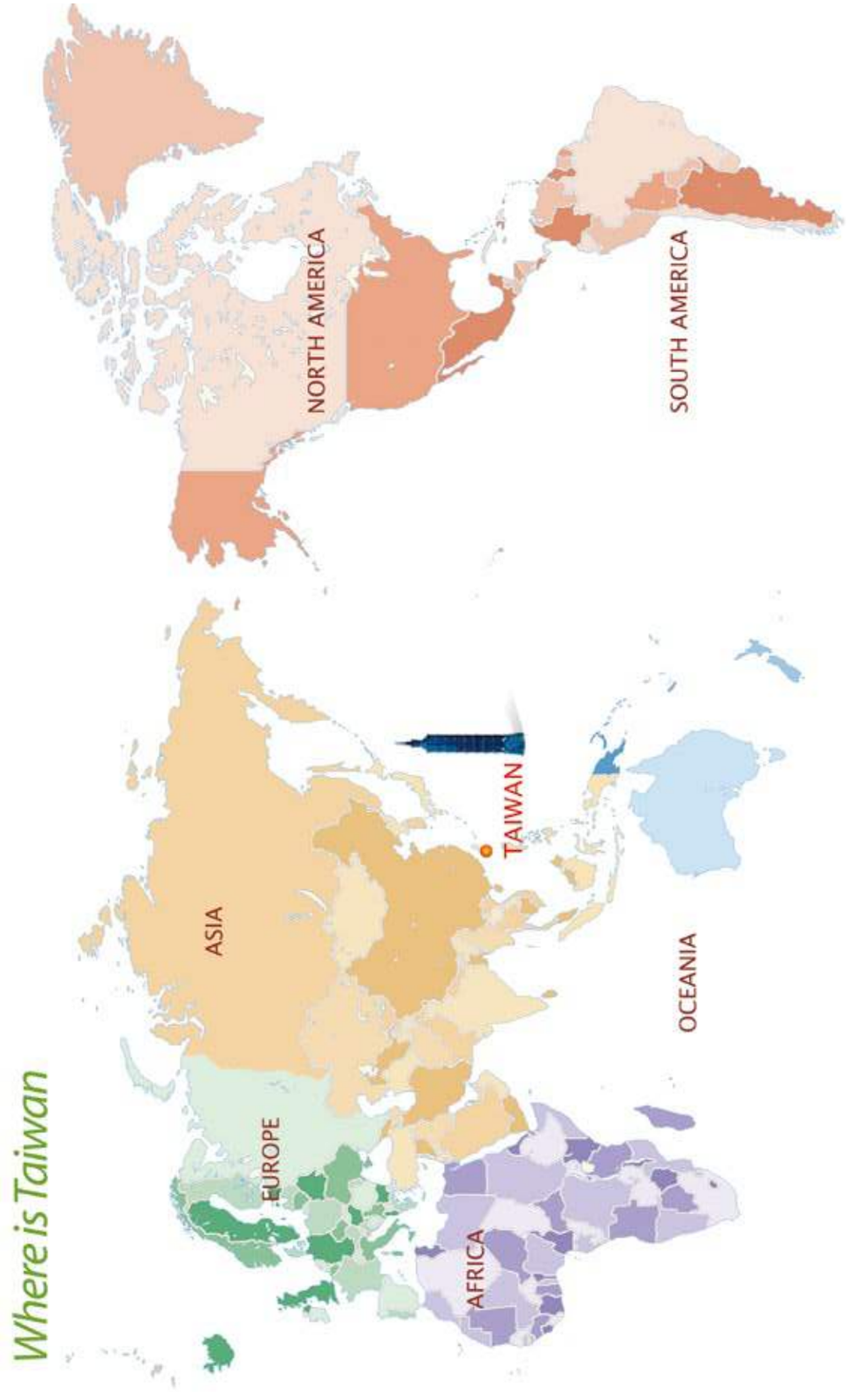
2024 ▸▸▸▸ 2025

EDUCATION IN TAIWAN

Ministry of Education
Republic of China

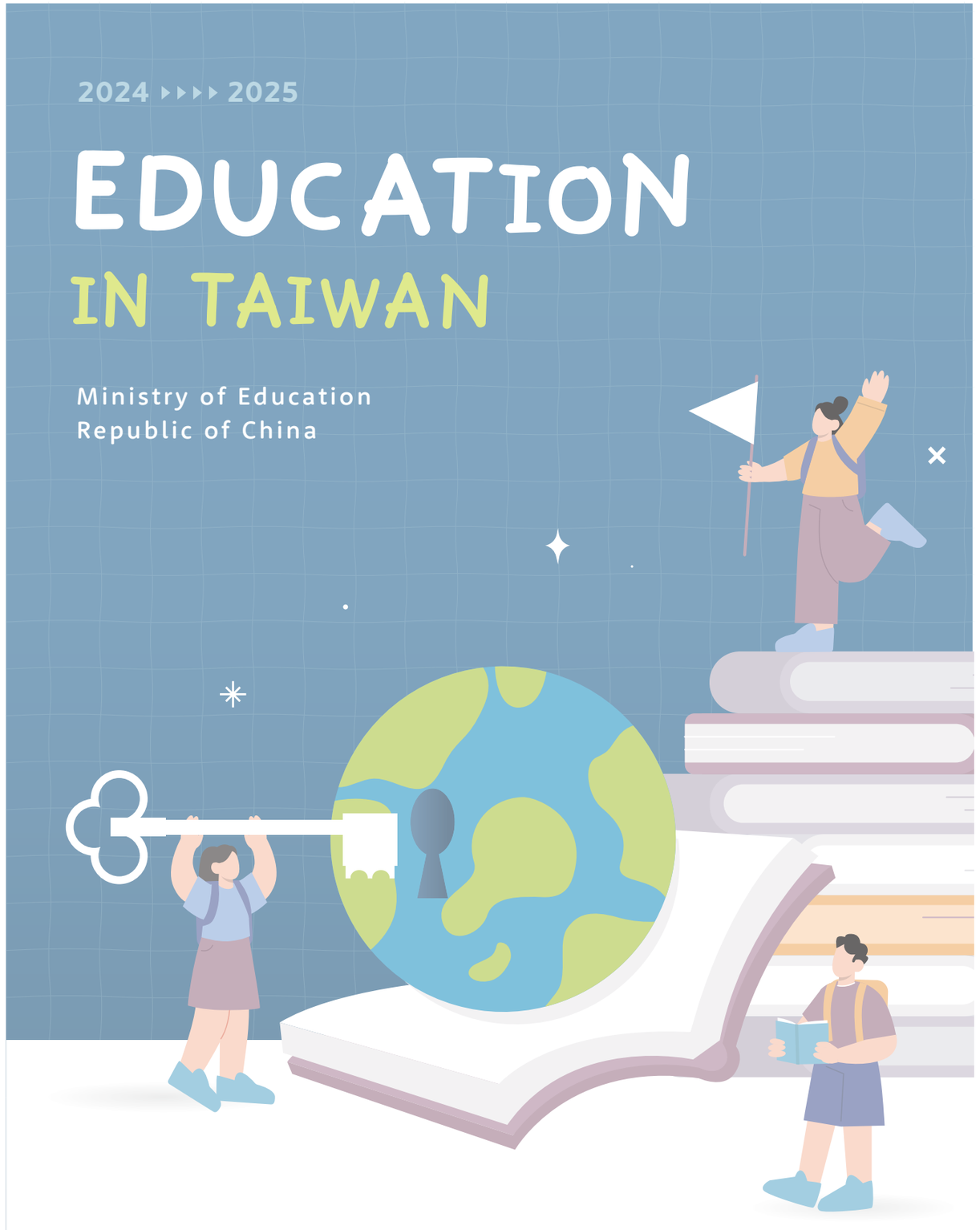
Education is teaching our children to desire the right things. —Plato



2024 ▸▸▸▸ 2025

EDUCATION IN TAIWAN

Ministry of Education
Republic of China



Education is teaching our children to desire the right things. —Plato

Contents

EDUCATION in TAIWAN 2024-2025

04 An Overview

07 Educational System

11 Preschool and Compulsory Education

16 Senior High School Education

23 Technical and Vocational Education

30 Higher Education

37 Lifelong Education

41 Special Education

46 Sports Affairs

52 Youth Development Affairs

56 Teacher and Arts Education

62 Digital, Technological and Environmental Education

68 Diverse Education

72 Study in Taiwan

79 Bilingual and International Education

81 Education Expenditures

82 Prospect

83 Statistics

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 preschool education, 12-year basic education, technical and vocational education, higher education, lifelong education, special education, teacher cultivation, arts education, digital education, science & technology education, environmental education, diverse education and international talent cultivation), as well as to promote 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 is to make sure that by 2030, there will be equitable and high-quality education available to all children at the primary and secondary levels that generates learning outcomes regardless of gender, technical and vocational education that is equitable and affordable, no disparities between genders, and equal access to quality higher education.

C Major Education Policies at Present

1 Establishing the Ministry of Sports and Athletic Development

The MOE plans to establish an independent, secondary-level ministry dedicated to sports and athletic affairs to promote matters related to sports and athletics.

2 10-Billion NTD Youth Overseas Dream Fund

To encourage young people to broaden their international perspectives and develop skills related to globalization, the 10-Billion NTD Youth Overseas Dream Fund will be established. This fund will expand investment in higher education, vocational education development, international cooperation, and the cultivation of diverse industry talents.

3 Project of Strategies For Confronting the Low Birth of Our Nation

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 "Project of Strategies For Confronting the Low Birth of Our Nation." The revision includes three main pillars: "increasing affordable childcare slots," "reducing educational expenses," and "providing childcare subsidies." These adjustments aim to expand assistance and achieve the goals of "increasing slots," "reducing burden," and "providing subsidies." This represents the most significant support measure ever for child-rearing over the past years.

4 Curriculum Guidelines of 12-year Basic Education

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.

5 Bilingual 2030

The Bilingual 2030 policy aims to cultivate bilingual talent domestically, enhance the international communication skills and global perspectives of Taiwanese talent, and elevate the international competitiveness of talent and industries. Measures include establishing bilingual benchmark academies and schools,

establishing bilingual program teaching resource centers, promoting EMI (English Medium Instruction) in various fields in secondary and primary schools, providing learning support for students in remote areas, and producing online English programs, among others.

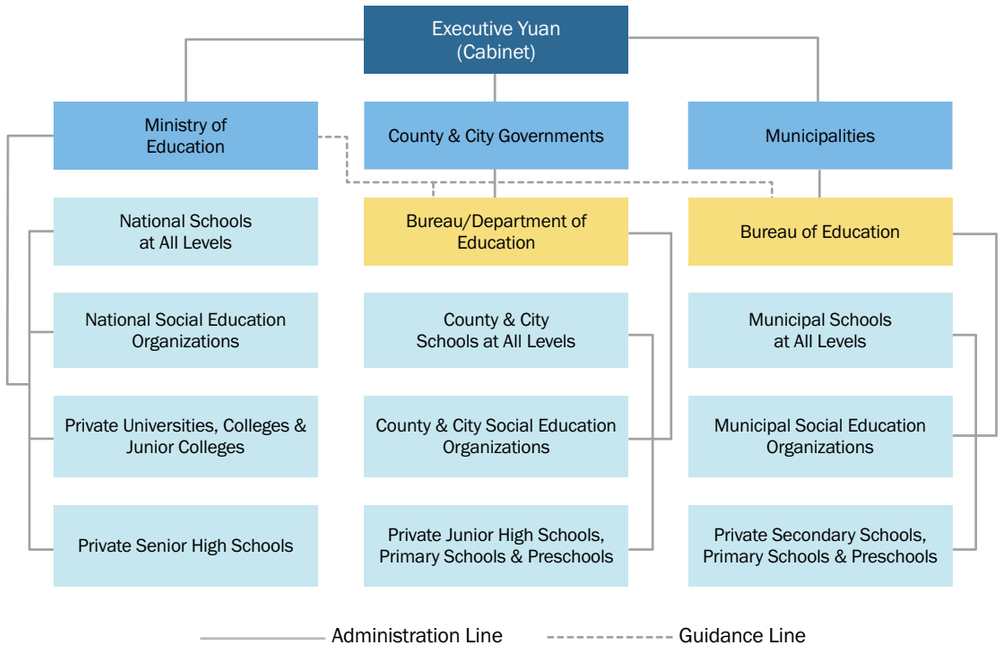
D Future Prospects

Talent is the foundation of a nation, and education is the cornerstone of talent development in Taiwan. To provide children with a sound educational environment, and enhance preschool education as well as childcare, starting from January 2023, childcare subsidies will not be restricted based on wealth. Additionally, there will be continuous efforts to improve the quality of early childhood education. Starting from SY2023, the student-to-teacher ratio in kindergartens will gradually decrease. In secondary and primary schools, the implementation of the 2019 curriculum guidelines will continue steadily, and efforts to enhance digital learning programs will be ongoing. The policy of “Internet access in every classroom, a tablet for every student” will be implemented, and the second phase of the Higher Education Sprout Project will be launched. ■

Ministry of Education

SDG 4

The Education Administration System



Educational System

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

A Preschool Education

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

B Compulsory Education

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

better understand vocational education and their future career choices.

