Global Plan" selected 22 teams of 101 young participants to work online with 186 global organizations from 36 countries. In line with the UN Sustainable Development Goals, the Global Youth Trends Forum is organized for young people around the world to combine their efforts to address global issues. In response to the impact of COVID-19, in 2021 the Forum took place both physically and on the internet. International youth organizations were invited to participate online, and young people residing in Taiwan from 28 countries across five continents were invited to exchange ideas and increase Taiwan's visibility in the world.





Teacher and Arts Education

2 Youth Overseas Peace Corps and Learning from Service

In response to the impact of COVID-19, youth overseas volunteer teams were encouraged to use their expertise to provide other countries with their services through digital and online venues and to organize cross-school or cross-organization training, workshops, or lectures in collaboration with local universities and non-profit organizations. In addition, six overseas volunteer training workshops and three overseas volunteer exchange conferences for youth were held, attended by approximately 512 total participants.

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” and the “Youth Experiential Learning Program” encourage participants to self-reflect, learn and care more about their homeland, and cultivate adaptability in various regions. In 2021, more than 12,000 youth participated in these activities. ■



Youth Development
Administration

A Teacher's Professional Training

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

month internship; following that, if they pass the teacher certification assessment, they will receive their official certification. Only candidates who have obtained this certification are eligible to participate in screenings held by local governments for teaching positions at secondary schools, primary schools, and preschools.

Key policies and future plans:

- 1 Beginning February 1, 2018, qualification examinations are to take place prior to teaching internships. Suitably qualified students are selected via exams before they hone their teaching skills, practice how to advise students, and learn about the administrative affairs involved with being a teacher.
- 2 On June 29, 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. It has gone through five revisions and are applicable to 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 and promote certification in further specialty so as to raise the quality of teachers, aided by the publication of special books about teaching in any discipline and integrated with evaluation of teacher education and verification of teacher qualifications.

- 3 Set the “Operation Directions Governing MOE Subsidies for Universities that Offer Teacher Training Programs to Vigorously Undertake Quality Teacher Education and to Develop Specialized Teacher Training Projects,” encourage teacher-training universities to vigorously advance teacher training and

teacher professionalism, and develop teaching characteristics with the school at their center, and establish quality teacher training models.

- 4 Form a “National Pre-Service and In-Service Teacher Integrated Database,” and set up a mechanism to evaluate the supply and demand of teachers so as to be able to tweak the number of teachers it trains and ensure superior quality.
- 5 In order to entice talented people to enter the teaching profession and simultaneously stabilize the number of professional quality teachers in remote and special areas, the MOE will continue to plan the training of publicly funded students and issue teacher-training scholarships and study funding.
- 6 Between 2018 and 2023, MOE is implementing the third round of assessments in universities with teacher training programs and planning for the fourth round assessments began in 2021 with the goal of ensuring 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” as well as to the “Curriculum Guidelines of 12-Year Basic Education” and the “ECEC Curriculum Framework.”

- 7 The Teachers’ Act was amended on June 5, 2019, providing a legal basis for teachers’ professional development and on-the-job training mechanisms. The content, methods, division of labor, and incentives for teachers’ professional development are clearly written in the act in order to strengthen their career development, encourage them to continue learning, enhance their teaching quality, and protect the students’ rights to education.
- 8 Promote a support system for the professional development of teachers, integrate each kind of teacher professional development plan and resources under the MOE, use a single window to subsidize each county and city government in a flexible and independent way, draw up complete development plans with counties and cities as their center, and ask universities that train teachers to collaborate with counties and cities and with junior high and elementary schools in order to promote local education counseling work. In addition, offer teachers during different phases of their career actual support for diverse, autonomous, professional development.
- 9 Link up the professional literacy of teachers with the content of the new curricula, have the 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 mobility of potential teachers and enhance the international competitiveness of high-quality teachers,



universities with teacher training programs are subsidized to send student teachers overseas for visits and internships; or carry out an International Schweitzer Spirit Educational Service Program. Which aims to strengthen the international mindset of potential teachers and promote educational exchanges between universities training teachers and schools overseas.

- 11 Establish and maintain the operation of an “Educational Internship Information” platform, strengthen cooperation and exchanges between universities that train teachers and organizations which use education interns (secondary schools, primary schools, and preschools) and local educational administrative bodies, closely integrate teachers who direct and counsel interns with the interns themselves, incentivize the education internship bodies to become professional development schools for cooperation with universities that train teachers.
- 12 With the implementation of the “Development of National Languages Act,” national languages will be incorporated into the SY2022 courses in line with Curriculum Guidelines of 12- Year Basic Education. The MOE began training the teachers of national languages (Minnanhua, Hakka, Indigenous languages) since SY2020. Certificates will be awarded to those who complete the training. Training courses include pre-service training, postgraduate teacher education training



courses, and in-service training courses for a second specialty.

