



BEST

The Program on Bilingual Education for Students in College

**Ministry of Education
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Chapter 1. Introduction

Facing the waves of globalization, English is currently the most significant language used in international communication. How to build a bilingual environment based on policies to improve the competitiveness of talents and industries in Taiwan is the key element to connect to the international stage for Taiwan.

The Executive Yuan (Taiwan) issued the “Blueprint for Developing Taiwan into a Bilingual Nation by 2030” in December 2018 to facilitate the improvement of students’ English proficiency. Funding will be increased since 2021, and the Blueprint is included in the third phase of the “Forward-looking Infrastructure Development Program.”

In accordance with the instructions from the Executive Yuan, the National Development Council (NDC) aims to transform Taiwan into a bilingual country by 2030. It convened cross-department coordination meetings and requested departments to formulate comprehensive bilingual policies for citizens, industries, and the government, with enhancing the English proficiency of citizens as the strategic core. With discussions among departments and opinions collected from different sectors, the “Blueprint for Developing Taiwan into a Bilingual Nation by 2030” was thereby proposed.

From students’ viewpoint, facing globalization and the rapid development of internet and digital technologies, together with the growing competition with youngsters in neighboring countries, students in Taiwan who wish to have better occupations and income after graduation in the future shall not only possess abilities and expertise that conform to the international standards at all time, but also be equipped with the skills to communicate and cooperate with professionals from different countries internationally, and even follow the

labor migrant within the global market in response to the industrial deployment in Taiwan. As such, satisfactory English proficiency is a requisition.

From universities's viewpoint, higher education institutions have to not only nurture talents with competitiveness within the global employment market in the future, but also allow the younger generation in Taiwan to gain a better global vision, to be able to understand different cultures in the international environment, and to be capable of communicating and interacting with people from different cultural backgrounds. In this regard, English as a Medium of Instruction (EMI) serves as an effective tool for achieving such objectives. Furthermore, in the backdrop of low birth rate and competitive higher education worldwide, universities shall accelerate their bilingualization to increase their level of internationalization significantly, so as to equip themselves with better conditions for expanding the recruitment of international students and competing for recruiting outstanding teaching and research faculty around the world.

Given the above reasons for promoting bilingual higher education, the Ministry of Education (MOE) will focus on the target of strengthening students' English proficiency in higher education in response to the bilingual policy blueprint, prioritize the establishment of the bedrock for students' English learning, and provide lectures regarding knowledge in different professional fields (including professional programs for economics, engineering, medicine, business, culture and etc.) by using English as a medium of instruction to assist universities and colleges in pushing forward "EMI" on a certain level of English proficiency, so as to build a bilingual teaching and learning environment for universities and colleges, and in turns improve the English proficiency of students in higher education and the international competitiveness of universities in Taiwan.

Chapter 2. Vision and Policy Objectives

The “Blueprint for Developing Taiwan into a Bilingual Nation by 2030” demonstrated two main policy objectives of “cultivating people’s English proficiency” and “elevating national competitiveness”:

- I. Cultivating people’s English proficiency: Optimizing English learning platforms and media resources, strengthening bilingual education systems, and comprehensively strengthening people’s soft power for employing English in listening, speaking, reading, and writing.
- II. Elevating national competitiveness: Strengthening Taiwan’s industrial competitiveness, providing people with quality job opportunities, and elevating Taiwan’s economic development.

According to the Executive Yuan’s “Blueprint for Developing Taiwan into a Bilingual Nation by 2030,” the vision of “reinforcing students’ English proficiency and promoting EMI to elevate overall international competitiveness of higher education” is set up for higher education. The MOE will bring bilingual education into effect by adopting two major strategies of “Focused Development” and “Generalized Enhancement,” complemented by the tactics of “Bilingual Talents Recruitment” and “Sharing and Collaboration.”

The target of “Focused Development” is to cultivate bilingual professionals, while the target for “Generalized Enhancement” is to comprehensively raise the English teaching abilities of teachers and the English proficiency of students in universities and colleges. “Bilingual Talents Recruitment” and “Sharing and Collaboration” aim to reinforce the implementation of the policies through the expansion of faculties and the creation of a bilingual environment.

Chapter 3. Research and Analysis on Current Situation

I. Conditions and Basis for the Promotion of EMI in Higher Education

According to the assessment on teachers, students, and curriculum for Taiwan's EMI capacity in higher education, and with the implementation of competitive programs such as the Higher Education Sprout Project or measures for university internalization, the current foundation for further promotion includes:

(I) A particular percentage of teachers in higher education possess EMI teaching abilities at present

As estimated, full-time teachers in general universities that are capable of EMI teaching accounted for approximately 15% of all full-time faculty (approximately 6,960 persons) in Taiwan at present, with additional part-time faculty amounted to approximately 1,700 persons. In the future, the quantity of EMI courses will be expanded based on the foundation of such teachers; EMI teaching quality and the number of qualified teachers can be further enhanced through training systems.

(II) A particular percentage of EMI courses has been offered

Currently, the percentage of EMI courses for master's and doctoral programs in schools sponsored by the Whole-school Program and the Specialized Areas Research Center Program under the Higher Education Sprout Project accounted for approximately 10% to 30% of total courses opened by the respective schools. On average, 4.55% of the courses offered by colleges and universities in Taiwan are EMI

courses. As a result, the percentage of such curriculums can be used as the foundation for further promotion.

(III) A number of students have essential ability for EMI courses

From the perspective of students, according to domestic and foreign studies, students with English proficiency achieving B2 or C and above (equivalent to High-Intermediate or Advanced for GEPT) under the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (Common European Framework of Reference, CEFR) possess essential abilities for taking EMI courses, and their professional learning will not be affected when encountering teaching in unfamiliar languages. According to the survey of British Council, the number of Taiwanese senior high school 12th-grade students whose English proficiency reached CEFR B2 and C takes about 20% of the entire population of senior high school 12th-grade students in Taiwan; that is, they possess essential abilities for taking EMI courses, which is a relatively favorable condition for the implementation of bilingual higher education.

II. Challenges for Further Promotion of EMI in Higher Education

According to the “Strategic Program for the Advance of English Proficiency for Students in Higher Education via Cooperation between Taiwan and UK” conducted by British Council commissioned by the MOE in 2020, after interviews with decision-makers, faculty and students from 15 universities and colleges, British Council summarized the difficulties for implementing bilingual teaching in domestic higher education as follows.

(I) Overall

1. Schools have to establish a model or pathway for implementing EMI

Even though schools may adopt EMI in various ways with the aim of attracting international students, boosting school internationalization, assisting local students to explore global mindsets, or improving specialty English proficiency of local students, most schools failed to build explicit bilingual policy goals and guidelines for implementation. In many cases, Presidents, Deans and Directors are interested in developing and expanding EMI courses, but feel that they have limited capacity and clear pathways to do so, resulting in difficulties in integration or limited effects.