C Senior High School Education

Senior high school education consists of three years of schooling and includes “general senior high schools,” “vocational senior high schools,” “comprehensive senior high schools,” and “specialty-based senior high schools.”

D Junior College Education

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

E Teacher Education

The teacher education system is comprised of diversified, well-resourced, and selecting methods. Teachers who teach in preschools, primary schools, junior high schools, and senior high schools are trained in universities that cultivate teachers. These institutions are also responsible for providing professional development 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 an education training system.

F University, College and Graduate School Education

The maximum study period for bachelor’s degree candidates (including universities, colleges, universities of science and technology, and technical colleges) is four years (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.

G Special Education

Pre-tertiary level special education is divided into three stages: preschool, compulsory education, and senior high school 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.

H 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 School Professional Art Education, School General Art Education, and Social Art Education to Public.

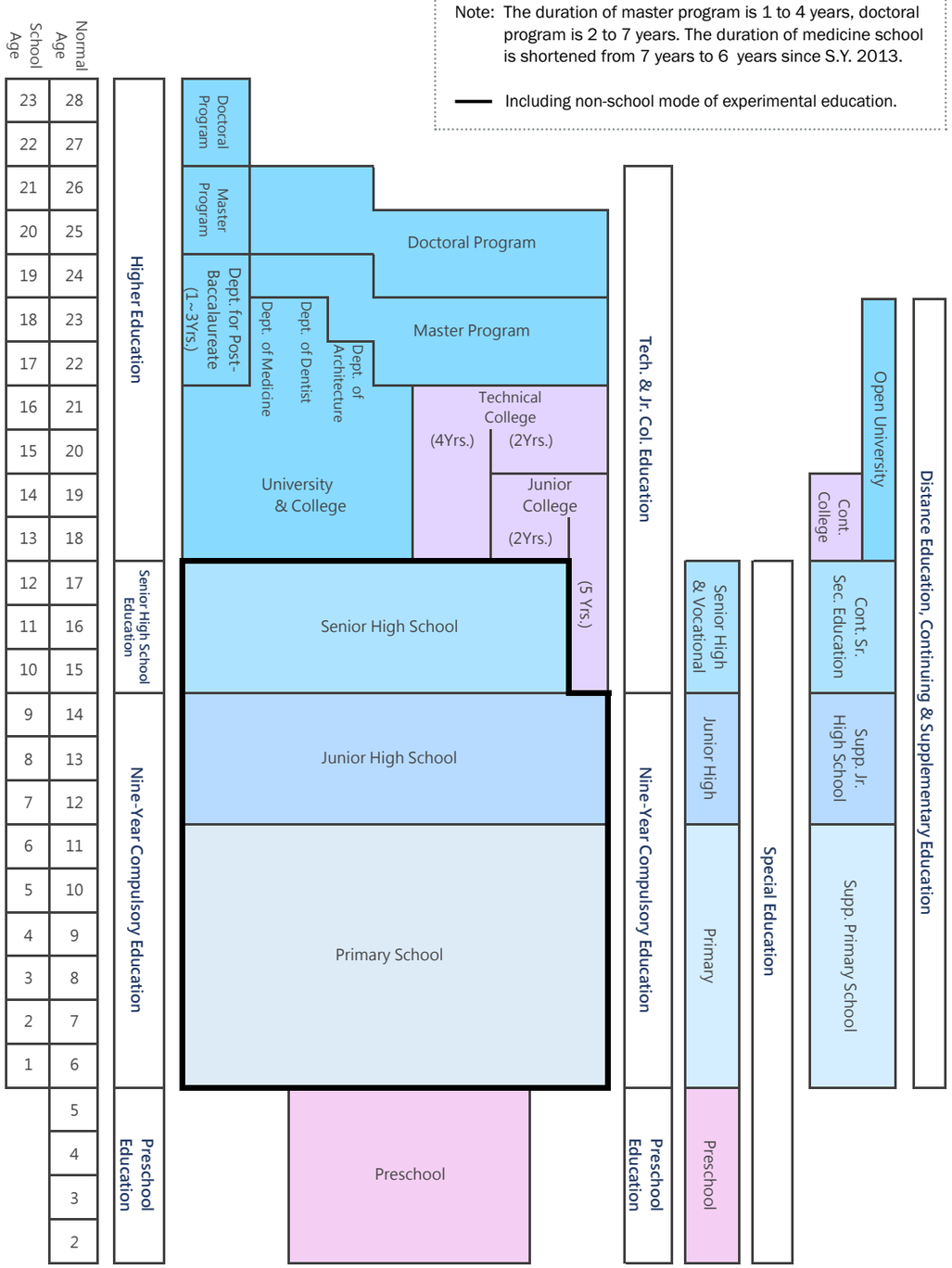
I Supplementary Education

Supplementary education aims 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

Note: The duration of master program is 1 to 4 years, doctoral program is 2 to 7 years. The duration of medicine school is shortened from 7 years to 6 years since S.Y. 2013.

—— Including non-school mode of experimental education.



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.

In accordance with current trends and to provide young children with good preschool education, the Early Childhood Education and Care Act was promulgated on June 29, 2011 and became effective on Jan 1, 2012.

B Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system. After the Act took effect on Jan 1, 2012, kindergartens and child care centers were redesignated "preschools," in which children from the age of two onwards are given complete and thorough education and care until they

enter elementary school. This act integrates 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.

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.

C Preschool and Compulsory Education Policies

In accordance with the "Action Plan to Address the Issue of Fewer Children" approved by the Executive Yuan, strategies such as "increasing affordable slots," "reducing tuition fees," and "providing childcare subsidies" are implemented to promote education and care for children under

the age of six. These strategies are adjusted as needed to expand assistance and effectively implement the "Childcare Support for Children Aged 0-6" policy. Responding to parents' calls for more slots at public kindergartens, from 2017 to 2023, a total of 3,295 classes (80,000 slots) were added, with the rate of class expansion being 2.2 times higher than the previous 17 years (2009 to 2022). Additionally, 203 classes were added in SY2023, bringing the total number of public slots to approximately 260,000. Together with 1,949 quasi-public kindergartens providing 228,000 slots, the total number of affordable slots reached 488,000 in SY2023. Furthermore, starting from August 2022, parents of children attending affordable kindergartens pay a maximum monthly fee of no more than NT$3,000, with additional discounts for second or subsequent children. Low to middle-income families are exempted from fees. For parents taking care of their children or sending them to private kindergartens, they receive a monthly childcare subsidy or an NT$5,000 subsidy for children starting school at age 5, with additional subsidies for second or subsequent children. The enrollment rate for two-year-olds in SY2023 reached 49%, and the enrollment rate for children aged 3 to the age before entering primary school reached 90%, indicating a substantial reduction in parental burden and an increase in overall preschool enrollment rates.

To enhance teaching effectiveness at elementary and junior high schools and promote effective learning, the MOE continuously helps local governments improve the quality of curricula and professional development mechanisms for teachers. Through subsidies, local governments hold seminars for teachers, develop flexible courses at schools, helping schools implement curriculum guidelines while providing innovative teaching. Teachers are encouraged to join professional learning groups to reinforce teaching knowledge and skills.

The MOE provides tuition and miscellaneous fee exemption, bursaries, stipends, and other measures to assist underprivileged students with enrollment and protect students' right to education. It promotes study aids for elementary and junior high school students to reduce academic gaps. Additionally, through the six tasks of "competency teaching and assessment enhancement," "promoting technological teaching and assessment," "promoting student competency-enhancing learning activities," "reinforcing help for underprivileged students," "tracking and guiding students with lowered motivation," and "international testing trend development," the MOE hopes to increase students' learning abilities, reinforce help for underprivileged students, and improve students' ability to work with information.

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.

K-12 Education Administration

Reflection on 8th anniversary of “Activating Teaching and Diversified Learning Program”: Autonomy and rural experience become main focuses

Interviewee: **Professor Yeh Hsing-hua**
Department of Learning and Materials Design, University of Taipei (UT)

It is eight years since the MOE implemented the “Activating Teaching and Diversified Learning Program.” The program emphasizes the “autonomy” of teachers and schools, with its effectiveness reflected in student learning. The program also serves as a bridge and support, providing a stepping stone for schools, teachers, and students to move from basic to advanced levels.

The current 2019 curriculum emphasizes the three principles of “spontaneity, interaction, and common good,” leading to changes in curriculum and teaching methods. Professor Yeh Hsing-hua from the Department of Learning and Materials Design at UT said the changes in junior high school are more pronounced compared to elementary schools. Moving away from the previous focus on entrance exams, there is now the inclusion of alternative learning, leading to the emergence of new types of courses, including guiding students toward autonomous learning and interdisciplinary exploration.

The K-12 Administration also provides considerable support for teachers. Taking the refinement program as an example, Yeh said that while the guidance and resources provided by the Digital Learning Enhancement Plan may lead to some schools having insufficient resources, others may have stronger momentum, such as the pilot schools. Last year, the phased tasks of the pilot schools ended, but the K-12 Administration continues to assist schools willing to develop professionally, in order to reinvest into their own curriculum and teaching, making student learning more diverse.

Yeh said the activated teaching program assists school teachers in revitalizing teaching by providing funding to support schools in continuous school-developed curriculum improvement after basic learning. For example, schools in remote areas have close relationships with the community. The program can help integrate diverse teaching with local resources, promote community development, or preserve Indigenous culture.

With the assistance of the program, schools have been exploring a number of fields. Over the past couple of years, they have also aligned with current events and SDG indicators, developing projects such as traffic safety education, agricultural education, social-emotional learning, gender equality, and media literacy. For example, Dapu Junior and Elementary School in Chiayi County have planned edible campus landscapes and built vegetable gardens to enhance teachers' agricultural knowledge and skills. In addition, teachers at Ma-Ling Elementary School in Keelung have integrated life education themes into the curriculum using picture books. They also review student community visit outcomes in alternative curriculum, allowing students to understand the contributions and importance of individuals to their families and society.

Another focus of the MOE last year was to guide schools and teachers in conducting curriculum evaluations to enhance the quality and content of alternative curriculum. Through reflection, teachers are encouraged to engage in self-improvement and mutual interaction.

Speaking of cross-school communities, Yeh said that teachers from different campuses come together through projects, especially teachers in subjects that are less common, or in remote areas, so they can find cross-district and cross-school partners to discuss and improve their profession. Teachers who teach more popular subjects can also gather together to discuss specific topics, exchange ideas, and collaborate.

In addition to providing resources and respecting teachers' needs and plans, the MOE also gives more flexibility and guides teachers to empower students. It encourages teachers participating in projects to share their achievements, attracting more people to join cross-school communities. Yeh agrees with the openness and flexibility of community participation. Teachers can provide feedback to students after progressing, while others can use community resources to enhance their professionalism.

The Activated Teaching and Diversified Learning Program emphasizes supporting rural education. In addition to the “mandated curriculum” and “school-developed curriculum,” extended learning also requires the injection of resources. Yeh said that students in rural areas lack opportunities to engage in diverse activities and learn skills after school compared with city school students. Schools can utilize project funds to hire extracurricular activity instructors according to student needs or take students on field trips.

To this end, the plan allocates more funds for rural students to organize a wide variety of extracurricular activities. These activities may be integrated with regular courses, including language-related activities such as writing and English speaking, or courses in arts, music, physical education, etc., allowing rural students to discover their talents and interests.

Yeh said that schools in Taiwan vary in their characteristics, depending on whether they are in mountainous or coastal areas, and they therefore face different challenges. Over the years, the project has been dedicated to developing good practices at a variety of schools because these experiences are not merely theoretical but originate “from the ground up” at rural schools and have been practically verified, thus aiding other schools in learning from them.