- 13** According to the “Blueprint for Developing Taiwan into a Bilingual Nation by 2030” formulated by the Executive Yuan, the “bilingual teacher training project” is organized to train bilingual teachers for 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 all-English and bilingual teachers for elementary and secondary schools.

B Arts Education

1 Arts and Aesthetics Education

In order to meet the expectations in faculty cultivation and arts education, the MOE has established the Department of Teacher and Arts Education to be in charge of the planning and promotion of faculty cultivation and arts education affairs. The department will be the window for coordinating and integrating interdepartmental affairs and combining resources vertically and horizontally.

Cultivating students who have an “artistic cultivation and aesthetic literacy” is one of the important core elements of 12-year Basic



Education and will turn Taiwan into an aesthetically competitive country. From 2014 to 2018, the MOE promoted the “First Phase Five-year Plan for Aesthetic Education,” with the three main focuses of “strengthening the aesthetics courses and experiences of the learner,” “creating an aesthetic campus environment,” and “raising the aesthetic capabilities of education workers.” The MOE also promotes the practice and research of aesthetic education and executes plans to experience the teaching of aesthetics courses in each phase of education as well as the campus aesthetic environment conversion plan. The ministry also establishes a cooperation system between cities, counties, and central government departments, attracting private resources, cooperating between industry, officials and academics, and continuing to deepen and broaden the influence of aesthetics education in an intensive way.

The “Second Phase Five-year Plan for Aesthetic Education” from 2019 to 2023 has “Aesthetics is life, take root from childhood, integrate across disciplines, link up internationally” as its focus. It will integrate the establishment of an aesthetics education communication platform and management; strengthen the link between aesthetics courses at the central, local, and school level; expand a support system; raise the aesthetics level of education staff; and reinforce life aesthetics education through the linkage between the campus and the surrounding environment.

2 Arts Competitions and Promotions

Seven major arts competitions are held annually, with about 220,000 students participating in 2017 and 2018. 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 students’ interest in art and literature, and improve arts education in schools. In addition, the MOE also organizes touring exhibitions and performances to foster artistic culture and display the excellent results of students’ creations. In SY2019 and SY2020, group competitions in the performing arts were suspended due to the pandemic; only individual music and dancing competitions were organized. In order to provide students with a performance venue, a platform called “Easy Show Time X” was created for students ranging from the elementary to senior high school level. Students can use this platform to watch performances of music, dance, creative drama, folk songs and so on. School teams are also encouraged to watch and learn from each other through in-person performances as well as films uploaded to the platform in order to cultivate basic art appreciation and acquire the concept and vision of diversified learning.

In addition, the “Implementation Plan for SY2020 National Students’ Performing Arts Competitions” was carried out as a way of providing opportunities for outstanding student teams to give performances and accumulate experiences on stage. The events were organized by counties and cities to bring art performances into the community and increase the public’s access to the arts. Trying to find a balance between pandemic control and students’ right to compete, the SY2020 National Students’ Performing Arts Competitions gave priority to in-person competitions. From March to September 2021, public health experts, performing art experts, organizers, representatives of 22 counties and cities, and teachers were invited to form task forces and meet monthly to discuss issues related to competitions that year. Experts were invited to survey the event venues, arrange



event affairs, and organize practice sessions for the participating teams in compliance with COVID-19 precautions. In the meantime, contingency measures and criteria for suspending all competitions in the four major categories were established according to the CDC’s pandemic control standards and relevant regulations in case of an outbreak.

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 art education. They are properly 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 other subjects designated by the MOE.

To ensure the 2019 art talent curriculum is properly followed, the MOE has formulated accompanying measures, including training in laws and regulations, planning of teaching materials, course development, counseling groups, enrollment requirements, and individual guidance plans (IGP) for gifted and artistically talented students. These measures are to improve the teaching quality of 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 areas such as the humanities and social sciences, key industries, as well as interdisciplinary studies of the humanities and science. Important issues and topics will be discussed in classrooms. Students will be trained in innovative ways. The effectiveness of teaching and the cultivation of professionalism will be enhanced. Measures include promoting role models, establishing cross-school resources or promotion centers, training of prospective teachers, forming teacher networks, planning of courses/academic programs, developing teaching materials and teaching plans, establishing platforms for hands-on experience

and teaching labs, linking industry with academia, and international exchanges. Normalization of measures depends on the nature of a measure. To comply with the national policies of technology development and to cultivate the ability of human resource development as well as the training of professionals as needed by the industry, the MOE conducts some activities, such as conferences, presentations of results, and student competitions. The implementation focuses on:

- 1 “Social Science Education Pilot Project”: includes the University Foresight Education Project.
- 2 “Science & Technology Education in Important Industries Pilot Project”: developing talents in such areas as precision health, energy technology, 5th Generation

mobile broadband, intelligent manufacturing, intelligent system-on-chip design, artificial intelligence, cyber security, and multidisciplinary talent cultivation for smart innovation.