2. Schools require resource inputs and consultation assistance

Certain schools have existing systems to support EMI, such as teachers cooperating with the language center within the school to provide ESP (EAP/ESAP/EWP) programs. However, in order to successfully implement EMI teaching, the school, faculty, students and language center still require more resource inputs and professional consultation and instructions from expert consultants.

(II) Organization: Universities and colleges shall have an integral EMI teaching development center to promote systematic supportive mechanisms

EMI is deemed as a way to increase international competitiveness of local students and for them to obtain a successful positioning in the international market. To reach this goal, certain universities plan to offer 30% English lectured courses for bachelor students in the near future. In other words, schools have realized that

local students adopting EMI learning require English as the foundation to successfully gain the knowledge related to their courses and major. However, most of the schools failed to provide systematic language support for students.

Domestic universities and colleges may have language centers responsible for English teaching, but they have no dedicated office in place to be in charge of EMI promotion, and have not established the training and support systems. On the other hand, departments that promote EMI and ESP (EAP/ESAP/EWP) courses, and even English courses for freshmen differ from school to school. Language centers or teaching departments are responsible for their respective tasks. Language centers have mostly part-time faculty or staff, and full-time personnel are mostly contracted with no clear direction. Consequently, the operations remain fragmented.

There is insufficient horizontal connection among different departments and segregation of duties is not clear determined, which toughened the overall planning and promotion.

(III) Teachers

1. Professional training and support system and incentives for EMI courses are to be reinforced

There is limited support for EMI lecturers who want to develop their understanding of how to teach effectively in English. Teachers reflected the lack of useful tools or the assistance of EMI teaching support system, which affects students in learning content-based knowledge; students generally mark lower ratings for teaching satisfaction (EMI teaching typically receives a mark approximately 10% lower than Chinese teaching in assessment for the same course), causing teachers unwilling to keep up, unsatisfactory

results of teaching and learning, more complaints from students, and frustration for teachers.

2. Over-dependent on new teachers or foreign teachers as the leading force for EMI

At present, new teachers or foreign teachers are the main force for EMI, where it is hard to enlarge the scale, the number of courses experienced sluggish growth, and EMI may easily be limited to specific departments. New teachers shall prioritize the considerations for academic competence, and the higher mobility of foreign teachers renders unstable course-opening.

(IV) Students

1. Speaking and writing skills are to be strengthened

Even though 20% of 12th-grade students possess an overall English proficiency of CEFR B2 or above, the performance regarding English skills of listening, speaking, reading and writing remains relatively unbalanced. In particular, the performance regarding receptive skills of “reading” and “listening” are substantially better than productive skills of “writing” and “speaking.” At present, the percentage of 12th-grade students achieving CEFR B2 and above in listening, reading, writing and speaking is 27.68% (listening), 27.32% (reading), 19.81% (writing) and 8.27% (speaking). Namely, even though students with better English proficiency have fewer issues with reading full-English textbooks or listening to EMI courses, writing English reports or participating in class discussions may still be difficult for many students. “Speaking and writing” are the primary skills to be significantly improved for students in Taiwan to participate in EMI courses.

2. Schools fail to fully understand students' English proficiency before admission

Regarding the English proficiency of students before admission, most schools merely adopt the English grades (including English listening) from the GSAT, TCTE or AST, rendering difficulties in evaluating students' skills of listening, speaking, reading and writing accordingly. It is unfavorable for curriculum planning and the evaluation of EMI teaching effect.

3. Students shall receive EMI education in professional courses

As the majority of students had not received any EMI course in professional fields (such as mathematics, natural science, social science and etc.) before entering universities, students shall therefore receive English for Specific Academic Purposes (ESAP) first. For example, students in Engineering College shall take English courses in the field of engineering during their freshman year, and students in Humanities and Social Sciences College shall take the freshman English courses exclusively designed for the fields of humanities and social sciences.

4. Students with varied English proficiency, and insufficient support system and incentives for students to study EMI courses

Most schools have limited or insufficient supportive or language consulting systems, such as EMI and ESP (EAP/ESAP/EWP) courses, for students that provide progressive guidance or basic language proficiency training and requirements, which may easily give rise to the poor learning abilities of students for professional subjects due to their focuses on understanding languages, rendering unsatisfactory learning outcomes. Furthermore,

students consider that English is not a language necessary for learning professional subjects, and that learning professional subjects in English would hinder their professional learning performances.

Chapter 4. Performance Target and Strategy

I. Performance Target

With the vision of “reinforcing students’ English proficiency and promoting EMI to elevate overall international competitiveness of higher education,” the program will cultivate students’ English proficiency in a student-oriented manner through assisting schools in implementing measures such as EMI teaching models, developing EMI teaching support system, introducing international teaching personnel with overseas EMI teaching experiences, planning EMI learning certification system for students, establishing EMI learning environment step by step, based on the issues regarding schools, teachers and students described above, and in turns enhance students’ international mobility and provide added value for their occupational competitiveness, achieving the objective of becoming a bilingual nation by 2030.

Based on the above mentioned information, the program set its performance target that comprises of seven aspects related to overall, organization, teachers, curriculum, students, resource sharing and other features, with schools or colleges as the promoting units. The aspects are described as follows:

- (I) **Overall:** Establish explicit and feasible implementation strategies, execution systems, complementary measures and stage targets, and achieve consensus with teachers and students (stakeholders).

- (II) Organization:** Establish school-level dedicated office with specific tasks, allocate sufficient professional personnel, and provide adequate resources as support; comprehensively cooperate with other English teaching departments or language centers and stipulate the explicit division of work.
- (III) Teachers:** Provide sufficient training and support for teachers, such as EMI training, TA, mentorship, incentive measures, adjustments to teaching evaluation system and etc.
- (IV) Curriculum:** Establish the goal related to the percentage of EMI courses offered in bachelor's, master's and doctoral degree by the schools (colleges), and increase the goal value progressively on a yearly basis.
- (V) Students:**
1. **Common performance target:** Such as year-on-year growth in the percentage of local students achieving CEFR B2, year-on-year growth in the percentage of local students getting credits of EMI courses, and year-on-year growth in the percentage of EMI teaching for English courses.
 2. **Level of percentage for completing EMI courses upon graduation (percentage target determined by the school):**
 - (1) The program will guide schools in implementing the “EMI Level Certification” (E1-E5), and encourage students to receive EMI courses. Schools shall set the percentage target for completing EMI courses upon graduation for their students that increases on a yearly basis, and improve the level and percentage related to students’ English proficiency certificate through comprehensive EMI teaching and learning system.

(2) The “EMI Level Certification” is divided into five levels from E1 (EMI level 1) to E5 (EMI level 5) based on the credits taken from EMI courses or percentage for completing EMI courses before students’ graduation. The “EMI Level Certification” result can be stated in the diplomas to recognize students’ performance in learning by using English or multiple language skills. The standards for each level are set out in Table 1.