Yeh gave an example of some inherent challenges in rural areas, such as difficulties in sourcing teachers and having fewer students. Some primary schools in close proximity in Tainan have formed an alliance and take turns organizing activities. This approach allows them to collectively plan, hire teachers, and execute activities, thus reducing the burden and facilitating interactions among students. Teacher training and professional development should be organized similarly, allowing rural schools to share resources and knowledge. When faced with challenges, they can also seek assistance from experts.

Yeh admitted that some problems are difficult to overcome, but through mutual learning, methods can be found to face difficulties together. This is also where the value of the project lies. ■

Senior High School Education

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

Students who graduate from junior high school or have an equivalent education level can gain admission to senior high schools through methods such as open admission and specialty enrollment. Beginning from August 2014, the 12-year Basic Education is provided in two phases. The first phase is the 9-year National Education, which is based on the Primary and Junior High School Act and Compulsory Education Act and applies to citizens aged six to 15. National Education is universal, obligatory, compulsory, free of charge, government-run in principle, school district-based, with open admission and single-type schools that offer general education. The second phase is the 3-year Senior High School Education, which his based on the Senior High School Education Act and applies to citizens aged 15 years or above. Senior High School Education is universal, voluntary and non-compulsory, free of charge, government- and private-run, with generally open admission and various types of schools that offer general and vocational education. This chapter focuses on Senior High School Education.

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

1 Legal Training and Education Policy Promotion

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

B. In response to the trend of digital learning, a total of 103 senior high schools have been enrolled in a program to promote digital literacy and knowledge of technology-related subjects in SY2023, assisting teachers in integrating digital tools into teaching practices and implementing the curriculum.

2 Course and Teaching Improvement

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

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

3 Faculty Size and Ability Acquirement

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

B. According to the “Senior High School Organization and Staffing Standards,” the MOE approves the adequate number of faculty members and encourages schools to actively and flexibly recruit teachers according to actual needs. To enhance course quality and provide students with adaptive education measures and diverse learning opportunities, the MOE also subsidizes schools in remote areas for recruiting substitute teachers and administrative staff members, having teachers elsewhere review elective courses, and other purposes.

4 Facilities and Infrastructure

A. In accordance with the implementation of the 2019 curriculum, schools are subsidized to enhance the teaching

and practical equipment for general subjects, professional subject groups, and internships, based on the equipment standards set for senior high schools and the “Directions Governing MOE K-12 Education Administration Subsidies for Senior High Schools to Improve Educational and Practical Training Facilities and Equipment.”

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

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

1 Through the “Directions Governing MOE K-12 Education Administration Subsidies for Expenses Arising from the Equal Access to Adaptive Education and Community Education Resources for Senior High Schools Implementation Plan,” the MOE

connects universities within communities and junior high school education resources to form adaptive learning communities designed around geographical locations, social circles, and ease of commute. This creates an education environment for adaptive learning to offer students diverse and ample learning opportunities, bridging the gap between urban and rural education. Additionally, the MOE promotes junior high school teachers’ ability cultivation and joint course preparation development, holding “academic exploration” and “career exploration” courses and activities to provide adaptive learning opportunities for senior and vocational high school students within communities, thus achieving adaptive development goals. In SY2023, 284 senior high schools received subsidies.

2 The Senior and Vocational High School Enhancement Aid Program, by providing resources, creates counseling and professional growth mechanisms to stimulate members’ potential as well as enhance schools’ overall performance and strength development. This way, students may enroll in schools close to home, develop within adaptive courses with less pressure on academic advancement, and increase competency, helping steadily develop 12-Year Basic Education. In SY2023, 254 schools received subsidies.

3 The Vocational High School Enhancement Guidance Program helps technical high schools adopt the 2019 curriculum guidelines and continue improving existing education resources. It guides schools in examining and expanding course analyses and achieving transformation and innovation in course implementation, thus improving the quality of schools’ services, teaching, and student learning and attaining the technical and vocational education goal of practicality. In SY2023, 194 schools received subsidies.

C Science Education and Science Talent

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

A. Organizing national senior high school mathematics, science, and information subject competitions as well as science fairs for elementary and junior high schools. The goal is to foster

an appropriate attitude and concept about science among the students, to inspire interests in scientific research, and to improve the pedagogy and its effectiveness in senior high schools.

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

2 Subsidizing “Science Education Projects for Elementary and Junior High Schools”: To improve science education in primary and secondary schools, in SY2022, 61 schools received subsidies for their efforts in science education research, promotion, training, and extracurricular assistance.

3 “Projects of Scientific Research Training for Senior high School Students” provide school-year-based subsidies for high schools to foster talent in science, discover students with potential in science, and cultivate future scientific researchers.

4 Opening “science classes” in high schools: 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 2022, 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.

D Second Foreign Language Education

To implement the 2019 curriculum guidelines and assist in promoting second language education in teaching, the MOE subsidizes senior high schools to offer elective courses in second languages and covers the registration fees for language proficiency tests for students. Additionally, subsidies are provided to colleges and universities to establish preparatory courses for university-level second language programs, creating an environment conducive to language learning. ■

K-12 Education Administration

Digital learning should focus on cultivating thinking skills

Interviewee: **Chang Chi-chung**
Executive Secretary of the Digital Learning Promotion Office,
K-12 Education Administration, Ministry of Education

With the advent of the digital age, how teachers teach digital literacy and cultivate the ability to independently use digital tools have become important issues. Since 2021, the MOE has approved the implementation of a Digital Learning Enhancement Plan, which aims to enrich school teaching software and digital content, ensure that teachers and students in remote and non-remote areas have access to learning devices, and utilize technology to enhance teaching and learning effectiveness. The goal is to promote diversified teaching, and through big data, tailor teaching methods to individual student needs.

Chang Chi-chung, Executive Secretary of the Digital Learning Promotion Office of the MOE, emphasized the focus of the digital learning improvement plan has two main aspects. First, it involves changing the teaching mode of teachers by integrating digital tools and resources into the teaching process. Second, it seeks to transform student learning experiences and cultivate a proactive learning mindset, habits, and abilities in students to use digital technology and resources.

Through the integration of “platforms,” “tools,” and “teaching strategies,” the access of teachers and students to devices and platforms will be incorporated into the teaching process. In the foreseeable future, students will access knowledge not only from books and teachers but also from digital tools and resources such as instructional videos and databases. Teachers, with the assistance of a planned program, will enhance their digital teaching abilities. This will enable them to assist students in using devices, cultivate a mindset of active learning through digital tools, and develop the ability to actively utilize digital resources to solve problems.

Chang said that high school teachers use both public and private platforms such as Talent Network , Junyi Academy, Google, and YouTube for knowledge dissemination, tracking assignments, and understanding student learning performance. They use quiz results to identify weaknesses and tailor personalized teaching plans. Students can also review their

learning process, overcome misconceptions and blind spots, analyze and formulate personalized learning plans, and organize them into a learning portfolio, paving the way for future academic and career paths.

Chang said that in the past students would go to cram schools seek advanced progress or reinforcement. Nowadays, as long as students are willing to learn and understand the methods, with unlimited digital resources available, they can find the most suitable learning content and plans for themselves, whether it's reviewing course materials repeatedly or using teaching videos from different teachers. What teachers need to do is to guide students through teaching and enable them to acquire the ability to use digital tools and resources to acquire knowledge, thus strengthening digital literacy for the future.

A significant and cost-consuming aspect of the Digital Learning Enhancement Plan, accounting for half of the budget, is teacher empowerment. Chang admitted the gap in teachers' understanding of the essence of digital teaching would be reflected in student learning outcomes, and one of the challenges is to make teachers change their existing teaching methods and recognize the value and importance of digital teaching. Digital teaching is not just about “using digital tools and platforms.” If teachers only learn how to use digital tools for teaching without understanding how it differs from traditional teaching, it’s like not seeing the forest for the trees.

The MOE has also launched digital teaching guidelines for teachers and organized workshops based on this foundation. Through “digital teaching,” teachers immerse themselves in learning the true essence of digital teaching, giving them the ability to impart the skills and concepts they have gained to students.

The Digital Learning Promotion Office has established a specialized office for the Digital Learning Enhancement Plan , consisting of a main office and three working groups. The main office is responsible for overall planning and implementation of the Digital Learning Enhancement Plan, as well as managing the progress and outcomes of project tasks. The hardware and software procurement team oversees equipment procurement and progress at each school, as well as the usage status of devices. The digital learning promotion group organizes and conducts teacher training workshops, and trains digital learning instructors, defining the key school missions for digital learning. The information network group assists each senior high school in improving campus networks, laying the foundation for device management and the use of digital platforms.

The Digital Learning Promotion Office is planning organizational changes to adapt to the latest project implementation situation. At the same time, Chang said one of this year's goals is to break away from the current situation, in which digital learning is mainly handled by individual units or contractors within each school. Instead, larger-scale organizational structures related to digital learning will be established within schools. This will enable schools to collectively discuss and make decisions on increasingly complex business and implementation issues and adapt digital teaching more comprehensively to the characteristics of teachers and students. Chang emphasized that to initiate action in schools and inspire teachers to embrace digital teaching, the school's management must first hold such beliefs. Only with consensus at every level can more time and energy be devoted to implementation.

Chang added that digital learning is not a panacea. Some issues encountered in teaching cannot be solved through it, especially with unmotivated students, which may involve personal factors and other complex issues. There is no one size fits all solution. ■

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

Technical and vocational education 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 vocational 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 studying in private schools outnumber those in public schools.
3. Adaptive school system and subject courses.
4. Job-oriented courses with hands-on training.

B. Key points to be strengthened

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

2 Industry-Academia Collaboration Program 2.0

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

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 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

INTENSE Program for international students a dream solution for Taiwan

Interviewee: **Dr. Jywe Wen-yuh**
Distinguished Professor at the Department of Mechanical Engineering, NTU

Faced with education enrollment decline because of fewer children and strong demand for skilled workers, an industry-academia cooperation program for international students has been launched.

The program is designed to attract the best-qualified foreign students to study in Taiwan and take up employment after graduation, in a program initiated by the Ministry of Education (MOE) in 2023, with a budget of NT$5.2 billion (US$164.7 million) over 2024-2027.

Responsible for managing the program's operation from its conceptualization to implementation, Dr. Jywe Wen-yuh talked about how, as the program leader, he aligns expectations, goals, timelines, and the deliverables of each stakeholder.

Jywe plays a pivotal role in the program. The professor at National Taiwan University's College of Engineering has a long track record throughout his academic career of establishing successful university-industry collaborations and advocating the learning of technical skills that are in demand for industry.

How it works

Recruitment, Jywe said, is aimed at young students from the nation's New Southbound Policy countries, European nations, and the United States. Candidates are accepted at domestic technical and vocational schools. These students usually have science, technology, engineering and math backgrounds and provide talent that is in demand and boosts the country's development.

The target students for enrollment are not limited to the countries where overseas offices are located. The program also aims to establish 10 overseas offices in four years to help carry out the mission, prioritizing countries such as Vietnam, Indonesia, and the Philippines – as part of the New Southbound policy. The MOE will also organize a cross-departmental platform to coordinate resources from stakeholders for joint support, aiming to enhance the functionality and mission of overseas offices.

Enrollment incentives for students, enterprises

The courses offered by universities and technical and vocational colleges can include bachelor's dual-degree programs, two-year bachelor's programs, two-year post-bachelor's programs, and two-year master's or doctoral programs. Priority will be given to fields related to STEM (science, technology, engineering, mathematics), finance, and semiconductors. Universities will collaborate with enterprises to select outstanding local students at overseas offices, and jointly design customized curricula.

Jywe said the programs are available in either English or Chinese, with entry thresholds depending on the language of instruction. To assist students in overcoming the language barrier when studying in Taiwan, introductory courses in conversational Mandarin Chinese are offered before arrival.

The enterprise provides each student with a monthly living allowance of at least NT$10,000. During their second year, students have the option to intern at enterprises associated with each individual university-industry program, with the enterprise offering paid internship positions during their studies.

To ensure students are equipped with the technical skills that are needed by industry, participating schools are required to plan curricula specifically around the required knowledge and skills.

"There is no quick fix to school enrollment decline and talent shortage in Taiwan," Jywe said. "In line with the National Development Council's (NDC) 'Strengthening Population and Immigration Policy' initiative, we work with the National Science and Technology Council, industry associations, universities and colleges to recruit international students to study in

Taiwan. This includes NDC funding of up to two years of scholarship worth NT$100,000 per year per undergraduate or graduate student, one-way flight tickets and reimbursement for miscellaneous fees."