- 3 “Interdisciplinary Education of Humanities & Science” Pilot Project: developing talents for the XPlorer Project, e-Learning, topic-oriented and cross-disciplinary narrative competence, new engineering education, and method experimentation and construction.

B Digital Education

The MOE has been devoted to promoting digital education in elementary and secondary schools. And with the spread of COVID-19 in 2020, the MOE has helped schools to prepare themselves for online teaching to prevent suspension of education. The measures are as follows:

- 1 Digital Environment: Optical fiber and gigabit-capable cables were fully applied as the backbone of campus Internet (bandwidth 100-500Mbps) in 2020. Wi-Fi and intelligent teaching facilities will be available in every classroom. Teaching assistant tools, interactive learning tools, as well as innovative teaching techniques will be utilized to realize the digital environment in classroom.
- 2 Digital Resources: The “Education Cloud” website integrates learning resources and



systems of central government, local governments, and the private sector. The website supports digital learning in elementary and junior high schools nationwide. The “Nationwide Adaptive Learning Platform” provides adaptive diagnosis with the Intelligent Tutoring System. Both teachers and students can log in the platform and use it as the students’ self-directed learning platform and the teaching resource database.

- 3 Digital Teaching Application: Secondary and primary schools are encouraged to use technology-assisted tools to develop innovative pedagogy that is personalized, adaptive, and self-directed, such as the Adaptive Learning website, applications of emerging technologies (AR/VR, AI) in teaching, and digital learning partners for students in remote areas.
- 4 Online Learning in response to COVID-19: To assist schools with online teaching, the MOE has published online teaching and home learning guidelines connecting the public and private sectors to assist schools with resources and services needed for implementing online learning. Mobile devices, IP sharers, and free prepaid SIM cards were offered to help students learn from home when schools are closed. Teachers, administrative staff, and parents were offered access to online training to help them get familiarized with online procedures so that they could assist students with learning from home.
- 5 From 2021 to 2022, with the implementation of the Forward-looking Infrastructure Development Program 2.0 and in view of the global trend of digital learning, the impact of COVID-19, and the age of the Internet, the MOE will provide learning devices for the students, introduce AI-assisted personalized learning, help schools set up 5G mobile networks for

online learning and teaching demonstrations, provide equitable learning opportunities for both cities and rural areas, and promote sustainable educational development that is high-quality, inclusive, and fair.

C Environmental Education

The MOE has been promoting environmental education in schools. 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 students' environmental awareness. Details are as follows:

1 Environmental Education and Sustainable Campuses

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

Since 2019, the Taiwan Sustainable Campus Project has actively encouraged schools to inventory and document their local environments and plan their environmental education



curriculum around this information, in accordance with the 12-year Basic Education Curricula and the UN SDGs. The MOE also supports schools in upgrading/replacing facilities for environmental education and becoming exemplars of sustainability, so that schools with similar environmental characteristics can follow the demonstration.

2 Climate Change: Causes and Solutions

In response to climate change concerns and the greenhouse gas reduction issue, the MOE is devoted to cultivating interdisciplinary talent that specializes in adapting to climate change and producing supplementary course materials. Colleges and universities are subsidized every year to organize educational activities on climate change.

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

3 Disaster Prevention on Campus: Enhanced Network and Management Skills

In accordance with the Disaster Prevention and Protection Act, the MOE has promoted disaster prevention training projects at every educational level. Each year, subsidies are granted to local governments and schools to prevent disasters from happening on campus. The "Establishment of Resilient Campuses Against Disasters and the Application of Technology in Disaster Prevention Project" is being implemented from 2019 to 2022. The project aims to promote campus safety and

disaster prevention, as well as to increase awareness of disaster prevention and safety. The number of municipalities, counties, and cities that organize basic disaster prevention workshops in preschools and special education institutions has increased to 22. In the future, in addition to disaster prevention training in elementary and secondary schools, the MOE will further subsidize schools' enhanced disaster prevention capabilities so that disaster scenarios can be simulated in classrooms and to develop teaching materials and tools customized to accommodate individual campus needs. Preschool and special education teachers will also be incorporated into disaster prevention training.

4 Energy Transition: Solar Power on Campus

In line with the direction of Taiwan's energy transition, 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 appropriate 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. For students to be able to play basketball outdoors 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. 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.

5 Tree Planting & Tree Loving Education

In line with the policy of "air conditioning in every classroom," the "Campus Tree Planting Program" has been promoted in four stages since July 2020: comprehensive inventory, tree planting planning, tree planting, and tree loving education. The tree planting program aims to create green belt spaces on campus. Through this program and by reducing the energy consumed by air conditioning, schools will become more comfortable environments for learning. The MOE and the Council of Agricultural Council (Executive Yuan) called on tree experts to evaluate the new spaces where native tree species will be planted and distributed more than 13,000 seedlings to over 700 schools nationwide from March to May 2021.