【Table 1】 Standards for EMI Level Certification

EMI Level	Standards
E1	Completed at least 16 credits of EMI courses or more than 5 EMI courses (bachelor), or EMI courses accounted for 12.5% of the graduate credits and above.
E2	Completed at least 32 credits of EMI courses or more than 10 EMI courses (bachelor), or EMI courses accounted for 25% of the graduate credits and above.
E3	Completed at least 64 credits of EMI courses or more than 20 EMI courses (bachelor), or EMI courses accounted for 50% of the graduate credits and above.
E4	Completed at least 98 credits of EMI courses or more than 32 EMI courses (bachelor), or EMI courses accounted for 75% of the graduate credits and above.
E5	Completed at least 128 credits of EMI courses or more than 43 EMI courses (bachelor), or EMI courses accounted for 100% of the graduate credits.

- (VI) Resource sharing:** Carry out resource sharing such as teachers community and workshop, EMI teaching consultation, EMI TA training, students learning counseling, and increase such resources on a yearly basis (qualitative and quantitative indicators set by the school), and provide resources regarding multiple EMI online course modules each year for sharing.
- (VII) Other features:** Schools or colleges set their own qualitative and quantitative indicators.

II. Promotion Strategy

The promotion strategy shall take “EMI courses in higher education” as a core focus. With the foundation of promoting EMI in Taiwan mentioned above, the program overallly examines the difficulties related to promotion practices in the past and consider the promotional momentum of schools. Through the four major strategies: “Strategy 1 – Focused Development,” which establishes beacon schools and beacon colleges to set examples to be learned from by schools in developing EMI teaching; “Strategy 2 – Generalized Enhancement,” which assists non-beacon schools or colleges to progressively establish on-campus EMI support systems and English proficiency resource systems for students; “Strategy 3 – Bilingual Talents Recruitment,” which recruits international teaching personnel with overseas EMI teaching experiences to advance the quality and performance for EMI courses implemented by schools; “Strategy 4 – Sharing and Collaboration,” which assists schools in establishing a comprehensive bilingual learning environment through recruiting talents, developing regional centers for EMI resources, providing EMI online course modules, and adopting credit recognition systems, the program aims to gradually improve students’ English proficiency. The strategies and performance target are respectively described as follows.

(I) Strategy 1 – Focused Development

The MOE will select excellent programs for grant approval through the “Focused Development program” to organize comprehensive bilingual higher education policy objectives to be gradually achieved by schools or colleges possessing developing potentials. From 2024 to 2030, schools or colleges within the Focused Development program achieving the objectives related to improving

students' English proficiency and the growth of EMI courses received by students as stipulated in the program will be recognized as an "outstanding school or college under the bilingual policy." The MOE will select schools or colleges with remarkable performances that may be served as the role learning models as the "outstanding school or college under the bilingual policy" for higher education.

1. Establish bilingual beacon schools

The MOE will select outstanding schools with international competitiveness, transform them into bilingual beacon schools, and cultivate specialized bilingual talents in professional fields to serve as the models for domestic universities and colleges in promoting bilingual education. 6 bilingual beacon schools are expected to be established by 2030 to achieve the following targets:

(1) Improvement in students' English proficiency:

- A. 2024: At least 25% of students shall have English proficiency achieving CEFR B2 and above from the sophomore year (sophomore students admitted in school year 2023-24);
- B. 2030: At least 50% of students shall have English proficiency achieving CEFR B2 and above from the sophomore year (sophomore students admitted in school year 2029-30);
- C. For schools already achieved the above targets upon the implementation shall have continual improvements at a certain growth rate upon implementation on a yearly basis.

(2) EMI courses completed by students

- A. 2024: At least 20% of credits completed by 20% of students in their sophomore year and first year of master's degree shall be taken from EMI courses (sophomore students admitted in

school year 2022-23 and first-year master's students admitted in school year 2023-24);

- B. 2030: At least 50% of credits completed by 50% of students in their sophomore year and first year of master's degree shall be taken from EMI courses (sophomore students admitted in school year 2028-29 and first-year master's students admitted in school year 2029-30).

2. Establish bilingual beacon colleges in professional fields

The promotion of bilingual beacon colleges is divided into two types. Type 1 assists colleges in professional fields to advance their development, and type 2 focuses on the certification for international colleges; the specific strategies are set out as follows.

(1) Colleges in professional fields advance into bilingual beacon colleges

The MOE will select outstanding colleges in professional fields, in which the talents cultivated shall be beneficial for improving the focused fields or the industrial competitiveness of the nation (such as industries of finance, economic and trade negotiation, patents and intellectual property, semi-conductor, international communication, hi-tech, information engineering (including information security), architecture, bio-medicine, and public health), provide resources for them to transform into bilingual beacon colleges, and cultivate specialized bilingual personnel in professional fields. **30 bilingual beacon colleges in professional fields are expected to be established by 2030.** Such colleges shall achieve the following targets:

A. Improvement in students' English proficiency

(A) 2024: At least 25% of students shall have English proficiency achieving CEFR B2 and above from the sophomore year (sophomore students admitted in school year 2023-24);

(B) 2030: At least 50% of students shall have English proficiency achieving CEFR B2 and above from the sophomore year (sophomore students admitted in school year 2029-30).

B. EMI courses completed by students

(A) 2024: At least 20% of credits completed by 20% of students in their sophomore year and first year of master's degree shall be taken from EMI courses (sophomore students admitted in school year 2022-23 and first-year master's students admitted in school year 2023-24);

(B) 2030: At least 50% of credits completed by 50% of students in their sophomore year and first year of master's degree shall be taken from EMI courses (sophomore students admitted in school year 2028-29 and first-year master's students admitted in school year 2029-30);

C. For schools already achieved the above targets upon the implementation shall have continual improvements at a certain growth rate upon implementation on a yearly basis.

(2) International colleges certified as bilingual beacon colleges

For established international colleges (primarily international students, excluding colleges of foreign languages) that conform to the 2030 performance target for bilingual beacon colleges and international colleges implemented EMI in their teaching, upon

passing the review and certification system of the MOE that ensures the quality of their teaching material designs, curriculum planning and learning assessment, the MOE will determine a fixed subsidy to encourage such international colleges in advancing their EMI teaching, so as to improve the incentives for international students to study in Taiwan and allow international students and Taiwanese students studying in international colleges to acquire valuable EMI learning experiences.

(II) Strategy 2 – Generalized Enhancement

To comprehensively improve EMI teaching competence of teachers and English proficiency of students in higher education successively, subsidy will be provided to encourage the participation programs of universities and colleges that received the program subsidies from the Higher Education Sprout Project, so as to establish on-campus EMI support systems and English proficiency resource systems for students step by step and motivate universities to reinforce the English learning environment and students' English proficiency in universities from aspects related to the percentage of EMI courses, students' English proficiency graduation certification and teaching evaluation. Considering the performance of pilot schools, the MOE will select outstanding schools and support them to apply for becoming bilingual Focused Development schools or bilingual Focused Development colleges in professional fields.