Recipients of the Fellowship offered by the National Development Fund shall fulfill their obligations to work in Taiwan for a certain number of years based on the years of scholarship and aid they claim.The government will offer assistance to program participants to gain employment in Taiwan and to obtain permanent residency in a shorter period of time. During the employment obligation period upon graduation, students shall work for the collaborating enterprise in Taiwan. They shall not be seconded to the enterprise's overseas branch or work at any overseas Taiwanese enterprise. If a student is under any preceding circumstances where they fail to work in Taiwan, the student shall return the Fellowship in proportion to the months of their unemployment in Taiwan.

INTENSE Program focusing on the demands of enterprises, this initiative aims to encourage colleges/universities to increase the enrollment of international students and enhance the incentives for top-tier international students to study and establish their careers in Taiwan after graduation. The goal is to facilitate the influx of high-caliber talent into Taiwan. ■

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 SY2022, there were 148 universities, colleges and junior colleges, totaling 1,140,089 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

26 of Taiwan's universities were listed in the Quacquarelli Symonds (QS) World University Rankings 2022, with 10 listed among the top 500. Times Higher Education (THE) Ranking 2022 listed 43 universities in Taiwan, with seven universities ranking in top 500 in the past five years. According to the Essential Science Indicators (ESI) rankings in 2022, 52 universities in Taiwan entered the list of the world's top 1% of institutions (accounting for 32.7% of universities and colleges in Taiwan), spanning 20 research areas, which demonstrates that higher education in Taiwan is world-class.

To spur universities to develop their individual characteristics, the MOE has actively promoted diversity and flexibility in higher education. Universities must cultivate, retain, and recruit top talent. Our international competitiveness will be increased by improving the quality of higher education and make great effort to diversify research areas. Bridging the gap between industry and academia and connection with local communities will enhance universities' competence in R&D and encourage them to adhere to their social responsibilities. With the more flexible multiple entrance program in place, higher education is an extension of the 12-year Basic Education. The entrance program has been adjusted in order to adapt to self-directed and diversified learning. As the international competition for talent intensifies, the MOE has launched several projects to raise the overall quality of higher education and encourage the diversified development of universities:

1. Higher Education Sprout Project, equal emphasis on teaching and research: The government plans to invest NT$97 billion over five years in the second phase (2023-2027) as a way to encourage universities to develop their own characteristics and innovative teaching techniques. This will assist universities to establish first-class research centers, become more reputable in the global academic community within their forte, and enjoy wider-reaching influence internationally.
2. Plan to Improve the Remuneration of Research and Teaching Staff, an incentive for top talent: The three projects include "Yushan Fellows," "Flexible Salary Program," and "15% 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-government-university cooperation, industries and universities will be able to collaborate and cultivate talent more orderly and effectively, including high-level scientific and technological talents in Taiwan's critical sectors. Thirteen research institutes in eleven universities have been approved, spanning disciplines including semiconductors, smart machinery, artificial intelligence, circular economy, finance, international communication, politics and economics, and so on. "The Featured Areas Research Center Program" will continuously strengthen universities' research momentum, cultivate world-class talents in key fields, solve social issues, and enhance our academic reputation on the world stage. Additionally, a "Ph.D. Scholarship Program" is planned, incorporating resources from the industry and academia to incentivize the pursuit of doctoral studies through quota and additional subsidies. It is expected to subsidize 1,200 students in 2024, with annual increases reaching 3,600 students by 2027.

4 An environment for global exchanges and global talent: Implementing the "The program on Bilingual Education for Students in College" to promote bilingual education in higher education from various aspects including students, teachers, courses, and campus, enhancing international exchange capabilities and environment. 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. Additionally, the "Plan to Encourage International Students to Come to Taiwan and Stay in Taiwan" will be rolled out by establishing overseas bases in the U.S. and Europe as well as New Southbound countries. Domestic universities and enterprises will work jointly to attract overseas students through new specialized programs. Incentives such as the scholarship grants provided by the National Development Fund and the living/internship allowances provided by enterprises are offered to lure outstanding international students, to better meet the talent needs of the private sector.

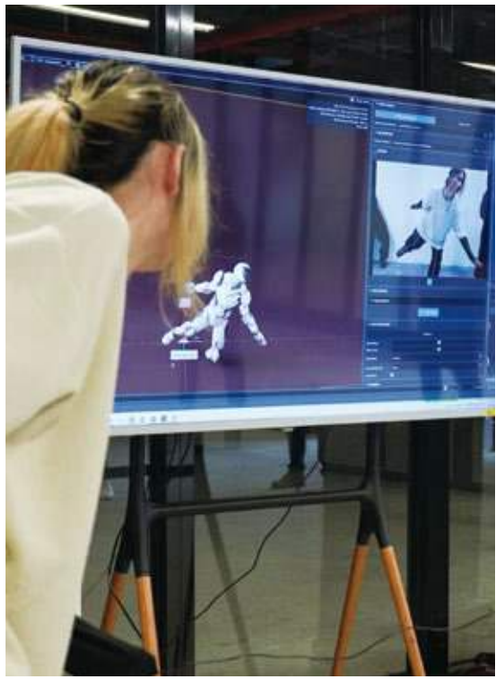
5 Better enrollment and cultivation of diversity: In line with the general goals of national talent cultivation and the new high school curricula that emphasize personality cultivation, interdisciplinary training, and course diversity—university enrollment take into account the student's course-taking 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.

6 Enhancing hardware and software infrastructure, fulfilling social responsibility, and facing international competition: The MOE has secured funding for public construction projects to subsidize the construction of seven new medical institutions, cultivating outstanding talents for innovative research, incorporating industrial resources to promote holistic healthcare, improving medical environments in rural areas, and enhancing the capacity and quality of emergency and critical care in local communities. To adapt to the digital era, the MOE is promoting the digitization and verification of academic credentials. This initiative will facilitate students' pursuit of overseas studies and employment, aiding diplomatic missions in their promotional efforts amidst competitive environments.

D Future Prospects

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



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

Taiwan Higher Education

Taiwan universities building team synergy to grow future talent pool

Interviewee: **Wu Chung-chih**
Vice President for Research and Development, National Taiwan University

Generative artificial intelligence (AI) is remaking the global economy, reshaping the job market, and redefining the notions of excellence among universities in Taiwan.

This is at a time when the country stands as the epicenter of global semiconductor manufacturing, producing over 60% of the world's semiconductors and over 90% of the most advanced ones, which are crucial for AI-related devices.

Demand for expertise in STEM (Science, Technology, Engineering, and Mathematics) has spiked as a result, as shown in a survey in January 2024 that over 70% of employers in Taiwan report a talent shortage. In 2023, local universities began addressing this challenge by teaming up to leverage each other's strengths in order to attract the brightest students from overseas to study in Taiwan and to boost exchanges with research units at partner schools around the world.

Student exchange programs of this kind have been offered by universities for a long time, but it is limited to a small number. It is about time to collaborate with other local universities as a team to produce a combined effect greater than the sum of their separate effects.

Most universities nowadays offer multiple international exchange programs, with recognized benefits such as increasing student

adaptability, cultural awareness, tolerance, innovation, and the chances of employability. Led by National Taiwan University (NTU), an alliance has been formed to not only increase the reach of the potential partner universities but to incentivize further collaboration.

Wu Chung-chih, an electrical engineering professor who heads the school's Office of Research and Development, said the alliance aims to recruit more students from overseas as schools deal with enrollment decline due to ever-decreasing fertility rates.

Wu said the role of NTU is to study the strengths of prospects outside Taiwan through preliminary talks before initiating internal discussions with local partner schools. The office will also ensure that the prospective collaboration aligns with national development strategies before inking a memorandum of understanding.

"After signing the agreement that describes the broad outlines of cooperation, the next step is to create task groups to nail down details based on a wish list that has a specific scope of cooperation from each university," Wu added.

As demand for a workforce with STEM skills increases, cultivating sufficient talent in STEM fields has become part of schools' academic goals and the focus of national development strategies, which encompass semiconductor, artificial intelligence, aerospace, circular economy, and smart manufacturing.

Collaboration with other university alliances or systems outside Taiwan is beneficial for schools. It helps improve the quality of teaching and research work in the course of exchanges, further increasing school visibility and reputation.

It is rewarding for students who join the exchange programs, too, as their international mobility and perspectives would be broadened.

"It could become a win-win solution for all stakeholders: schools, students, teachers, and the nation as the alliance plays a critical complementary role in sustainable industrial and economic development," said Wu. ■

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. Community Colleges are lifelong education institutions that enhance citizens' civil literacy and ability to participate in public affairs, help promote local public affairs, strengthen people's sense of local identity and regional vitalization, cultivate local talents, develop local culture and knowledge, as well as stimulate communities' sustainable development. There are 89 community colleges in Taiwan, with approximately over 400,000 enrollments in recent years. The MOE subsidizes

and incentivizes the operation of community colleges with an inspection, guidance, and reviewing mechanism of the subsidies in place to ensure the effectiveness and steady development of community colleges.

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 set up 369 senior learning centers nationwide. The services provide courses adapted to aging. The programs link local characteristics and contribute services. In addition to learning centers, 87 universities open their campuses to senior citizens, who enjoy access to the schools' resources and the opportunity to learn alongside youth. The MOE also subsidizes "leaders of self-directed senior citizens learning groups" that it trains to organize autonomous and self-service learning, with 243 such groups regularly bringing senior citizens in remote areas or rural–urban fringes 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 educloud 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 (2018-2025)" and the "Plan to Construct a Cooperative and Shared Library System (2019-2026)" 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 23,715 students in open universities in SY2022 (14,680 at the National Open University

and 9,035 at the Open University of Kaohsiung). 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" and "National Languages Development Plan," 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 "Phase 2 Special Education Medium-term Plan," passed on August 1, 2023, is based on inclusion and nurture by nature. Additionally, the Special Education Act amended in 2023 introduced the spirit of the International Bill of Human Rights. Taiwan promotes inclusive education and the least restrictive environments while offering full support services under the concept of special education. The key points of the revised law include:

1. The personality and rights of students and preschoolers receiving special education should be respected and protected.
2. There shall be no discrimination in the treatment of students in special education in terms of the rights to learn and participate in educational activities.
3. Special education and related services and facilities shall conform to the principles of universal design, reasonable accommodation, and accessibility.
4. Students in special education have the right to express their views.

5 Promoting inclusive education to enhance learning support.

6 Enhancing teacher training and curriculum planning.

7 Providing information with regard to education and counseling.

8 Strengthening the special education support system and effectiveness assessment.

In 2023, the MOE set aside a budget of NT$13.14 billion for special education, or 4.53% of the total education budget, which meets the 4.5% requirement under the Special Education Act. Of that sum, NT$12.701 billion is devoted to education for students with disabilities and NT$439 million for gifted education. In addition, municipal, county, and city governments have allocated NT$35.1 billion for special education, accounting for 6.99% of the total education budgets for local governments, which meets the 5% requirement. The number includes the MOE budget for subsidies totaling NT$37.1 billion, which includes NT$33.9 billion in education funds for students with disabilities and NT$3.2 billion for 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 high school 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 SY2022, there were 2,974 regular schools offering a total of 5,717 special education classes for students with disabilities, while 28 special education schools had 645 classes in total. The number of students in special education nationwide totaled 175,657, including 145,962 with disabilities; 14,078 enrolled in universities, colleges, and junior colleges; and 131,884 studying at the high school level or below (including preschool). Of those, 127,418, or 96.61%, studied at regular schools and 4,466, or 3.38%, at special education schools. Of the 127,418 students at regular schools, 114,952, or 90.21%, attended regular classes, resource rooms, and itinerant classes, while 12,466 or 9.78% attended centralized special education classes. As for gifted education, there were 29,695 students below senior high level, with 415 regular schools having a total of 1,004 classes for gifted students.