Promotion of the "tree-loving education plan" includes measures for creating a campus tree information platform, installing educational signs next to trees, drawing digital campus tree maps, and developing digital planting games. With the use of science and technology, both teachers and students will interact more often with trees and love them. ■



Diverse Education

A Education of Indigenous Peoples

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

1 Implementing the Amended Education Act for Indigenous Peoples

The Education Act for Indigenous Peoples was revised and promulgated on June 19, 2019, with the formulation of the “Development Plan of Education for Indigenous Peoples” at its core.

The plan, which was implemented in 2021, includes seven objectives: “establishing a comprehensive education system,” “a complete supportive system from government agencies,” “deepening ethnic education,” “enhancing teacher training,” “cultivating indigenous talents,” “lifelong learning for indigenous peoples,” and “expanding the target population for indigenous education.”

2 Experimental Education for Indigenous Peoples

A. School-type Experimental Education: As of 2020, the number of schools approved to provide experimental education for indigenous peoples is 35. The MOE will continue to encourage and guide more schools with a special indigenous focus to join the project.

B. Experimental Education Class: In SY2020, subsidies were given to 30 experimental education classes for indigenous peoples across 10 schools.

3 Development of Indigenous Curriculum

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

B. Subsidies for Teaching Indigenous Languages: In SY2020, 21 county and city governments processed the applications for subsidies to offer a total of 13,487 indigenous language courses in 3,694 elementary and secondary schools.

4 Indigenous Peoples in Higher Education

A. Protecting Indigenous Students’ Rights to Higher Education: In SY2021, colleges and universities announced an admission quota of 12,368 for indigenous students. Colleges and universities are encouraged to offer specialized courses for indigenous students. In SY2021, there are 41 such courses across 27 universities.

B. “Indigenous Student Resource Centers”: In SY2021, Indigenous Student Resource Centers at 145 universities received subsidies and employed a full-time staff. The centers provide one-stop services for indigenous students in life and academic

counseling. There are Regional Resource Centers at six 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 2020, the MOE organized the first training program for the employees of Indigenous Student Resource Centers to increase their cultural awareness. There were five workshops in total. The MOE also launched a rewarding mechanism for these 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 SY2021, 189 teachers specialized in indigenous languages were employed.

B. Government sponsorship of potential teachers of indigenous languages: Sponsorship of potential teachers is awarded according to local governments’ needs. In SY2021, 49 applications for



government sponsorship were approved.

C. Specialized training for indigenous teachers: in SY2021, eight universities were subsidized for having a special focus on training indigenous teachers. These universities provide specialized courses that incorporate government sponsorship into intensive training courses, where trainees take courses such as indigenous languages.

D. Programs for indigenous teachers: Since SY2021, there has been pre-service training, a postgraduate education credit program, and an in-service credit program for a second specialization. A teacher's license for indigenous languages will be issued to those who finish the training in accordance with the "Teacher Education Act." Culture-related and multicultural training programs were designed for teachers at schools with a special focus on indigenous peoples.

In addition, the curriculum framework for the second-specialization in indigenous education was announced on May 4, 2021. Six universities that offer teacher training programs designed the curriculum as a collaboration between

indigenous groups and experimental education schools for indigenous people.

B Education of New Immigrants and Their Children

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

1 Improving Literacy and Language Proficiency

In 2021, the MOE subsidized 277 courses for adult new immigrants on basic education, teaching them the basic abilities of listening, speaking, reading, writing, and arithmetic.

2 Lifelong Learning for New Immigrants

In 2022, the MOE subsidized 38 New Immigrant Learning Centers established by county and city governments. These learning centers will organize lifelong learning courses and education activities according to the needs of new immigrants. They will also encourage

residents to participate in activities to enhance mutual understanding and mutual respect for diverse cultures.

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

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

4 New Immigrants' Native Language Courses

The 12-year Basic Education Curricula included the native languages of new immigrants as selective courses in elementary schools starting in SY2019. In junior and senior high schools, the selective courses have been incorporated into the flexible learning curriculum and second foreign-language curriculum. A total of 126 volumes of textbooks in seven languages have been completed, including Vietnamese, Indonesian, Thai, Cambodian, Burmese, Malay, and Tagalog. In SY2021, there are 3,957 classes in 1,278 elementary and junior high schools, with total of 11,532 students. There were 144 such classes across 46 senior high schools.

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 club and during extracurricular hours during the semester. The winter and summer camps are also to be held during the winter and summer breaks. In SY2021, 117 elementary, junior high, and senior high schools received subsidies for 147 fun-learning activities of new immigrants' native languages. Colleges and universities are also subsidized to offer Southeast Asian language courses. In SY22020, 50 colleges and



universities received subsidies for 197 courses with a total of 9,047 students, with the goal of effectively learning about Southeast Asian languages and cultures.

6 International Exchange Opportunities for Children of New Immigrants

In order to expand a global vision, cross-cultural communication, and international mobility and in response to the outbreak of a pandemic, in SY2021, eight schools participated in online activities by videoconferencing with schools in Southeast Asia as a way of continuously expanding and deepening international exchanges via diverse and creative communication platforms.