40 higher education institutions are expected to be supported by 2030, and the Focused Development schools or colleges that received the subsidies shall achieve the following targets:

1. EMI teaching for English courses

- (1) **2024:** At least 20 higher education institutions shall achieve 30% and above regarding the percentage of EMI teaching for English courses.
- (2) **2030:** At least 40 higher education institutions shall achieve 80% and above regarding the percentage of EMI teaching for English classes.

2. EMI courses completed by students

- (1) **2024:** At least 5% of students in their sophomore year and first year of master's degree shall complete one or more EMI courses (sophomore students admitted in school year 2022-23 and first-year master's students admitted in school year 2023-24).
- (2) **2030:** At least 10% of students in their sophomore year and first year of master's degree shall complete two or more EMI courses (sophomore students admitted in school year 2028-29 and first-year master's students admitted in school year 2029-30).

(III) Strategy 3 – Bilingual Talents Recruitment

1. Recruit international teaching talents with overseas EMI teaching experiences

Schools that received subsidies from the Focused Development program can utilize the funding from the MOE to recruit international teaching talents with overseas EMI teaching experiences. Furthermore, schools can also recruit international teaching talents with overseas EMI teaching experiences (no nationality limitation) through the current Flexible Salary Program and Yushan Scholar Program to assist schools in improving English teaching, curriculum, research and counseling in professional fields. Such teachers may also assume the role of the mentor for EMI

teaching to assist the training for EMI teaching faculty and guide schools to create the environment for promotion of EMI education.

For schools not receiving the subsidies from the Focused Development program, the MOE will otherwise provide assistance regarding the number of teachers and funding program. The MOE will support schools to recruit full-time foreign teachers that may assume the role as the mentor for EMI teaching to provide assistance to Taiwanese teachers in EMI teaching by means of consultation or co-lecturing, and assist schools in implementing the EMI system by means of teachers community and workshop or lectures.

It is estimated that higher education institutions nationwide will recruit an additional 50 foreign teachers on a yearly basis, and the accumulated number of new recruits shall be approximately 200 by 2024 and approximately 500 by 2030.

In addition, the MOE will integrate resources from the Taiwan Scholarship Program, Huayu Enrichment Scholarship or Fulbright Taiwan Scholarship and British Council to recruit students studying Mandarin or master's and doctoral programs in Taiwan to become the EMI teaching TA for bilingual beacon schools and bilingual beacon colleges in professional fields. Moreover, with the visit of teachers to provide short-term lecturing through existing collaboration with universities in UK and US, it's helpful to develop faculty sources for long-term cooperation.

2. Cooperate with teachers in foreign schools via physical methods and video conference to provide quality EMI courses

Schools receiving the subsidies from the bilingual program (Focused Development schools, Focused Development colleges,

and Generalized Enhancement pilot schools) or school receiving subsidies from the Whole-school Program and the Specialized Areas Research Center Program under the Higher Education Sprout Project shall promote curriculum cooperation through the following methods:

- (1) Cooperate with teachers from foreign universities for co-lecturing or introduce foreign teachers for EMI teaching: Combine the International Competitive School and the Specialized Areas Research Center Program under the Higher Education Sprout Project to establish an international cooperation network. Foreign teachers may provide co-lecturing with Taiwanese teachers via video conference, and may provide face-to-face lectures by way of visiting scholars at the end of the semester.
- (2) Facilitate cooperation with teachers from foreign universities via sister schools or dual degree partner schools for teachers from UK or US universities to open EMI online courses (including real-time or non-real-time).

(IV) Strategy 4 – Sharing and Collaboration

1. Establish regional centers for EMI resources

To assist teachers from universities and colleges unsubsidized by the program in opening EMI courses, **the MOE will select and support outstanding Focused Development schools (including colleges)** to establish regional centers for EMI recourse to help teachers from partner schools within the region open EMI courses, carry out resource sharing and model transfer, improve EMI teaching expertise and abilities, and reinforce learning outcomes for students receiving EMI education.

The regional centers provide shared resources through teachers community and workshop, EMI teaching consultation, EMI TA training, and students learning counseling, and provide EMI teaching assistance or training for unsubsidized schools or teachers via regional cooperation, so as to generally improve the EMI teaching quality and environment as well as achieve the effects of resource sharing and generalized enhancement.

It is estimated to establish 4 to 6 regional centers for EMI recourse in different regions throughout multiple years from 2022 to broaden the program's effects. 4 regional EMI teaching resource centers are expected to be established by 2022 and 6 by 2024.

2. Provide EMI online course modules and credit recognition system

To generalize bilingual education and improve resource utilization, the MOE will assist schools in developing EMI online course modules. Such modules shall be developed by teachers from domestic higher education institutions or through cooperation with foreign teachers, and shall be, in a sharing manner, provided to EMI teaching and students from higher education institutions nationwide for learning and utilization.

Focused Development schools and colleges subsidized by the MOE shall provide a certain number of EMI online course modules prepared by EMI teachers or developed in cooperation with foreign universities. Unsubsidized schools may also develop such modules. Furthermore, schools participating in the program have to stipulate that the credit recognition system shall be adopted for students taking the EMI online course modules.

124 EMI online course modules are expected to be developed by 2024 and 558 by 2030.

Chapter 5. Approach

I. Work Items

(I) Establish a Project Office

The MOE will otherwise establish a Project Office to engage domestic professional agency by means of administrative entrustment to assist the MOE in the case acceptance, contact, review data compilation and submission for review, data compilation for general review and annual review, and data compilation for results and relevant administrative tasks for the program, to provide references for the MOE is approving the program and subsidy, and help organize the execution and management for subsequent programs and evaluation.

(II) Engage international professional agency to carry out professional review and consultation for the program

To establish quality review process, the MOE will engage international agency with professional EMI experiences and domestic and foreign EMI scholars to formulate a review team and establish review principles and standards. The review shall primarily be documentation review, complemented with presentation review, school interviews and visits. The MOE shall also assist and guide schools in promoting EMI courses to facilitate the funding at the teaching scene, benefiting students and teachers and incurring substantial effects.

(III) Call for programs and review for approval

The call for programs is divided into Focused Development and Generalized Enhancement. For Focused Development, the call has two stages of the first review and the second review in place. The first stage of review examines whether the schools fulfill the requirements for Focused Development schools or colleges stipulated by the MOE. After passing the first review and participating in the program presentation organized by the MOE and the professional review team, the school shall provide a detailed plan for a period of five years to the MOE for the second review. After the plan is approved after the review conducted by the professional review team comprised of domestic and foreign experts invited by the MOE, the funding for execution will be appropriated.