E Individualized Support-Services

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

supportive strategies and services according to students' individual needs. Opportunities for students with disabilities to study with students without disabilities should be created in areas related to the individual's special needs. In addition, Article 31 of the Special Education Act, amended in 2023, stipulates that students with disabilities must be included in their IEP to better express their views. On June 13, 2019, the "5-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 high level must work out IEP for the needs of students with disabilities, stating education resources and types of support they need. In SY2022, the number of professional services extended to assist special education totaled 160,376 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. 29,041 students received daily-life and learning assistance on campus from special education professionals. 5,102 persons made use of 8,332 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication, computers and the like. Special books have been offered to students who are visually or learning impaired, including almost 5,797 books with large-size characters, 2,715 audiobooks, and 1,384 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 SY2023 totaled NT$577 million, helping more than 14,000 students. In addition, NT$118.36 million was appropriated to 65 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. To enhance the overall effectiveness of career transition counseling for students with disabilities in colleges and universities, the "Ministry of Education's Grant Program for Promoting Career Counseling for College Students with Disabilities" has been implemented since 2023. This program encourages colleges and universities to develop career counseling plans for students with disabilities by integrating existing career planning and counseling mechanisms on campus through cross-unit support service models. This aims to assist students with disabilities in preparing for career planning during their time in school. Additionally, the "Trial Program for Career Development and Counseling Modules for College Students with Disabilities" has been conducted to train and enhance the career counseling capabilities of resource room counselors in colleges. This involves establishing career counseling demonstration sites to help students explore career interests and orientations. For academically gifted high school students in science and mathematics, a program for adaptive career transition counseling upon entering university has been implemented. This program includes preparatory courses, lectures, internships, etc., to build students' foundational research knowledge and industry practical experience, assisting these students in career exploration and achieving talent cultivation goals.

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 human resources, strengthening each type of special-education administrative support network, and implementing the transition work for each level of education in order to raise the academic quality of students and realize the aim of adaptive and suitable education.

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 Establishing the Ministry of Sports and Athletic Development

The MOE plans to establish an independent second-level ministry dedicated to sports and athletic development. Its tasks will include promoting competitive athletes among the general public, diversifying the sports industry, creating internationally recognized Taiwanese sports events, and advancing international sports diplomacy.

2 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 coaches: Local governments should follow the National Sports Act by employing full-time sports coaches for schools that have sports talent classes, establishing a system for coaches 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.” To promote the concept, three strategies have been implemented and gradually expanded to senior and vocational high schools nationwide in order to protect the athletes: “sports injury prevention and management,” “establishment of regional medical service networks,” and “sports injury prevention education.”

E. Organization of various student sports competitions and events: The MOE promotes the popularization of sport activities on campus and organizes various events such as relay races, aerobics, happy baseball, and running to increase opportunities for students to participate in sports. Through student sports competitions, potential student athletes are cultivated.

3 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.

4 Better Results in International Competitions

A. Establishing the training system for competitive athletes: The MOE promotes the enhancement of sports training according to sports science as well as a sports science-based support system, integrating school sports and competitive sports and strengthening the athlete selection and cultivation mechanism. Candidates for international competitions are chosen through a scientific and 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 care 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. Between 2002 and 2023, 806 specialists have been trained and certified with the aim of continuing to strengthen sports science in support of athletes in Taiwan.

C. Upgrade of reinforcing competitive athlete cultivation performance with Gold Plan: Among the 2 gold, 4 silver, and 6 bronze medals Taiwan bagged in the 2020 Tokyo Olympics, most of the athletes participated in the initiative, with only 3 bronze medal winners outside of the plan. With the foundation and success of the “Tokyo 2020 Olympic Gold Plan” in training three levels of elite athletes, the MOE made adjustments to the program and renamed it “Gold Plan for Olympics Preparation (Gold Plan 2.0).” This new program runs on a cycle of two Olympic Games and has training measures for five levels of athletes. Additionally, it considers the five factors including “Olympic Games performance,” “International competition performance,” “world ranking,” “physical fitness test,” and “training performance” in selecting elite athletes with gold medal potential for the 2024 Paris Olympics and 2028 Los Angeles Olympics, providing them with five levels of individualized and customized training schemes to build a team of potential gold medalists, strengthen athletes and Taiwan’s international competitiveness, and achieve the goals of meeting eligibility requirements and winning medals.

D. Preparation for the 2024 Paris Olympics: The 33rd edition of the Summer Olympics will be held from July 26 to August 11 in Paris, featuring 32 sports. The Sports Administration has launched a training initiative, to be carried out in two phases since September 2022, in preparation for the event. The administration continues to collaborate with the National Sports Training Center to provide assistance and support to sports associations involved, aiming to enhance the national team's chances of success. Meanwhile, the National Sports Training Center is implementing the Olympic Gold Plan to nurture elite athletes. It is hoped that through the coordinated efforts of the administrative organs, the National Sports Training Center, and the various sports associations, the national team will be better prepared to pass qualification tests and secure medals in the Paris Olympics.

E. Taiwan secured 19 gold, 20 silver, and 28 bronze medals at the 19th Asian Games in Hangzhou, held from September 23 to October 8, 2023, totaling 67 medals. Among the 45 participating countries, Taiwan ranked 6th in the number of gold medals and 7th in the total number of medals. This edition not only surpassed the results of the previous 2018 Jakarta-Palembang Asian Games but also equaled the record for the highest number of gold medals won by the country in the Asian Games. This achievement fulfills the overall goal of training in this edition.

F. Establishment of the National Sports Science Center: To promote research and application in sports science and enhance the training support capabilities for national teams, the Sports Administration formulated the “Regulations on the Establishment of the National Sports Science Center.” This was promulgated by the President on February 8th in 2023, followed by an Executive Yuan order on July 12 and implementation on August 1st of the year. The unveiling ceremony was held one month later on September 16th. Through the establishment of the National Sports Science Center, the aim is to invigorate the development of sports science organizations, increase autonomy in management, continuously support and enhance athletic capabilities, effectively cultivate outstanding sports talents for

the nation, and strive for success in international competitions.

5 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. In the first five months of 2024, the government approved five loan credit guarantee cases, granting a total of NT$26.3 million. A total of 35 interest subsidy payments were made to businesses in the period, amounting to NT$520,962.

B. To cultivate in young people the habit of regular exercise and attending sports events, an annual subsidy of NT$500 per person is provided to youths aged 16-22 through the Youth Sports Voucher program. These vouchers can be used at participating stores that offer sports activities or event viewing services. This initiative aims to foster a habit of sports consumption from an early age and lay the foundation for industry development.

C. In response to the trend of sports industry development, inter-agency collaboration is being promoted to advance sports technology. The Sports Administration is responsible for field verification and talent cultivation. Through the input of resources from various departments and the integration of Taiwan's information and communication technology industry advantages, the aim is to create new opportunities in the sports industry.

D. Revenue from the sports lottery is used as Sports Development Funds, with the purpose of discovering, training, and caring for talented athletes and improving national sports development.

6 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 fulfill 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 and provides workshops to international sports affairs talents, enhances professional international sports competency courses, and assists 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, crossstrait sports exchanges are conducted via on-site visit and exchange activities in a healthy, respectful and orderly manner.

7 A Quality Sports Environment for the Citizens

A. Implementing the “National Sports Park General Construction and Talent Training Plan”: Continuing the renovation of the National Sports Training Center to support athletes in order for them to achieve excellence in competitions. To plan and build a comprehensive environment to improve the athletes’ performances.

B. Implementing the “Forward-looking Construction – Urban and Rural Development-Program for Building a Leisure Sports Environment”: As of the end of June, 2024, 326 projects had been approved under the program. The program will improve all types of indoor and outdoor sports venues as well as bicycle paths, build a quality environment for leisure, build a perfect environment for the development of professional sports, and offer convenient, easily accessible, high-quality, and safe places to attract the public to participate directly in sports or to view competitions.

C. Implementing the “Forward-looking Infrastructure Development Program – 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 the end of June, 2024, the MOE had approved 21 applications for “building/renovating national sports halls,” 169 applications for “improving existing sports facilities and building/renovating roofed courts,” one application for “building potential sports parks,” and 6 applications for “renovating national comprehensive sports halls,” totaling 197 approvals.

D. Implementing the “Optimization of Civic Sports and Competition Environment Plan”: This plan was approved by the Executive Yuan on Nov. 3, 2023, and will be carried out from 2024 to 2027. The main tasks focus on creating a safe and friendly sports environment and constructing high-quality competition venues. The goal is to meet the diverse sports needs of the public, enhance the country's ability to host international events, and increase Taiwan’s international visibility. As of May 31, 2024, 4 subsidy cases have been approved. ■

Sports Administration

Youth Development Affairs

The MOE's vision for youth development in Taiwan is based on "constructing a diverse learning platform to cultivate youth into leaders of innovation and reform." With this basis in mind, the MOE 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. The number of Career Guidance Subsidy program participants in 2023 was 195,000.

2 Experiencing Diverse Workplaces

With youth employability as a core value, the MOE combines the strength of the public, private and third sectors to provide workplace experience in different fields. With a variety of micro-experiences and integration of information in the "RICH Workplace Experiential Network," the MOE helps young people to learn about and plan for their workplace experience and improve competitiveness by learning from doing. In 2023, 1,721 students participated in the program.

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. In 2023, 75 groups of entrepreneurship student teams were trained and took 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 youths with the competence to deliberate on public issues and participate in policy-making. The program invites youths to express their thoughts and creativity while participating in public issues via the "Open Government National Action Plan," which promotes principles of transparency, engagement, accountability, and eclecticism, so that youths may play a more active role in civic society. In 2023, a total of 35 Talk events were organized, including 3 proposal presentations, 1 exchange meeting, 30 executive team Talk discussions, and 1 collaborative creation and results exchange meeting. Throughout the year, a total of 1,898 people and representatives from government departments participated in these events.

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 2023, 77,187 youths participated in the program.

3 Social Participation

To organize the Youth Community Participation and Action 2.0-Changemaker Project, to nurture concern for public affairs among youth, to encourage young people to form groups, to convert the views, creativity, and enthusiasm of young people into concrete action, to involve the youth in local development, and to widen the influence of youth action. In 2023, 44 teams of participating youth received supportive funding. Universities, youth development foundations, and civil societies work together in the promotion of youth development. This provides multiple channels and opportunities for social participation.

C International Exchanges and Experiential Learning

1 International Participation and Exchanges

Resources are integrated to promote diversified programs of international participation and exchanges so as to cultivate interest and competence in international affairs among youth. In 2023, the “Global Youth Action Plan” selected 25 teams consisting of 117 young participants. Through online connections, they engaged with 224 international organizations across 38 countries. The Global Youth Trends Forum was held, aligning global youth concerns with the United Nations Sustainable Development Goals. In 2023, with the theme “Transition to a Net-Zero Green Lifestyle 2030—Act Now,” representatives from 15 countries were invited to Taiwan on November 11-12 for a hybrid event combining physical and online participation. Approximately 350 young people from 33 countries (including Taiwan) attended, with a peak of 2,449 concurrent viewers on the YouTube channel.

2 Youth Overseas Peace Corps and Learning from Service

In 2023, in response to the easing pandemic situation, plans for youth overseas volunteer service teams were revived. Collaborating with non-governmental organizations and tertiary institutions, diverse overseas volunteer service programs for youth were promoted. Activities such as pre-departure training for youth overseas volunteers, meetings with the President for youth representatives, and sharing of achievements by youth overseas peace work teams were organized to ignite enthusiasm among youth for engaging in overseas voluntary service. In the future, digital integrated service models will be developed to deepen the training of new service models for youth overseas volunteers. Efforts will be made to promote youth participation in long-term overseas volunteer service. Additionally, exemplary youth overseas volunteer service will be commended to demonstrate the value of team overseas service and expand its impact.

3 Youth Travel

There are several designated spots around Taiwan to encourage youth to learn from travel. Cultural, tribal, ecological, rural, fishing village, volunteering, and physical activities allow them to experience local life and culture. Besides the travel spots, projects such as the “Touching Taiwan Youth Travel Program” encourage participants to self-reflect, learn and care more about their homeland, and cultivate adaptability in various regions. In 2023, 19,918 youths participated in these activities.

4 The Youth Education and Employment Savings Accounts Program

To encourage high school graduates to explore themselves, accumulate experiences through workplace, learning, and international experiences, and have a clearer vision of their future goals, since 2024, the “Youth Education and Employment Savings Accounts Program” and “Youth Experiential Learning Program” has been implemented, which is divided into the “Employment Explore Supporting Program for High School Graduates” and the “Youth Experiential Learning Program.” The “Employment Explore Supporting Program for High School Graduates” provides a monthly government subsidy of NT$10,000 for up to 3 years, to be used for the youth's future employment, education, or entrepreneurship endeavors. The “Youth Experiential Learning Program” encourages exploration and direction setting through volunteering and adventure activities.

5 10-Billion NTD Youth Overseas Dream Fund

To encourage young people to broaden their international perspectives and develop globalization-related skills, the 10-Billion NTD Youth Overseas Dream Fund will be established. This fund aims to expand opportunities for Taiwanese students to study abroad, participate in training, internships, and field research, and for potential teachers to engage in overseas educational internships, educational practices, and international projects. Additionally, it provides more financial support to socio-economically disadvantaged youth with professional skills or academic potential.