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





Study in Taiwan

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

In 2020, the number of international degree students, language students, and exchange students studying in Taiwan increased to (pending 2021 statistical update), a significant increase from the number in December 2007, when international student enrollment was only 30,509.

Many efforts have been made to create an internationalized academic study environment in Taiwan, and Taiwan is an ideal study destination for several reasons. A survey of international students carried out by the Foundation for

International Cooperation in Higher Education of Taiwan (FICHET) found that these reasons include: Taiwan provides a high-quality academic environment, rich cultural heritage, excellent living circumstances, reasonable tuition, scholarships, opportunities to learn Mandarin Chinese, and studying in Taiwan will be helpful for both further study and future careers. Taiwan's advanced technology, its friendly people, and its breathtaking tourist destinations are also all attractive to international students.

A Scholarships

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

1 MOE Taiwan Scholarships – Scholarships for Degree Studies

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

The maximum scholarship period for each degree level is:

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

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

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

thesis supervision fees, insurance premiums, accommodation, or internet access.

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

Each year from 2017 to 2023, this program provides funding to universities and colleges in Taiwan to recruit 100 university lecturers from Southeast Asia and South Asia to study in Taiwan for a master's degree or a doctorate. Each scholarship recipient receives a monthly stipend of NT\$25,000 under this program.

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

"Huayu" is one of several names commonly used to refer to the Mandarin dialect of Chinese. The MOE established the HES program to encourage international students to come to Taiwan to study Mandarin Chinese and learn



about Chinese culture in Taiwan. The scholarships are awarded based on merit. Applications must be lodged at Republic of China (Taiwan) embassies and overseas missions.

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

B Learn Mandarin Chinese in Taiwan

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

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



they interact with the friendly people of Taiwan. Whether students are planning to learn Chinese for further study, work, travel, or pleasure, they are sure to find a suitable course through the website of Taiwan Mandarin Educational Resources Center <https://lmit.edu.tw/>.

C Inquiry Service for Overseas Students

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

NISA's Inquiry Service for Overseas Students at Tertiary Colleges and Universities now has a dedicated webpage, an online mailbox, and a hotline for overseas students: 0800-789-007. It also has a network of personnel in a range of agencies who can immediately be called on for

assistance, and it also conducts a number of meetings with overseas students each year in conjunction with several other agencies. The service is available in several languages: English, Chinese, Vietnamese, and Indonesian. For more information, please visit <https://www.nisa.moe.gov.tw/moecare/index/index/lang/en>.

D Internships for International Students

Taiwan Experience Education Programs (TEEP)

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

All the programs include a combination of a short Chinese language-learning program, a

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

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

E The New Southbound Talent Development Program

Taiwan's New Southbound Policy (NSP), launched in 2016, is a major new initiative to enhance relations with Southeast and South Asian countries, Australia, and New Zealand for regional social and economic cooperation. The NSP has a strong focus on establishing people-





oriented links and resource sharing to promote bilateral and multilateral cooperation with these countries.

The MOE has established a New Southbound Talent Development Program, in conjunction with the New Southbound Policy Guidelines, and set up a cross-departmental NSP Task Force with an earmarked budget of NT\$1 billion.

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

1 Market

Focusing on skills cultivation: Taiwan can offer high quality vocational and professional training, higher education, and Chinese language courses to students from NSP countries, and they can learn about Taiwan's development experience at the same time. Young people in Taiwan can

improve their cultural literacy and study the languages of countries in Southeast Asia and strengthen their capacity to undertake economic and trade management there.

2 Pipeline

Skill Development Exchanges: The objective is to increase the number and range of two-way exchanges between young scholars and students by attracting outstanding students from NSP countries to Taiwan to study or do research and sending students from Taiwan to NSP countries to gain a deeper understanding of those countries and their languages, as well as to engage with the local community.

3 Platform

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

For more details about the extensive range of NSP programs, please see http://www.edunsbp.tw/index_en.html. ■

"Life is safe and easy" : Indonesian student Lintang Wardyani

Interviewee: **Lintang Wardyani**
graduate student, National Chung Hsing University



Lintang Wardyani is an Indonesian student who studied in Taiwan on a scholarship in 2020. She was impressed by the Muslim-friendly country, which she said embraces religious diversity, and shared this thoughts on the benefits of getting an advanced degree in the country.

Wardyani said Taiwan is known in her country for having good educational facilities and outstanding health-care services. Studying in Taiwan was on her bucket list when she was an undergraduate.

"When I first arrived in Taiwan, I was surprised to discover that the professors here are fluent in English. Additionally, I discovered that the majority of professors are really supportive and provide extensive guidance, not just in academics and research but also in student's future careers."

Pursuing a master's degree in Taiwan has opened the door to a far greater understanding of her research interest and future career in agriculture, she said. Though her courses were taught in English, she struggled with tones when speaking Mandarin off-campus. Fortunately, Taiwanese were so helpful and understanding about her difficulty, Wardyani recalled.

