

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