The goal is to enhance investment in higher education and technical and vocational education, promote international cooperation, and cultivate diverse industry talents.

D Future Prospects

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

Youth Development Administration

Teacher and Arts Education

A Teacher's Professional Training

The Teacher Education Law is formulated in order to train and educate qualified teachers for schools at the senior high level and below. For preschools, the goal is to augment the supply of teachers and enhance their professional expertise. The teacher education system consists of diversified training and selection methods. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters, and doctoral levels. Eligible candidates must complete a curriculum that covers general courses, area of specialization courses, and professional education courses, after which they must attend a six-month practical education training; following that, if they pass the teacher qualification examinations, they will receive 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 practical education training. A number of qualified students are selected via exams before they hone their teaching and educational skills in practical education training.
2. On Nov. 16, 2018, the MOE amended and promulgated the "Republic of China Directions Regarding Teachers' Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs," which applies to pre-service teachers since 2019 and students who choose pre-service training courses. It aims to establish a learner-centered training system that respects diversity, social care, and a global view and is in response to the "Curriculum Guidelines of 12-Year Basic Education" and the "ECEC Curriculum Framework." The directions center on the idea of professionalization in teacher education so as to raise the quality of teachers, aided by the publication of books about teaching in any discipline and integrated with evaluation of teacher education and verification of teacher qualifications.
3. According to the "Operation Directions Governing MOE Subsidies for Universities that Offer Teacher Training Programs to Vigorously Undertake Quality Teacher Education and to Develop Specialized Teacher Training Projects," the MOE continues to encourage teacher education universities to vigorously advance teacher training and teacher professionalism and develop teaching characteristics with the school at their center and establish quality teacher training models.
4. The MOE established a "National Pre-Service and In-Service Teacher Integrated Database" and set up a mechanism to evaluate the supply and demand of teachers to adjust the number of teachers it trains and ensure teacher's quality and appropriate quantity.
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 government-funded students and issue teacher training scholarships and study funding.
6. The MOE implements an evaluation system for university and college instructor training to ensure the quality of teacher-training courses provided by universities and that teachers adhere to the "Republic of China Guidelines Regarding Teachers' Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs," Curriculum Guidelines of 12-Year Basic Education, and the "ECEC Curriculum Framework."
7. The Teachers' Act was amended and promulgated on June 30, 2020, providing a legal basis for teachers' professional development and in-service further training mechanisms. The incentives for teachers' professional development are clearly defined in the act in order to strengthen their career development, encourage them to continue learning, enhance their teaching quality, and protect the students' rights to education.
8. Promote the professional development support system for teachers, integrate various teacher professional development programs and resources from the MOE, provide a single window for flexible and autonomous subsidies to county and city governments, and extend the traditional mission of universities in an endeavor to develop solutions for economic, social, and environmental problems in counties

and cities, elevating the university social responsibilities (USR, guiding instructions and students to take part in innovation, strengthen industry-academia cooperation, etc.), offer teachers during different phases of their career actual support for diverse, autonomous, professional 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 and futuristic vision of potential teachers and enhance the international competitiveness of high-quality teachers, teacher education university are subsidized to to send pre-service teachers overseas for teacher traineeships, and teaching internships and participation in the International Schweitzer Program, which aims to enhance pre-service teachers' language abilities and multicultural literacy as well as promote educational exchanges between teacher education university and schools overseas.

11 Establish and maintain the operation of an "Educational Internship Information" platform, strengthen cooperation and exchanges between universities that train teachers and organizations which use education interns (secondary schools, primary schools, and preschools) and local educational administrative bodies, closely integrate teachers who direct and counsel interns with the interns themselves, incentivize the education internship bodies to become professional development schools for cooperation with universities that train teachers.

12 With the implementation of the "Development of National Languages Act," national languages have been incorporated into the SY2022 courses in line with Curriculum Guidelines of 12-Year Basic Education. The MOE began establishing guidelines for training and hiring Hokkien, Hakka, and Indigenous language teachers as well as training teachers of national languages (Hokkien, 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 "Bilingual 2030" policy formulated by the Executive Yuan, the "Bilingual Teacher Training Project" is organized to train teachers for bilingual instruction at elementary and secondary schools. Universities are subsidized to set up bilingual education research centers to conduct pre-service teacher training and research on pedagogy and teaching materials for the training of all-English and bilingual teachers for elementary and secondary schools. Courses for college credits are also offered to inservice teachers to help them develop a strong skill set for bilingual education.

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.

From the 2019 to 2023, the "Phase Two Five-Year Plan for Aesthetic Education" was implemented with the concept of "Aesthetics is Life - Rooted in Childhood, Interdisciplinary Integration, International Connection. " It aimed to integrate and construct a communication platform and management system for aesthetic education, strengthen the connection and

diffusion support system for aesthetic education courses among central, local, and school levels, enhance the aesthetic literacy of educators, and implement life aesthetics education through the connection of campuses and surrounding environments. Building upon the foundations of the first and second phases , the MOE has been implementing the “Phase Three Five-Year Plan for Aesthetic Education” from 2024 to 2028. Guided by the principles of “starting from early childhood, rooted in daily life, locally global, and sustainable practice,” this plan strengthens the collaborative mechanism across various departments within the MOE. It directs projects related to learning environments to incorporate aesthetic principles while considering both local practices and international connections for sustainable development. The goal is to expand the influence and effectiveness of aesthetic education, making aesthetic appreciation an integral part of life.

2 Arts Competitions and Promotions

Seven major arts competitions are held annually, with about 220,000 students participating annually. 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.

During the SY2021 and SY2022 (February to April of years 2022 and 2023), which coincided with the COVID-19 pandemic, the Ministry of Education convened a task force meeting to ensure the smooth implementation of the national student performing arts competition. The task force conducted site inspections and epidemic prevention planning checks at venues (including backup venues) designated for the four competitions in various counties and cities. To ensure cautiousness, inspections of competition venues in each county and city were carried out from February to April during the competition period to verify compliance with epidemic prevention regulations. To facilitate the smooth progress of the competitions while prioritizing student safety, the MOE drafted seven regulations based on various directives issued by the command center. These regulations included guidelines for team practices in performing arts, epidemic prevention contingency plans for reference by counties and cities, epidemic prevention contingency plans for the finals, principles for protective measures, key points for environmental cleaning and disinfection work, and a subsidy program for student screening tests. Additionally, efforts were actively made to secure special budgets for COVID-19. In SY2022, competitions were successfully held in Taipei City and eight other counties, covering a total of 23 venues from February to April in 2023, with participation from approximately 5,270 teams and around 70,000 students.

In response to the suspension of the national student performing arts group competition for two years (academic years SY2019 and SY2020), comprehensive measures were taken to address the hiatus. An online observation and performance platform, named “Art Show” (https://artshow.edu.tw/), was established and officially launched in March 2022. This platform effectively utilized the power of the internet to provide a stage for performing arts exhibitions for students from high schools to elementary schools. Schools were encouraged to upload videos of physical performances for mutual observation and learning, thereby enhancing the effectiveness of student performances. In addition to setting up the online platform, the first post-competition joint promotion event was held in July 2022. This event facilitated the matchmaking of students with national-level venues, leading them to perform at national-level exhibition centers such as the National Kaohsiung Center for the Arts (Weiwuying) and the National Dr. Sun Yat-sen Memorial Hall, covering categories such as dance, music, and folk songs. The event continued in 2023, bringing together a total of 37 schools from northern, central, and southern Taiwan to perform at 15 venues. This initiative aims to promote mutual observation and friendly exchanges among national performing arts teams and to extend art education to the general public.

3 Specialized Arts Education

To promote specialized arts education, schools can open specialized art talent classes from the third grade of elementary school to senior high school in accordance with relevant regulations. The purpose of an art talent class is to cultivate students who possess excellent artistic talent with professional 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 MOE Talent Cultivation Project for Digital Humanities-Phase II.
2. Science & Technology Education in Important Industries Pilot Project: developing talents in such areas as precision healthcare, energy technology, next generation mobile networks technology, intelligent manufacturing, intelligent system-on-chip design, advanced IC design, artificial intelligence, cyber security, and information software.
3. Interdisciplinary Education of Humanities & Science Pilot Project: developing talents for the XPlorer Project, e-Learning, iLink-hss Program, new engineering education method experimentation and construction project.

B Digital Education

The MOE has been devoted to promoting digital education in primary and secondary schools. The Digital Learning Enhancement Plan for Grades 1-12, approved by the Executive Yuan for implementation from 2022-2025 includes the “Internet Access for Every Classroom, Online Learning for Every Student” policy that subsidizes learning tool use by teachers and students during lessons. The main points are as follows:

1. Digital Environment: One device per student is distributed to rural areas schools, while one class is allocated per six classes in non-remote schools. This distribution is accompanied by a Mobile Device Management (MDM) system, which facilitates centralized management and software deployment through MDM settings, making teaching more convenient. Furthermore, the campus internet bandwidth ranges from 300 Mbps to 1 Gbps, and all classrooms are equipped with wireless internet access and smart teaching facilities.
2. Digital Content: Establishing the “The MOE Digital Learning Portal” website, which includes digital resources, tools, and services suitable for primary and secondary schools, to be used by teachers and students with learning devices. Through public-private partnerships, diverse digital content is being developed, and the content and functionality of the “Taiwan Adaptive Learning Platform (TALP)” are being expanded and optimized to develop subject-based, literacy-based, issue-oriented, interactive, and game-based digital content, as well as providing integrated e-book services. Additionally, subsidies are provided to local governments and schools for the procurement of digital content and teaching software to facilitate the use of digital teaching and learning by teachers and students.
3. Teaching Applications : Complete 100% of basic digital teaching training for primary and secondary school teachers, provide digital teaching guidelines, promote various innovative teaching applications such as technology-assisted autonomous learning, 5G new technology learning applications, digital teaching feature

development, thematic interdisciplinary and project-oriented learning. Additionally, pilot programs include Bring Your Own Device (BYOD) and Take Home and Study with Device (THSD) initiatives, as well as “Bilingual Digital Learning Companion Programs,” extending digital learning from schools to homes, connecting in-school and after-school learning, and creating a diverse digital and bilingual learning environment.

4 Support System and Educational Big Data: Promote tiered counseling mechanisms, subsidize local governments and the MOE in establishing digital learning promotion offices, and jointly promote by university-led counseling teams. Additionally, the MOE plans to collaborate with local governments to promote in-school and in-classroom companion services, assisting teachers in implementing digital teaching. Furthermore, an educational big data analysis system has been established to detect learning difficulties for students, provide references for teachers to adjust teaching methods, and subsidize colleges and universities in offering micro-programs in educational big data to cultivate professional talents.

5 The MOE has promotional events such as organized digital learning forums, Taiwan Education Technology Expos, and Self-Regulated Learning Days, showcasing the implementation results of related innovative policies. In 2023, representatives from multiple countries such as New Zealand, Germany, Japan, and Australia were attracted to exchange experiences with the MOE. Additionally, invitations were received to share experiences in the United States, Japan, and other countries. Furthermore, Kuo Bor-chen , the executive secretary of the developer of the “TALP,” was awarded the Cognition and Assessment SIG 2023 Contribution to Practice in Cognition and Assessment Award by the American Educational Research Association (AERA). In the future, besides continuing to promote various projects, plans will be made to showcase the promotion results through organizing international exchange conferences and promoting outstanding selections. These activities aim to encourage active participation from schools and personnel . Furthermore, exchanges on digital learning will be promoted internationally to share Taiwan’s experiences and learn from the characteristics of other countries for continuous improvement.

C Environmental and Disaster Response Education

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

1 Environmental Education and Sustainable Campuses

Since 2022, the MOE has been implementing the “New-generation Environmental Education Development,” policy’s medium- to long-term plan through the seven strategies of strengthening the policy support system, reinforcing teachers’ professional competency, promoting high-quality course development, optimizing learning and training environments, encouraging youth environmental action, developing local sustainability solutions, and connecting with international partners. In accordance with the five themes of environmental education under the 12-year Basic Education Curricula, the MOE develops teaching demonstrations, organizes teachers’ skill acquisition seminars, and school environmental education practical competitions, which are implemented by local governments’ environment education groups.