She also said living in Taiwan is so safe, and getting around on public transportation is easy.

"Even though I'm a thousand miles away from my family, Taiwan feels like home."

Regarding her plans after getting her master's degree, she is looking forward to working for the agriculture department of Indonesia's government. She wants to contribute as a young farmer with global views and knowledge of modern concepts and advanced technologies.

As a Muslim, Wardyani has learned that the people of Taiwan welcome those from other cultures and religions. "Life is easier here," she said, as some public spaces provide Muslim prayer rooms, and it is not difficult to find Halal meat and other products, even Halal restaurants. "I can say Taiwan is one of the most Muslim-friendly countries in the world."

Regarding COVID-19, Wardyani lauded the country for having good pandemic control. In addition, the Office of International Affairs (OIA) in National Chung Hsing University assisted the foreign students to get the most updated information and fast responses related to the process of entering Taiwan.

In addition, the Taiwanese government provides financial subsidies to international students required to complete a 14-day quarantine. There is also an English-speaking hotline if they want to ask for information about the subsidies.

When it comes to scholarships and other assistance provided by the government, she is grateful to the Ministry of Education (MOE) for offering a wide range of scholarship programs for them to choose from. "That will be even better if the MOE could also help with purchasing second-hand academic books," she added.

Wardyani said she strongly recommends that her friends study in Taiwan, pointing out that Taiwan also welcomes foreigners if they want to pursue a career there after graduation. ■



Scholarships



Learn Chinese
in Taiwan



Inquiry Service
for Overseas
Students



Taiwan
Experience
Education
Programs (TEEP)



The New
Southbound Talent
Development
Program

Lithuanian scholar dreams of finding job in Taiwan after graduation

Interviewee: **Paula Šidagytė**
graduate student, National Pingtung University



Paula Šidagytė was attracted to Taiwan by its pleasant climate, friendly people, and public safety. With scholarships awarded by the Ministry of Education, the Lithuanian student has been able to continue her studies in the island country and plans to work here after graduation.

Šidagytė studied East Asian culture and language at her university back home. Unlike most of her fellow students, however, she took on the "interesting challenge" of studying Traditional Chinese characters and in 2016 decided to do her five-month exchange in Taichung instead of China.

She says she was surprised to find that living in Taiwan is as comfortable as "being home," so she came back for a full year of Mandarin classes at National Pingtung University (NPTU) in 2018 and in 2020 started her two-year master's in leisure management at NPTU.

In addition to Taiwan's people, weather, and safety, Šidagytė, who is vegan, was astonished by how easily her diet requirements were satisfied in this foodies' paradise. So, she recommends

international students come to Taiwan as it is the "best place" to study abroad.

The language barrier has been a difficult challenge for her, though, especially since not only Chinese but also Taiwanese sprinkle daily conversation in southern Taiwan. However, after staying in Pingtung for two years she no longer struggles with language and takes it as a "fun challenge."

The financial support provided by MOE scholarships contributed to her decision to return to Taiwan for her studies. The one-year Huayu Enrichment Scholarship's NT\$25,000 per month helps recipients study Mandarin in the nation, while the Taiwan Scholarship Program provides up to NT\$40,000 for tuition and miscellaneous expenses each semester and a monthly living allowance up to NT\$20,000.

There are some restrictions, however. Šidagytė pointed out that Huayu scholarship recipients are not allowed to work, even part time. As for the Taiwan Scholarship Program, only 20 hours of part-time work are permitted each month. This has kept her from acquiring practical experience in Taiwanese society and industries and earning more money.

"I am so lucky to be awarded to study Mandarin Chinese as well as master's degree in Taiwan. I cannot afford it without financial support. I am grateful. However, it would be nice to have fewer restrictions," the student said.

Šidagytė plans to find a job in Taiwan after graduation and said she considers this the "biggest challenge" so far. She mentioned the "6+6 month" temporary visas that the Taiwanese government offers to foreign graduates while they search for jobs, but she acknowledged it may still be difficult, "especially for a non-English native foreigner." ■



Bilingual and International Education

A Bilingual 2030

The trends of globalization and internationalization have made English the most widely used language in international communication. To enhance the competitiveness of both individuals and industries, it is imperative for the government to make policies that will create a bilingual environment and improve Taiwan's global visibility. To enhance national competitiveness and cultivate its people's English proficiency, the government agencies have been working together to promote "Bilingual 2030." Among them, the MOE is responsible for improving the ability of students to use English in daily life and in the workplace after graduation. The measures are as follows:

- 1 Accelerating bilingual education in higher education: The Program on Bilingual Education for Students in College was launched in 2021, with generalized enhancement (overall enhancement of teachers' ability to teach in English and students' ability to learn in English) and focused development (training bilingual professionals in specialized areas) as its two main objectives. Together with complementary measures, the program will assist universities and colleges in promoting EMI courses.
- 2 Balancing EMI conditions in schools at the senior secondary level and below: with generalized enhancement, elimination of disparities, and focused development as the

three pillars in the promotion of EMI, students will be able to use English in their daily lives and improve their general proficiency.