For Generalized Enhancement, where schools receiving subsidies from the Higher Education Sprout Project intend to progressively establish and implement on-campus EMI systems, they can propose a plan for a period of two years regarding aspects of organization, curriculum, students and teachers to the MOE for application. After passing the review, the MOE will select outstanding schools to grant subsidies. Schools that failed to pass the review for subsidies under the Focused Development program are included in the Generalized Enhancement program for subsidization.

(IV) Results and follow-up evaluation

Each phase is divided into two stages (stage 1 for two years and stage 2 for three years). The MOE will follow up on the programs' effects through documentation review, complemented with presentation review, school interviews and visits. Except for providing incentives for outstanding schools, the MOE also establishes the

entry/exit mechanism during each stage to ensure the overall quality of the programs. There are “general review” and “annual review” in place for the programs, and the results serve as the basis for funding approval and for the entry or exit of subsidized schools, which is described as follows.

- 1. General review:** The professional review and consultation team will understand the current status and difficulties in the implementation of schools’ programs by means of interviews with teachers, administrative superiors and students, or through focus group discussion, visits and class observation mechanisms, and provide recommendations for improvement.
- 2. Annual review:** All schools shall perform self-evaluation based on the strategies, performance indicators and implementation progress described in their plans, and submit the self-evaluation report to the MOE to render the effect of self-accountability for schools. And then, the professional review and consultation team will carry out the documentation review, complemented by presentation review or visit, and other evaluation mechanisms when necessary. The review results shall serve as the basis for adjusting the funding amount for the following year to ensure that the program may truly achieve the objective of improving teaching quality in universities, and that government resources are being effectively utilized.

(V) Sharing and collaboration

- 1. Set up a bilingual teaching cultivation pilot base, establish bilingual education training models, and integrate regional resources**

To facilitate the cooperation among the MOE and EMI teaching institutions in UK and US, the MOE will select higher

education institutions with a certain foundation for EMI teaching to work with the professional team for further promotion of the following tasks in a precursor manner.

- (1) Establish EMI education resource network and training courses in a precursor manner to assist domestic higher education institutions in cultivating EMI teachers and TAs.
- (2) The base will combine resources from the local government to promote the cooperating mechanism regarding content and language integrated learning (CLIL) for higher education and compulsory education. Universities shall join forces with secondary schools and elementary schools, assist and support the CLIL teaching, teaching material R&D and cooperation, and design for teaching evaluation in secondary schools and elementary schools to improve the training for faculty and teaching quality.
- (3) Provide training for foreign scholars and students to assist universities, secondary schools and elementary schools in promoting activities related to English teaching.
- (4) Develop and prepare Mandarin digital teaching materials, establish a Mandarin digital teaching platform, and organize matters related to Mandarin teacher training and teaching.

2. Sharing and exchange of program results by regional centers

Establish regional centers for EMI resources in different regions via beacon schools or colleges subsidized under the Focused Development program to assist unsubsidized schools or schools with insufficient resources to promote EMI courses and environment, to organize seminars and lectures, and to communicate on EMI teaching concepts, teaching materials and

teaching methods, and latest international knowledge, so as to facilitate the spillover effects of the program.

Schools receiving the Focused Development subsidies shall share the program results and invite universities and colleges across the nation to participate, improve schools' intention to promote EMI teaching through the sharing of curriculum planning, teaching material preparation, training capacity for teachers, students' learning, environment building, administrative support and other practical experiences, which benefits benchmarking learning and model transfer.

3. Provide EMI online course modules and credit recognition

The MOE will help schools in developing EMI online course modules. Such modules shall be developed by teachers from domestic universities and colleges or through cooperation with foreign teachers, and shall be provided as the reference for EMI teaching of universities and colleges nationwide, so as to assist teachers in utilizing the hybrid teaching method for EMI courses and facilitate the spillover effects of the program.

II. Application schedule for the program

The total duration of the program shall be 10 years (from 2021 to 2030). The application will be divided into two phases (phase 1 from 2021 to 2025 and phase 2 from 2026 to 2030). The MOE will invite the professional review and consultation team to jointly establish the requirements for applicants. Qualified schools may participate in the presentation to apply the Focused Development program organized by the MOE and submit their applications according to the template and guidance

for the plan; unqualified schools may submit plans for Generalized Enhancement.

(I) Focused Development program

The Focused Development program is divided into “Focused Development schools” and “Focused Development colleges.” For the application of Focused Development schools, such schools can at most apply for 3 Focused Development colleges, and the application requirements and performance targets are respectively described as below.

1. Focused Development schools

(1) Application requirements

Public and private higher education institutions (excluding open universities, military and police academy) with 5,000 students and above that fulfill one of the following requirements:

- A. Any school year where the number of EMI courses for master’s and doctoral programs accounted for more than 10% of the entire courses for master’s and doctoral programs throughout the school year, or the number of EMI courses for bachelor programs accounted for more than 5% of the entire courses for bachelor programs throughout the school year within the latest three years.
- B. At least 20% of EMI courses shall be provided within 20% of required courses for bachelor programs.

(2) The setting of performance targets for Focused Development schools (shall not be lower than the following standards)

Each applicant shall set its annual target schedule according to the following indicators, and the targets shall not be lower than the range of growth for the respective indicators. For quantitative

indicators, schools already achieved such indicators shall have continual improvement at a certain growth rate upon implementation on a yearly basis.

A. Overall: Establish explicit and feasible implementation strategies, execution systems, complementary measures and stage targets, and achieve consensus with teachers and students (stakeholders).

B. Organization: Establish school-level dedicated office with specific tasks, offer assistance in language for the teaching departments to integrate with content for the development of EMI, allocate sufficient professional personnel, and provide adequate resources as support; comprehensively cooperate with other English teaching departments or language centers and stipulate the explicit division of work.

C. Teachers:

(A) Provide sufficient training and support for teachers, such as EMI training, TA, mentorship, incentive measures, adjustments to teaching evaluation system and etc.

(B) Establish targets for the percentage of teachers opening EMI courses and for the number of EMI courses, and such targets shall be increased on a yearly basis.

D. Curriculum: Establish the goal related to the percentage of EMI courses offered in bachelor's, master's and doctoral degree by the schools (colleges), and increase the goal value progressively on a yearly basis.

E. Students:

(A) Provide sufficient training and support for students and ensure they possess sufficient abilities to participate in EMI

courses (such as pre-examination, EAP and ESAP courses to help them improve their English proficiency to CEFR B2 and above, ensuring learning outcomes, and providing incentive measures).

(B) The target for the percentage of local students achieving CEFR B2 start up from their sophomore year, and such target shall be increased on a yearly basis: At least 25% for sophomore students (admitted in school year 2023-24) by 2024 and at least 50% for sophomore students (admitted in school year 2029-30) by 2030.

(C) The target for the percentage of local sophomore students and first-year master's students who completed credits of EMI courses, and such target shall be increased on a yearly basis: At least 20% of credits completed by 20% of the sophomore students (admitted in school year 2022-23) and first-year master's students (admitted in school year 2023-24) shall be taken from EMI courses by 2024; at least 50% of credits completed by 50% of the sophomore students (admitted in school year 2028-29) and first-year master's students (admitted in school year 2029-30) shall be taken from EMI courses by 2030.