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

2 Continuous Push for Climate Change Education at Universities

In response to climate change concerns, the MOE is devoted to cultivating interdisciplinary talent that specializes in adapting to climate change and producing supplementary course materials. In addition, the “Climate Change Creative Contest” is held annually to increase

university students' understanding of climate change, decrease the damage, and adapt to it. The MOE will deepen 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 "Resilient Campuses Against Disasters and the Application of Technology in Disaster Prevention Project" promotes campus safety and disaster prevention, as well as to increase awareness of disaster prevention and safety. In the future, in addition to disaster prevention training in elementary and secondary schools, the MOE will further subsidize schools for building specialized disaster prevention campuses and enhancing 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, special education, and Indigenous teachers will also be incorporated into disaster prevention training and promoting disaster prevention youth awareness.

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. The cumulative goal is to reach 128 megawatts in capacity. For students to be able to exercise in the summer heat, the installation of ground-based photoelectric courts has been actively promoted since 2018 to provide a comfortable space for teachers and students to play sports. The goal is to reach 62 megawatts in capacity. In 2020, in line with the policy of "air conditioning in every classroom," the MOE promoted the installation of solar photovoltaic panels in primary and secondary schools and actively assisted in the installation of rooftop solar power generation equipment. The goal is to reach 324 MW in capacity.

5 Tree Planting & Tree Loving Education

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

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

6 Campus Green Hedge Project

In response to the national tree planting policy of the Executive Yuan, the MOE collaborates with the "National Tree Planting Consultation Center " of the MOA. Through the establishment of campus green hedges, the project aims to improve poor visibility and roadside noise issues around schools, enhance campus landscape aesthetics, and continue promoting tree-loving education. In 2023, a total of 104 schools were subsidized, and in 2024, the project will continue promoting campus green hedges and tree-loving education. Additionally, plans include promoting education and training on tree carbon sequestration, with each county or city selecting at least one school as a demonstration campus. ■

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 August 31, 2023, the number of schools approved to provide experimental education for indigenous peoples is 40. The MOE will continue to encourage and guide more schools with a special indigenous focus to join the project.

B. Experimental Education Class: In SY2023, subsidies were given to 16 schools to operate experimental education classes for indigenous peoples.

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 SY2022, 22 county and city governments processed the applications for subsidies to offer a total of 27,960 indigenous language courses in 5,702 elementary and junior high schools.

4 Indigenous Peoples in Higher Education

A. Protecting Indigenous Students' Rights to Higher Education: In SY2023, colleges and universities announced an admission quota of 11,828 for indigenous students. Colleges and universities are encouraged to offer specialized courses for indigenous students. In SY2023, there are 39 such courses across 25 universities.

B. "Indigenous Student Resource Centers": In SY2023, Indigenous Student Resource Centers at 144 universities received subsidies. 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 2023, the MOE organized the first training program for the employees of Indigenous Student Resource Centers to increase their cultural awareness and consulting expertise. 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 SY2023, 229 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 SY2023, 75 applications for government sponsorship were approved.

C. Programs for indigenous teachers:

1. Indigenous teacher training course: Provide guidance for Indigenous scholarship students and teacher trainees to take courses in indigenous languages and culture, while schools are encouraged to introduce elders from Indigenous tribes or individuals with relevant expertise to

jointly teach courses. In SY2023, eight schools were approved to offer the course.

2. Postgraduate Indigenous language course for credit: Courses are available for current Indigenous language teachers, staff members, substitute teachers, promotional workers, and Indigenous individuals recommended by endangered language promotion organizations, who receive teaching certification upon completion. In SY2023, two schools were approved to offer the course.
3. Indigenous ethnic education secondary specialization course: In SY2023, nine schools were approved to offer the course.
4. Secondary school indigenous language teacher on-the-job training secondary specialization course for credit: In SY2023, two courses were offered.
5. Elementary school language discipline indigenous language course for credit: In SY2023, three courses were approved.

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 2023, the MOE subsidized local governments to offer 288 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 2023, the MOE subsidized local governments to offer 39 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 high school and senior high school, flexible learning courses and second foreign language courses have also been incorporated. A total of 126 textbooks for learning the languages of seven countries, including Vietnamese, Indonesian, Thai, Khmer, Burmese, Malay, and Filipino, have been completed. In SY2023, the physical curriculum for national primary and secondary schools' education in the languages of new immigrants covered 1,445 schools, offering 7,328 classes with a total of 16,985 students enrolled. Additionally, the online curriculum included 291 schools, offering 244 classes with a total of 930 students enrolled. In

total, there were 1,736 schools, 7,572 classes, and 17,915 enrolled students. In SY2022, 105 senior high schools nationwide offered Southeast Asian language courses. In the first semester, there were 79 classes and a total of 1,596 enrolled students. In the second semester, there were 108 classes offered with 2,039 enrolled students, totaling 3,635 enrolled students.

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 SY2023, 98 elementary, junior high, and senior high schools received subsidies for 120 fun-learning activities of new immigrants' native languages. Colleges and universities are also subsidized to offer Southeast Asian language courses. In SY2022, 71 colleges and universities received subsidies for 197 courses with a total of 8,098 students, with the goal of effectively learning about Southeast Asian languages and cultures.

6 International Exchange Opportunities for Children of New Immigrants

To promote inter-school exchanges with Southeast Asian countries, the National and Preschool Education Administration of the MOE has been promoting "International Exchange Activities for Children of New Immigrants." In addition to encouraging schools to facilitate cultural exchanges through activities, the initiative also encourages schools to conduct inter-school exchange activities through remote video conferencing. Through online experiences, students can learn about international cultural environments and broaden their international perspectives. By incorporating language strengthening courses, discussions on Southeast Asian cultures, and other relevant topics, the program aims to maintain the benefits of international exchange and cultivate talents with international perspectives. In 2024, funding was approved for 8 cases of international exchange between children of new immigrants through inter-school visits.

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

Study in Taiwan

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

In 2023, the number of international degree students, language students, and exchange students studying in Taiwan increased to 116,038, 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 for Degree Studies

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

1 MOE Taiwan Scholarships

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

The maximum scholarship period for each degree level is:

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

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

The scholarship provides up to NT$40,000 each semester for each recipient's tuition and miscellaneous fees. If these exceed 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

Each academic year, 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.

B Mandarin Education 2025 Program

The MOE along with the Ministry of Foreign Affairs (MOFA) and the Overseas Community Affairs Council (OCAC) has launched the "Mandarin Education 2025 Program" in July 2022. The "Mandarin Education 2025 Program" is a 4-year program with more than NT$2 billion budget invested. It aims to promote Taiwan's high-quality Mandarin language education worldwide and provide people with the opportunity to increase their understanding of Taiwanese culture.

In the "Mandarin Education 2025 Program," the MOE is encouraging universities in Taiwan

to collaborate with universities in Europe, North America, New Zealand and Australia to implement the “Taiwan Huayu BEST Program”. The MOE also established the MOE Huayu Enrichment Scholarships (HES) to encourage overseas students to study Mandarin in Taiwan. HES scholarship winners can study at a Mandarin language center in Taiwan for a period from as short as two months, up to a maximum period for one year. They receive a monthly stipend of NT$25,000.

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

C 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. 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 U.S.-Taiwan Education Initiative

In December 2020, Taiwan and the United States jointly launched the U.S.-Taiwan Education Initiative, which aims to strengthen

cooperation on language education. In 2023, both sides further formulated the Education Initiative Three-year Strategic Plan (2023 to 2025) to expand the cooperation to the state level. Under the U.S.-Taiwan Education Initiative framework, Taiwan encourages more American students to come to Taiwan to study Mandarin language, and jointly promotes several government-supported programs with the U.S, such as NSLI-Y, CLS and Gilman scholarship. On the other hand, the U.S supports Taiwan's Bilingual 2030 and encourages more Americans to come to Taiwan to study Mandarin and teach English, particularly through the Fulbright English Teaching Assistant (ETA) and English Teaching Flagship Scholarship Program (ETF). Taiwan has one of the largest Fulbright English Teaching Assistant (ETA) programs in the world with up to 150 awards granted each year.

F International Education Cooperation

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

Scholarships

Learn Chinese in Taiwan

Inquiry Service for Overseas Students

Taiwan Experience Education Programs (TEEP)

An easy life, accessibility, and quality – what studying in Taiwan is like for Italian student

Interviewee: **Italian student Serena Di Maria**
National Yang Ming Chiao Tung University graduate student

After graduating with a master's degree in Chinese language and culture, Serena Di Maria wanted to find somewhere that would allow her to practice speaking Mandarin and raise her cultural awareness.

Originally, she thought about going to Nanjing but later decided to go to Taiwan. Before arriving, she didn't know much, only that Taiwan was a democracy and that it had semi-tropical weather. Later, she discovered the Taiwan government offered good scholarships for studying Mandarin and pursuing a degree. More importantly, during the COVID-19 pandemic, Taiwan opened its borders to foreign students before China did, making it more attractive to her. All these reasons made her come to Taiwan for her second master's degree.

Di Maria chose to enroll in the International Master Degree Program in Inter-Asia Cultural Studies at National Yang Ming Chiao Tung University (NYCU) because it offered classes taught both in English and Chinese in the fields that she was interested in. Furthermore, she could still choose to take electives at other universities, like National Central University and National Tsing Hua University.

Di Maria's main interest is literature. Thanks to the program, she has had more exposure to Taiwanese writers like Chiu Miao-chin and Li Ang. Additionally, she has been taking courses in virtual culture, like "Literature and Film: An Intermedial Approach."

Before arriving in Taiwan, Di Maria had studied Mandarin for about six years. However, back then, she learned simplified characters. She spent the first eight months taking language classes which gave her more exposure to Taiwanese Mandarin. She said it was difficult to make the switch, but has become more fluent. Di Maria is happy that, despite not taking any language courses, she can still practice her Chinese on a daily basis.

Di Maria added that Taiwan has a high-quality academic environment and is affordable in terms of cost of living. Its universities offer great resources for learning and for study spaces. International students at NYCU get to go on trips, helping students connect with Taiwan on a deeper level.

Di Maria said that after graduation she will apply for a PhD. She hopes to specialize in Taiwanese literature, and Taiwan is the best place to do so. Also, she found Taiwan to be a convenient place to live in. She has fallen in love with Taipei's YouBikes.

After her PhD, Serena is unsure whether she will remain in Taiwan, as she would also love to share what she has learned in Taiwan with people in her home country. ■

From Indonesia to Taiwan: Taiwan is clean, safe, and fun

Interviewee: **Bernadeta Ratri Dewi**
National Tsing Hua University graduate student

Full-time student Bernadeta Ratri Dewi said that Taiwan allows her to be immersed in Mandarin and opportunities to apply the language.

Born and raised in Indonesia, Dewi said she came to Taiwan for her master's for a few reasons.

First, Dewi said that Taiwan is a clean, safe, and developed country. As one of the safest countries in the world, she feels safe studying here.

Second, she has a strong interest in improving her Mandarin skills. Taiwan's immersive environment is conducive to learning the language quickly and intensively.

Third, Taiwan's scholarships helped Dewi cover accommodation and living expenses. She also cited Taiwan's fast pandemic response, beautiful scenery, and robust public transit as reasons why she decided to come.

A master's student at National Tsing Hua University (NTHU), Dewi said her decision to attend the school was not just based on rankings, but also on its comprehensive Mandarin courses. NTHU offers summer and winter courses for students to study Mandarin all year round.

Dewi decided to pursue an International MBA (IMBA) because it is under the College of Technology Management. This allows her to apply technology to management, like data analytics. She said the program provides workshops and activities for students, helping them network and meet people from different backgrounds.

Before coming to Taiwan, Dewi said she could only speak basic Mandarin, yet she has shown promising progress. Now, at the intermediate stage, she seizes every opportunity to practice her Mandarin.

Dewi hopes that after a few years of living in Taiwan, she will be able to speak Mandarin fluently.

After her master's, Dewi looks forward to working full-time in Taiwan. She hopes that she can find employment at a multinational company that has a presence in Taiwan and Indonesia, strengthening cooperation between the two sides. ■

Bilingual and International Education

A Bilingual 2030

The two visions of the Bilingual 2030 policy are "cultivating Taiwanese talents that connect to the world" and "responding to international enterprises' investment in Taiwan, helping Taiwan's industries connect to the world, and creating high-quality employment opportunities." To achieve these, ministries actively promote the Bilingual 2030 policy, and the MOE is responsible for accelerating the progress of making higher education bilingual, balancing and enhancing bilingual education's conditions and digital learning at the high school level and below, and strengthening future generations' competitiveness by adding bilingualism to professionalism. 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 and focused development as its two main objectives. Together with complementary measures, the program will cultivate bilingual talents with a global vision.
2. Balancing bilingual conditions in schools at the senior high level and below: with generalized enhancement, elimination of disparities, and focused development as the three pillars in the promotion of bilingual education, 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.