- 3 Digital learning: Existing online learning platforms, such as Cool English and Adaptive Learning, will continue to improve while the public and private sectors work together to enrich digital learning resources.

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



in junior high and primary schools. The budget for the first year is NT\$100 million, and it will be increased annually up to NT\$250 million in order to manifest our national values, respect multiculturalism and international understanding, strengthen international mobility, and fulfill our responsibilities as global citizens.

2 Three-Pronged Action

- A. Talent Cultivation: The “School-Based International Education Project” is to be implemented by integrating school-based courses, international exchanges, and internationalized campuses.
- B. Infrastructural Preparation: The MOE will empower teachers and school administrators with international training certification, review and revise laws and regulations concerning internationalized education, and help establish an international supportive network.
- C. International Connection Mechanism: In order to follow the global trends, the MOE will work with education-related government agencies in promoting internationalized education, establishing cooperative platforms for the government, academia, and industry, as well as creating international education resource centers. ■

B Internationalized Education

1 Background

In light of the global trends of internationalized schools, the MOE published the White Paper 2.0 on International Education for Primary and Secondary Schools on May 14, 2020. With the vision of “meeting international standards and linking up with the world,” the white paper aims to cultivate talents, create a well-founded environment, and set up a mechanism for international exchanges. To succeed in the objectives of “cultivating global citizens,” “internationalizing education,” and “enhancing global exchanges,” the MOE has proposed three strategies and 13 action plans. The three strategies are “school-based internationalized education,” “internationally friendly environment,” and “international connection mechanism.” The plans are being implemented from 2020 to 2025



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 2021 fiscal year, the figure has since reached NT\$978.07 billion, or 4.50% of GDP. The

budget for private educational institutions has risen from the 1961 fiscal year, when private institutions accounted for less than 10% of the total education budget. In fiscal year 2021, funding for private institutions reached 21.83% of the education budget. Public schools meanwhile enjoyed 78.17% of the budget.

Looking at the breakdown of each education level, in SY2020, the total education budget was NT\$761.00 billion, of which preschool education accounted for 8.81%, elementary and junior high education for 42.82%, senior secondary education for 14.30%, higher education for 33.42% (junior colleges 0.72%, universities and colleges 32.70%), and 0.65% 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 focus on developing core competence. With the vision of “accomplishments for every child - nurture by nature and lifelong learning,” students are encouraged to “take the initiative, engage the public, and seek the common good.” Schools will design courses based on life itself, and students will be “nurtured by nature.” They will acquire sound development both mentally and physically, and their potentials will be fulfilled

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

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

Statistics



Education Statistics

General Information

	Total Population (Thousand Persons)	GDP (US\$ billion)	Economic Growth Rate (%)	Unemployment Rate (%)	Consumer Price Index (2016 = 100)	Mean Years of Schooling for Age 25 Plus (years)	Excepted Years of Schooling (years)
1980	17,886	42.3	8.04	1.23	49.05	-	-
1990	20,401	166.4	5.54	1.67	66.25	-	-
1995	21,357	279.0	6.50	1.79	79.67	-	-
2000	22,277	330.7	6.31	2.99	85.47	9.3	-
2005	22,770	374.0	5.38	4.13	88.42	10.6	-
2010	23,162	444.2	10.25	5.21	93.82	11.3	-
2015	23,492	534.5	1.47	3.78	98.63	11.9	16.6
2019	23,603	611.3	3.06	3.73	102.55	12.3	16.5
2020	23,561	669.3	3.36	3.85	102.31	12.4	16.6
2021	23,375	774.9	6.57	3.95	104.32	12.5	16.8

Summary of Education at All Levels

SY 2021-2022

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2020	No. of Students Per 1,000 Population
Total	10,964	300,585	93,773	4,171,630	876,236	178.46
Preschool	6,507	58,236	-	581,921	-	24.89
Primary School	2,626	98,106	51,777	1,191,317	191,419	50.96
Jr. High School	734	46,080	21,878	586,914	197,412	25.11
Senior Secondary School	514	51,151	18,591	585,629	191,909	25.05
Uni., College & Jr. College	149	45,119	-	1,185,830	284,414	50.73
Special Edu. School	28	1,746	548	4,573	1,494	0.20
Supp. & Cont. Sch.	398	61	979	34,886	9,475	1.49
Religious College	8	86	-	560	113	0.02