(D) Encourage students to study domestic and foreign online EMI courses(qualitative and quantitative).

F. Resource sharing: Carry out resource sharing such as teachers community and workshop, EMI teaching consultation, EMI TA training, students learning counseling, and increase such resources on a yearly basis (qualitative and quantitative indicators set by the school), and provide

resources regarding multiple EMI online course modules each year for sharing (at least five courses per year).

G. Other features: (Schools set their own qualitative and quantitative indicators)

2. Focused Bilingual Development colleges in professional fields

(1) Colleges in professional fields advance into bilingual Focused Development colleges

A. Application requirements

Physical colleges (recognized by the MOE according to Article 11 of the University Act, and comprised of academic departments, institutes and programs that recruit students) of public and private higher education institutions (excluding open universities, military and police academy) with 200 students and above that are fulfilling the student-recruit requirements, not colleges for English major, and fulfill one of the following requirements:

(A) Select outstanding colleges in professional fields, in which the talents cultivated shall be beneficial for improving the focused fields or the industrial competitiveness of the nation (such as industries of finance, economic and trade negotiation, patents and intellectual property, semi-conductor, international communication, hi-tech, information engineering (including information security), architecture, bio-medicine, and public health), or the fields for such colleges are subsidized by the International Focus Fields or the Specialized Areas Research Center Program under the second phase of the Higher Education Sprout Project.

- (B) Any school year where the number of EMI courses for master's and doctoral programs accounted for more than 10% of the entire courses for master's and doctoral programs throughout the school year, or the number of EMI courses for bachelor programs accounted for more than 5% of the entire courses for bachelor programs throughout the school year within the latest three years.
- (C) Local students recruited by such colleges accounted for 50% and above.
- (D) The student scale of such colleges shall reach 200.
- (E) Percentage of teachers and students recognized as being equipped with a certain level of English teaching abilities and English proficiency (related evidence and assessment documentation shall be provided), respectively, in the self-evaluation conducted by such colleges.

B. The setting of performance targets for Focused Development colleges (shall not be lower than the following standards)

Each applicant shall set its annual target schedule according to the following indicators, and the targets shall not be lower than the range of growth for the respective indicators. For quantitative indicators, colleges already achieved such indicators shall have continual improvement at a certain growth rate upon implementation on a yearly basis.

- (A) **Overall:** Establish explicit and feasible implementation strategies, execution systems, complementary measures, and stage targets, and achieve consensus with teachers and students (stakeholders).

(B) Organization: Establish dedicated office with specific tasks, allocate sufficient professional personnel, and provide adequate resources as support; comprehensively cooperate with other English teaching departments or language centers and stipulate the explicit division of work.

(C) Teachers:

- a. Provide sufficient training and support for teachers of the colleges, such as EMI training, TA, mentorship, incentive measures, adjustments to teaching evaluation systems and etc.
- b. Establish targets for the percentage of teachers opening EMI courses and for the number of EMI courses offered by the colleges, and such targets shall be increased on a yearly basis.

(D) Curriculum: Establish the goal related to the percentage of EMI courses offered in bachelor's, master's and doctoral degree by the colleges, and increase the goal value progressively on a yearly basis.

(E) Students:

- a. Provide sufficient training and support for students of the colleges and ensure they possess sufficient abilities to participate in EMI courses (such as pre-examination, EAP and ESAP courses to help them improve their English proficiency to CEFR B2 and above, ensuring learning outcomes, and providing incentive measures).
- b. The target for the percentage of local students in the colleges achieving CEFR B2 in their sophomore year, and such target shall be increased on a yearly basis: At

least 25% for sophomore students (admitted in school year 2023-24) by 2024 and at least 50% for sophomore students (admitted in school year 2029-30) by 2030.

- c. The target for the percentage of local sophomore students and first-year master's students in the colleges who completed credits of EMI courses, and such targets shall be increased on a yearly basis: At least 20% of credits completed by 20% of the sophomore students (admitted in school year 2022-23) and first-year master's students (admitted in school year 2023-24) shall be taken from EMI courses by 2024; at least 50% of credits completed by 50% of the sophomore students (admitted in school year 2028-29) and first-year master's students (admitted in school year 2029-30) shall be taken from EMI courses by 2030.
- d. Encourage students to study domestic and foreign online EMI courses of quality (qualitative and quantitative).

(F) Resource sharing: Carry out resource sharing such as teachers community and workshop, EMI teaching consultation, EMI TA training, students learning counseling, and increase such resources on a yearly basis (qualitative and quantitative indicators set by the college), and provide resources regarding multiple EMI online course modules each year for sharing (at least five courses per year).

(G) Other features: (For example, colleges set their own qualitative and quantitative indicators regarding the target for international talent cultivation in such fields)

(2) International colleges certified as bilingual Focused Development colleges

Physical colleges (recognized by the MOE according to Article 11 of the University Act, and comprised of academic departments, institutes and programs that recruit students) of public and private higher education institutions (excluding open universities, military and police academy) with 200 students and above that are fulfilling the student-recruit requirements, and fulfill one of the following requirements:

- A.** The colleges shall comply with the long-term KPI for bilingual Focused Development colleges in professional fields.
- B.** Select outstanding colleges in professional fields, in which the talents cultivated shall be beneficial for improving the focused fields or the industrial competitiveness of the nation (such as industries of finance, economic and trade negotiation, patents and intellectual property, semi-conductor, international communication, hi-tech, information engineering (including information security), architecture, bio-medicine, and public health).

3. Content for the Focused Development program

All schools shall integrate their internal resources and organization to establish specific methods and annual targets for the following items regarding a period of 10 years and propose the first five-year plan (including annual funding planning).

(1) Self-evaluation and current status analysis

Applicants shall perform analysis regarding EMI promotion and current status of environment establishment, including the

organization arrangement, number of courses opening, number of teachers, number of students, current status of teachers and students' English proficiency. Consequently, a SWOT analysis shall be adopted to propose a strategic plan.

(2) Items of the plan

Schools shall establish the overall targets and strategies for promoting EMI in the schools or colleges based on their positions, make plans regarding aspects of organization, teachers, students, curriculum, environment, sharing and collaboration, funding and evaluation, and propose specific targets, performance indicators and the specific methods adopted to attain such targets.

A. Organization:

The EMI planning for the schools or colleges shall comply with the development strategies of the organization, and such planning shall be clearly understood by all teachers and students; have sound quality assurance systems in place (including planning, follow-up and evaluation, and the planned balance between EMI and non-EMI education under identical teaching measures); set up EMI support system and permanent organization “bilingual teaching resources center” or equivalent office responsible for EMI promotion and organizing the resources required for EMI and ESP (EAP/ESAP/EWP) teaching and training.