B Internationalized Education

1 Background

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

education, the MOE implemented the Medium-Term Development Plan for International Education in Primary and Secondary Schools in August 2023. In response to the trends in international education and to streamline organizational structures in line with administrative simplification, the plan involved integrating interdisciplinary resources. It was jointly implemented by the central government, local authorities, and primary and secondary schools nationwide, aiming to move towards the vision of "connecting internationally and linking globally." The plan outlined four strategies and nine action plans, including enhancing the cultivation of international education talents, promoting international education curriculum, facilitating international exchange and cooperation, and strengthening the support mechanism for international education. The implementation period is from 2023 to 2028, with an initial investment of NT$140 million in the first year, increasing gradually each year. The plan targets all primary and secondary schools nationwide, with the two main development focuses being deepening curriculum initiatives and expanding international exchanges. The key implementation priorities are to demonstrate national values, respect cultural diversity and international understanding, enhance international mobility, and fulfill global citizenship responsibilities.

2 Four Strategies

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

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

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

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

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

Education Expenditures

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

In the 1951 fiscal year, the education budget for all educational levels was NT$213 million, which accounted for 1.73% of GDP; in the 2023 fiscal year, the figure has since reached NT$1,003.09 billion, or 4.26% 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 2023, funding for private institutions reached 20.76% of the education budget. Public schools meanwhile enjoyed 79.24% of the budget. Looking at the breakdown of each education level of school, in SY2022, the total education budget was NT$755.21 billion, of which preschool education accounted for 8.75%, primary, and junior high school education for 41.87%, senior high school education for 14.64%, higher education for 33.96% (junior colleges 0.71%, universities and colleges 33.25%), and 0.79% 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

School Year/ Year	Total Population (Thousand Persons)	Nominal GDP (US$ billion)	Economic Growth Rate (%)	Unemploy - ment Rate (%)	Consumer Price Index (2021=100)	Mean Years of Schooling for Age 25 Plus (years)	Excepted Years of Schooling (years)
1980	17,886	42.3	8.04	1.23	47.02	-	-
1990	20,401	166.4	5.54	1.67	63.51	-	-
1995	21,357	279.0	6.50	1.79	76.37	-	-
2000	22,277	330.7	6.31	2.99	81.92	9.3	-
2005	22,770	374.0	5.38	4.13	84.75	10.6	-
2010	23,162	444.2	10.25	5.21	89.93	11.3	-
2015	23,492	534.5	1.47	3.78	94.54	11.9	16.6
2020	23,561	673.3	3.39	3.85	98.07	12.4	16.6
2021	23,375	773.1	6.62	3.95	100.00	12.5	16.8
2022	23,265	760.8	2.59	3.67	102.95	12.6	16.9
2023	23,420	755.3	1.31	3.48	105.51	12.7	16.8

Sustainable Development Goal 4 Indicators

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

Sustainable Development Goal 4 Indicators (Continued)

School Year/ Year	Participation Rate in Organized Learning - One Year Before the Official Primary Entry Age (%)		
	Total	Male	Female
2019	92.53	92.66	92.39
2020	96.03	95.87	96.20
2021	96.64	96.77	96.50
2022	97.79	97.75	97.85

School Year/ Year	Gender Parity Indices			
	Completion Rate			Participation Rate in Organized Learning - One Year Before the Official Primary Entry Age
	Primary	Junior High	Senior High	
2019	1.00	1.00	1.00	1.00
2020	1.00	1.00	1.00	1.00
2021	1.00	1.00	1.00	1.00
2022	1.00	1.00	1.00	1.00

School Year/ Year	Proportion of Schools Offering Basic Services (%)								
	Electricity			Internet for Pedagogical Purposes			Computers for Pedagogical Use		
	Primary	Junior High	Senior High	Primary	Junior High	Senior High	Primary	Junior High	Senior High
2020	100.00	100.00	100.00	99.96	99.86	99.81	99.92	99.86	99.81
2021	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
2022	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Sustainable Development Goal 4 Indicators (Continued)

School Year/ Year	Proportion of Schools Offering Basic Services (%)											
	Adapted Infrastructure and Materials			Basic Drinking Water			Basic Sanitation Facilities			Basic Hand-washing Facilities		
	Primary	Junior High	Senior High	Primary	Junior High	Senior High	Primary	Junior High	Senior High	Primary	Junior High	Senior High
2020	99.66	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
2021	99.92	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
2022	99.92	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Summary of Education at All Levels

SY 2023-2024

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2022	No. of Students Per 1,000 Population
Total	11,123	303,963	93,677	4,042,175	832,885	172.59
Preschool	6,699	61,585	-	570,581	-	24.36
Primary School	2,624	101,475	53,288	1,235,355	182,340	52.75
Jr. High School	735	45,117	21,056	546,296	195,409	23.33
Senior High School	508	50,649	17,858	557,631	171,481	23.81
Uni., College & Jr. College	145	43,307	-	1,094,829	274,842	46.75
Special Edu. School	28	1,691	535	4,334	1,351	0.19
Supp. & Cont. Sch.	376	62	940	32,638	7,355	1.39
Religious College	8	77	-	511	107	0.02

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

Unit: %

School Year	Total	Primary		Junior High		Senior High		Tertiary
	Gross	Gross	Net	Gross	Net	Gross	Net	Gross
2008-09	95.11	99.00	98.02	99.25	97.95	98.86	92.62	86.12
2011-12	94.12	98.79	97.98	98.86	98.15	98.98	93.62	84.27
2014-15	93.08	98.46	97.68	98.91	98.13	98.41	94.10	82.87
2015-16	92.71	98.36	97.56	98.95	98.17	98.84	94.25	82.12
2016-17	92.52	98.25	97.43	98.95	98.03	98.34	94.46	82.17
2017-18	92.42	98.13	97.27	98.87	97.94	97.90	94.28	82.29
2018-19	92.38	98.00	97.14	98.67	97.75	98.31	94.17	82.24
2019-20	92.56	97.87	97.02	98.49	97.51	98.77	94.25	82.66
2020-21	93.73	98.14	97.34	98.52	97.59	98.80	94.40	85.35
2021-22	95.01	98.34	97.69	98.71	97.90	99.54	94.73	88.08
2022-23	95.81	99.15	98.63	99.42	98.75	99.87	95.14	88.90
2023-24	95.42	97.62	97.11	97.98	97.21	98.44	93.97	90.30

Number of Students Per Teacher at All Levels

Unit: Person

School Year	Total	Pre-school	Primary School	Jr. High School	Sr. Secondary Sch.		Junior College	College	Univer-sity	Special Edu. School
					Sr. High School	Sr. Voca. School				
1976-77	29.90	32.66	36.04	25.94	23.16	22.70	20.00	16.22	11.42	6.65
1981-82	27.25	26.10	31.79	22.97	22.99	22.50	20.79	11.92	13.53	5.24
1991-92	24.22	15.83	27.20	21.23	22.29	21.28	19.35	11.38	14.82	3.72
2001-02	19.71	12.44	18.60	15.67	19.41	19.18	20.56	20.17	19.60	3.58
2006-07	19.30	10.60	17.86	15.70	19.29	18.41	21.01	18.63	19.93	3.95
2011-12	17.90	12.72	14.78	13.74	18.53	18.29	27.69	21.10	21.52	4.08
2016-17	15.27	10.44	12.35	11.01	16.42		31.66	22.64	23.00	3.74
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	13.81		26.58	15.44	21.81	2.84
2022-23	13.59	9.63	12.20	9.28	13.56		26.09	15.99	21.45	2.82
2023-24	13.30	9.26	12.17	9.10	13.32		25.28	15.67	21.43	2.77

Overseas Students in R.O.C.

Unit: Person

Year	2007-08	2019-20	2020-21	2021-22	2022-23	2023-24
Total	30,509	128,157	90,895	94,579	106,067	116,038
Degree	16,195	63,530	62,387	65,383	66,917	67,299
Studying for a Degree	5,259	31,811	32,040	34,535	35,512	37,062
Overseas Compatriot Students (Includes Hong Kong and Macao Students)	10,936	23,366	24,315	26,555	28,284	28,109
Mainland China Students (Studying for a Degree)	-	8,353	6,032	4,293	3,121	2,128
Non-degree	14,314	64,627	28,508	29,196	39,150	48,739
International Exchange	1,441	5,766	2,475	5,190	6,100	6,100
Short-term Courses	1,146	7,846	3,785	2,686	4,185	4,185
Studying Mandarin Chinese	10,177	32,457	20,674	20,145	27,808	36,350
Mainland China Students (to Take Short-term Courses or Attend Meeting)	823	16,696	-	-	22	2,087
Overseas Youth Vocational Training Program	727	1,862	1,574	1,175	1,035	17

Ratio of Educational Expenditure to GDP

Fiscal Year	Educational Expenditure (US$million)			Educational Expenditure Per Student (US$)	Nominal GDP(US$ million)	% to GDP		
	Total	Public Sector	Private Sector			Average	Public	Private
1970-71	281	227	54	-	6,270	4.48	3.61	0.87
1980-81	2,014	1,638	376	448	46,393	4.43	3.60	0.83
1990-91	11,222	9,228	1,994	2,120	173,572	6.36	5.23	1.13
2001	17,464	12,997	4,467	3,350	299,303	5.83	4.34	1.49
2006	21,586	15,887	5,699	4,101	386,492	5.59	4.11	1.47
2011	26,619	20,480	6,139	5,643	483,957	5.50	4.23	1.27
2016	26,986	20,295	6,691	6,043	543,002	4.97	3.74	1.23
2019	29,474	22,336	7,138	7,014	611,336	4.82	3.65	1.17
2020	31,852	24,569	7,283	7,756	673,252	4.73	3.65	1.08
2021	35,460	27,885	7,575	8,586	773,135	4.59	3.61	0.98
2022	34,109	27,098	7,011	8,252	760,813	4.48	3.56	0.92
2023	32,192	25,510	6,682	-	755,306	4.26	3.38	0.88

Copyright

PUBLISHER	Ying-Yao Cheng (Minister of Education)
EDITORIAL BOARD	Department of Statistics
ADDRESS	No.5, Zhongshan S. Rd., Zhongzheng Dist., Taipei City 100217, Taiwan (R.O.C.)
WEBSITE	https://www.edu.tw

For more information, please call:

TEL: +886-2-7736-5766 (Dep't of Statistics, MOE)
FAX: +886-2-2397-6917

DATE	July 2024

SALES

1 Sanmin Book Co., Ltd.
TEL: +886-2-2361-7511
No. 61, Sec. 1, Chongqing S. Rd., Zhongzheng Dist., Taipei City 100003, Taiwan (R.O.C.)

2 Wunanbooks Store
TEL: +886-4-2226-0330
No. 85, Sec. 2, Taiwan Blvd., West Dist., Taichung City 403018 , Taiwan (R.O.C.)

3 Government Publication Bookstore
TEL: +886-2-2518-0207
No. 209, Songjiang Rd., Zhongshan District, Taipei City 104472, Taiwan (R.O.C.)

IN COOPERATION WITH	Taiwan News Corporation
Tel	+886-2-2351-7666
PRICE	NT$160 US$5
GPN	2005900021
ISSN	05781353

Education in Taiwan

Special thanks to

Yeh Hsing-hua, Chang Chi-chung, Jywe Wen-yuh, Wu Chung-chih, Serena Di Maria, Bernadeta Ratri Dewi, Taichung Municipal Daya Elementary School, Hualien County Fuli Elementary School, Hualien Chong-Hua Elementary School, Tong An Elementary School, Keelung Municipal Ming Chuan Junior High School, Kaohsiung Municipal Mituo Junior High School, Taichung Municipal Dajia Senior High School, National Shui-Li Vocational High School of Commerce and Industry, Sacred Hearts High School, Stella Maris Ursuline High School, Taipei Municipal Lishan High School, Er Xin High School, National Taipei University of Technology, Providence University, National Sun Yat-sen University, National Cheng Kung University, Shih Chien University, National Quemoy University, National Nantou Special Education School, Special Education School Affiliated with National Taitung University, Chinese Culture University, Cheng Shiu University, National Taitung University, Minghsin University of Science and Technology, National University of Kaohsiung, Hsiuping University of Science and Technology, National Pingtung University, Taichung Hou-Feng Community College, Chi-Mei Community University, Kaohsiung, Taiwan.

Note: Last updated on July, 2024

ISSN 0578135-3
00160
9 770578 135008
GPN : 2005900021
PRICE : NT$160 US$5