Gross Enrollment Ratio and Net Enrollment Rate by Level of Education

Unit: %

School Year	Total		1st Level (Primary)		2nd Level				3rd Level (Tertiary)	
	Gross	Net	Gross	Net	Junior		Senior		Gross	Net
					Gross	Net	Gross	Net		
1976-77	69.61	-	100.65	-	90.21	-	56.54	-	15.40	-
1981-82	71.95	-	101.11	-	97.71	-	68.03	-	16.71	-
1991-92	82.41	-	100.99	-	100.23	-	90.28	-	32.37	-
2001-02	89.07	-	99.66	-	99.27	-	99.62	-	62.96	-
2006-07	95.33	-	99.54	-	99.48	-	98.79	-	83.58	-
2011-12	94.60	89.76	98.79	97.98	98.86	98.15	98.98	93.62	83.55	71.62
2016-17	93.92	89.39	98.25	97.43	98.95	98.03	98.34	94.46	83.99	73.49
2018-19	94.01	89.21	98.00	97.14	98.67	97.75	98.31	94.17	84.69	73.38
2019-20	94.20	89.11	97.87	97.02	98.49	97.51	98.77	94.25	85.15	72.98
2020-21	95.21	89.83	98.14	97.34	98.52	97.59	98.80	94.40	87.93	74.41
2021-22	96.07	90.66	98.34	97.69	98.71	97.90	99.54	94.76	89.81	75.84

Overseas Students in R.O.C.

Unit: Person

	2007-08	2017-18	2018-19	2019-20	2020-21	2021-22
Total	30,509	121,461	129,207	128,157	90,895	92,963
Diploma	16,195	55,916	61,970	63,530	62,387	65,383
Studying for a degree	5,259	21,164	28,389	31,811	32,040	34,535
Overseas Compatriot Students (Including Students from HK and Macao)	10,936	25,290	24,575	23,366	24,315	26,555
Mainland China Students (Studying for a Degree)	-	9,462	9,006	8,353	6,032	4,293
Non-diploma	14,314	65,545	67,237	64,627	28,508	27,580
International Exchange	1,441	4,856	5,242	5,766	2,475	2,475
Short-term courses	1,146	8,806	10,630	7,846	3,785	3,785
Studying Mandarin Chinese	10,177	23,539	28,399	32,457	20,674	20,145
Mainland China Students (to take short-term courses or Attend Meeting)	823	25,824	20,597	16,696	-	-
Overseas Compatriot Youth Technical Training Classes	727	2,520	2,369	1,862	1,574	1,175

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	University	Special Edu. School
					Sr. High School	Sr. Voca. School				
					1976-77	29.90				
1981-82	27.25	26.10	31.79	22.97	22.99	22.50	20.79	11.92	13.53	5.24
1991-92	24.22	15.83	27.20	21.23	22.29	21.28	19.35	11.38	14.82	3.72
2001-02	19.71	12.44	18.60	15.67	19.41	19.18	20.56	20.17	19.60	3.58
2006-07	19.30	10.60	17.86	15.70	19.29	18.41	21.01	18.63	19.93	3.95
2011-12	17.90	12.72	14.78	13.74	18.53	18.29	27.69	21.10	21.52	4.08
2016-17	15.27	10.44	12.35	11.01	16.42		31.66	22.64	23.00	3.74
2018-19	14.66	10.52	12.11	10.23	15.31		28.45	18.62	22.16	3.41
2019-20	14.34	10.50	12.12	9.88	14.58		27.79	18.66	21.84	3.16
2020-21	14.07	10.28	12.11	9.69	14.22		27.05	17.41	21.62	2.96
2021-22	13.88	9.99	12.14	9.57	13.83		26.58	15.44	21.81	2.84

Ratio of Educational Expenditure to GDP

Fiscal Year	Educational Expenditure (US\$million)			Educational Expenditure Per Student (US\$)	GDP(US\$ million)	% to GDP		
	Total	Public Sector	Private Sector			Average	Public	Private
1980-81	2,014	1,638	376	448	46,393	4.43	3.60	0.83
1990-91	11,222	9,228	1,994	2,120	173,572	6.36	5.23	1.13
2001	17,464	12,997	4,467	3,350	299,303	5.83	4.34	1.49
2006	21,586	15,887	5,699	4,103	386,492	5.59	4.11	1.47
2011	26,621	20,481	6,139	5,647	483,957	5.50	4.23	1.27
2016	27,011	20,321	6,691	6,046	543,002	4.97	3.74	1.23
2018	30,073	22,753	7,320	6,970	609,251	4.94	3.73	1.20
2019	29,483	22,359	7,124	7,021	611,336	4.82	3.66	1.17
2020	31,886	24,597	7,289	7,702	669,324	4.76	3.67	1.09
2021	34,906	27,287	7,619	-	774,942	4.50	3.52	0.98

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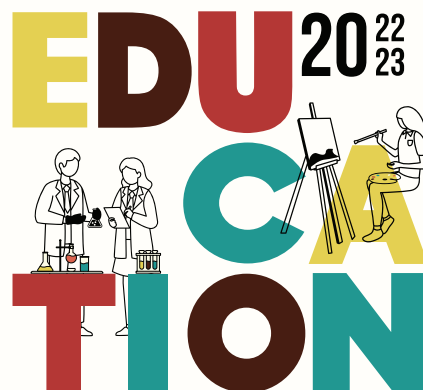
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Education in
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