(A) Provide EMI training courses (physical or online courses).

(B) Introduce mentors (EMI mentors) to provide EMI instructions for local teachers (physical or online).

(C) Progressively cultivate local teachers to become mentors and support departments to open EMI courses.

- (D) Introduce and train sufficient TAs to support EMI courses.
- (E) Assist teachers in cooperating and providing co-lecturing with teachers from universities in UK and US (may be a hybrid with online and physical).
- (F) Combine the demands of on-campus English teaching departments and different colleges to facilitate the EAP (English for Academic Purposes) for English courses in universities.

B. Teachers:

Increasing international teaching talents with overseas EMI teaching experiences recruitment; arrange how the recruited international teaching talents may help the schools in constructing and improving the plan for EMI environment and quality, expected outcomes and internal complementary measures; facilitate EMI planning and teacher appointment (including sources and plans for mentors and TAs), and describe the original nationality, partner schools, estimated number of recruited teachers, salaries or subsidies; plan for the adjustments to teaching evaluation systems.

C. Students:

Set out the primary focus for student recruitment (including the yearly increase in the percentage of local students in international colleges and clear specifications related to English learning), develop progressive improvement strategies regarding professional English proficiency evaluation and grading for students in different fields, regularly collect learning feedbacks from students for adoption, and provide

incentive and guiding systems and setting for graduation conditions.

D. Curriculum:

Establish curriculum planning, courses on a weekly basis, arrangement for the number of tutors, evaluation and review systems; present the results of online courses, including sharing courses prepared by internal EMI teachers and courses developed in cooperation with foreign universities.

E. Environment:

Support EMI courses and students' learning in the schools or colleges and establish software and hardware facilities for the support systems, including the integration and planning for the establishment of EMI organization; stipulate admission and graduation requirements for students (including pre- and post-examination on English proficiency, resource setting, English learning resources and counseling, and registration certificate for EMI learning and certification information), and provide learning support such as learning counseling, TA training, teacher training, scholarships, services, homeroom teacher system and career development counseling.

F. Sharing and collaboration:

Carry out resource sharing and plan for exchange programs, assist teachers in partner schools to promote EMI in manners such as workshop, seminars and lectures, share practical experiences for the program and facilitate model transfers, and assist in training teachers and TAs from partner schools to improve the spillover effects of the program.

G. Funding and evaluation:

The schools shall evaluate the needs regarding the total funding demand for the five-year period and the annual funding planning based on the performance targets and relevant strategies set on a yearly basis and have relevant evaluation and sustainable promotion planning in place.

(II) Generalized Enhancement program

1. Application requirements

Schools subsidized by the Higher Education Sprout Project but not qualified for the application for Focused Development schools or colleges may propose schoolwide generalized enhancement and improvement plans that can be conducted by partial colleges or partial departments progressively.

2. Performance targets for schools

Schools can select partial colleges or partial departments to promote bilingual learning progressively. They shall set the annual target schedule according to the following indicators, and the targets shall not be lower than the range of growth for the respective indicators. For quantitative indicators, schools already achieved such indicators shall have continual improvement at a certain growth rate upon implementation on a yearly basis.

- (1) The target related to the percentage of EMI courses offered in bachelor's, master's and doctoral degree by the schools (colleges) shall be increased on a yearly basis.
- (2) The target related to the percentage of EMI courses completed by students shall be increased on a yearly basis: At least 5% of students in their sophomore year and first year of master's degree shall complete one EMI course by 2024 (sophomore

students admitted in school year 2022-23 and first-year master's students admitted in school year 2023-24); at least 10% of students in their sophomore year and first year of master's degree shall complete two EMI courses by 2030 (sophomore students admitted in school year 2028-29 and first-year master's students admitted in school year 2029-30).

- (3) The target related to the percentage of EMI teaching adopted for English courses shall be increased on a yearly basis (30% by 2024 and 80% by 2030).
- (4) Encourage students to study domestic and foreign online EMI courses(qualitative and quantitative).
- (5) Other features (qualitative and quantitative).

3. Content of the program planning

Describe the progress for establishing the on-campus EMI support system and English proficiency resource system for students, including the percentage of EMI courses, English teaching support system, improvement in students' English proficiency and teaching evaluation, and the plans to progressively reinforce the English learning environment and students' English proficiency. Schools shall comply with the sharing and collaboration system to participate in cross-school curriculum development, teachers and TAs training, workshop, seminar and lectures.

Chapter 6. Emphasis for Program Review

I. Focused Development program

The MOE will conduct an overall evaluation based on seven major aspects, including organization, teachers, students, curriculum, environment, sharing and collaboration, funding and evaluation.

II. Generalized Enhancement program

The review shall be based on an overall evaluation regarding the school positioning, the quality foundation for teachers promoting EMI, and the progress on the EMI support system and English proficiency resource system for students, including the percentage related to EMI courses, the appropriateness of planning for the English teaching support system, improvement for students' English proficiency and teaching evaluation, talents recruitment, and online course development.

Chapter 7. Schedule

The total duration of the program shall be 10 years (from 2021 to 2030). The program will be divided into two phases (phase 1 from 2021 to 2025 and phase 2 from 2026 to 2030), and each phase will have two stages (stage 1 for two years and stage 2 for three years).

The MOE will follow up on the programs' effects through documentation review, presentation review, school interviews or visits. Except for providing incentives for outstanding schools, there is also an entry/exit mechanism for each stage to ensure the overall quality of the programs. The schedule for the call for application in 2021 is set out in Table 2.

I. Announcement of Call for Application and Requirements

It is planned that the program will be announced at the beginning of April 2021, and the explanation session will be organized in mid-April to explain the program objectives, strategy, application requirements, schedule, application procedures, funding and evaluation system, and other relevant notices.

II. Requirements Check and Announcement of Project Structure

The call for participation is expected to take place from mid-April to the end of April 2021 to call upon schools that intend to promote the Focused Development program. Such schools shall submit documentation for requirements check and analyze current status of their EMI teaching.

In mid-May 2021, the MOE plans to announce the list of schools and colleges that passed the requirements check for the Focused Development program, and to provide the KPI and structure for Focused Development as well as the plan template for the call for application of Generalized Enhancement schools.

III. Professional Consultation for Schools and On-Campus Communication

It is planned that a professional consultation meeting will be organized at the end of May to invite the professional EMI teaching team and schools that passed the application requirements to participate in communication and consultation. In late May 2021, the MOE plans to announce the template and guidance for the program to serve as a reference for schools that passed the application requirements and attended the consultation meeting. Schools may begin their initial planning

and convene relevant meetings to communicate with teachers and students regarding the plan to be submitted by the schools and reach a consensus.

IV. Plan Preparation

It is estimated that schools shall prepare their phase 1 proposals in Chinese and English based on the programs' template and guidance, and continue to communicate and discuss with teachers and students to reach a consensus from mid-May to mid-July 2021; schools which not pass the application requirements for Focused Development schools or Focused Development colleges may prepare their phase 1 proposals in Chinese and English based on Generalized Enhancement programs' template and guidance.

V. Program Review and Approval

It is estimated that the schools shall submit their proposals in Chinese and English in mid-July 2021. "Documentation review" and "presentation review" will take place from mid-July to mid-August; the professional review and consultation team will carry out the documentation review on the plans for Focused Development schools or Focused Development colleges and plans for Generalized Enhancement submitted by schools.

After the documentation review, the MOE will provide the "initial review opinions and issues to be clarified" to the applicants for the Focused Development program. It is estimated that the presentation review for the Focused Development program will take place in mid-August 2021. The MOE will determine and announce the list of schools selected as Focused Development schools or Focused Development colleges and the list of schools selected for Generalized

Enhancement (including applicants not selected for Focused Development schools or Focused Development colleges), and will provide the final review opinions to the schools.

VI. Program Implementation

It is estimated that schools shall amend their plans for Focused Development schools or Focused Development colleges and plans for Generalized Enhancement and commence the implementation from September 2021. During the process, the MOE will follow up on the programs' effects through quality assurance systems such as documentation review, presentation review, school interviews or visits, and consider the results of general review and annual review as the reference for entry and exit.

【Table 2】 Schedule

Items \ 2021	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	From Dec.
I. Announcement of Call for Application and Requirements												
II. Requirements Check and Announcement of Project Structure												
III. Professional Consultation for Schools and On-Campus Communication												
IV. Plan Preparation												
V. Program Review and Approval												
VI. Program Implementation												

Chapter 8. Subsidy

I. Source and Scale of Funding

The total duration of the program shall be 10 years (from 2021 to 2030). The source of funding includes subsidy from the “Forward-looking Infrastructure Development Program” and budget for the MOE’s official affairs. NT\$625 million is estimated to be invested in 2021 to assist universities and colleges in promoting the program, and NT\$2,936 million is estimated to be invested by 2030; the estimated funding scale for each year is detailed in Table 3.

【Table 3】 Estimated Funding Scale for Year 2021 to 2030

Unit: NT\$100 million

Year	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Amount	6.25	8.29	11.04	12.61	15.69	19.18	21.16	25.08	27.30	29.36

II. Principles for Funding Approval

The Focused Development program is organized in two periods of five years. After the five-year plans provided by the schools are reviewed and passed by the MOE, the two-year funding shall be determined and appropriated on a yearly basis. The MOE will adjust the funding for the following year according to the general review and annual review of the schools, and adopt the review results for the first two years in phase 1 as the basis for funding approval and entry/exit mechanism for schools. The call for application will take place for the second time in phase 2, and the MOE will adopt the implementation effects and review results during phase 1 and the plans of the schools as the basis for approval in phase 2.

The Generalized Enhancement program encourages the implementation by schools subsidized by the Higher Education Sprout Project, with phase 1 of two years and phase 2 of eight years. After being reviewed and passed by the MOE, the MOE will select outstanding plans to provide subsidies, and the plans will be included in the general review above for the purpose of adjusting annual funding. Phase 2 is included in the second phase of the Higher Education Sprout Project for subsidy and implementation. Furthermore, the MOE included schools that failed to pass the subsidy for the Focused Development program in the Generalized Enhancement program for subsidization.

III. Items of Subsidy

Block funding is adopted. The ratio for items of expenses shall be planned by schools based on their features and demands. However, items of expenses shall be related to curriculum development, teacher and TA training, recruitment of EMI teacher, mentor and TA talents, TA allowances or scholarships, and establishment of software and hardware directly related to EMI teaching environment, and shall not be utilized for constructing new schoolhouse or building. The MOE will otherwise establish and announce principles for the use of funding, evaluation, and entry/exit mechanism for the program.

Chapter 9. Project Evaluation and entry/exit mechanism

A visiting team will be established to carry out on-site visits from the second year after the schools or colleges received the subsidies; the amount of

subsidies will be increased according to the proportion for those achieved their annual KPIs; those who failed to achieve KPIs will be included as schools or colleges under observation, and a one-year period for improvement will be provided. At the expiry of the period for improvement, those failing to achieve the targets shall exit the program. Based on the funding and the quota released due to exited schools or colleges, the MOE will call for new plans and encourage self-managed schools or colleges to participate; the review standards shall be subject to the programs' aggregate targets on the yearly basis.

The MOE will otherwise provide resources to assist schools in Generalized Enhancement. Considering the performance of pilot schools implemented from 2021 to 2022, the MOE will select outstanding schools and support them to apply for becoming bilingual Focused Development schools or bilingual Focused Development colleges in professional fields. From 2023, the program will be included in the second phase of the Higher Education Sprout Project (from 2023 to 2027) for continual implementation to comprehensively reinforce the English learning environment and students' English proficiency.

Chapter 10. Expected Outcomes

The expected outcomes to be achieved for the program by 2030 are as follows.

I. Focused Development

Establish at least 6 bilingual beacon schools and 30 beacon colleges, and achieve the following estimated targets by 2030.

- (I) Improvement in students' English proficiency:** At least 50% of students in beacon colleges shall have English proficiency

achieving CEFR B2 and above from the sophomore year by 2030 (sophomore students admitted in school year 2029-30).

- (II) EMI courses completed by students:** At least 50% of credits completed by 50% of students in their sophomore year and first year of master's degree shall be taken from EMI courses by 2030 (sophomore students admitted in school year 2028-29 and first-year master's students admitted in school year 2029-30).

II. Generalized Enhancement

- (I) EMI teaching adopted for English courses:** At least 40 universities and colleges shall achieve 80% and above regarding the percentage of EMI teaching for English courses by 2030.
- (II) EMI courses completed by students:** At least 10% of students in their sophomore year and first year of master's degree shall complete two EMI courses by 2030 (sophomore students admitted in school year 2028-29 and first-year master's students admitted in school year 2029-30).

III. Bilingual Talents Recruitment

Enhance the recruitment for international teaching talents with overseas EMI teaching experiences: It is estimated that the accumulated number of new recruits will be approximately 500 by 2030, and EMI mentors and TAs appointed by schools will be 226 and 1,717, respectively.

IV. Sharing and Collaboration

- (I) Establish regional centers for EMI resource to facilitate resource sharing:** 6 regional centers are expected to be established by 2024.
- (II) Development of EMI online course modules:** 558 EMI online course modules are expected to be developed by 2030.

Chapter 11. Conclusion

The program aims to adopt focused development to nurture professional bilingual talents in professional fields, reinforce the overall teaching abilities of teachers and English proficiency of students in universities and colleges through generalized enhancement, increase teachers and teaching materials through sharing and collaboration, and create a bilingual environment to further realize the policies, and in turns improve issues related to organization, teachers, and students faced by universities and colleges in implementation at present, achieving the prospect of a bilingual nation.