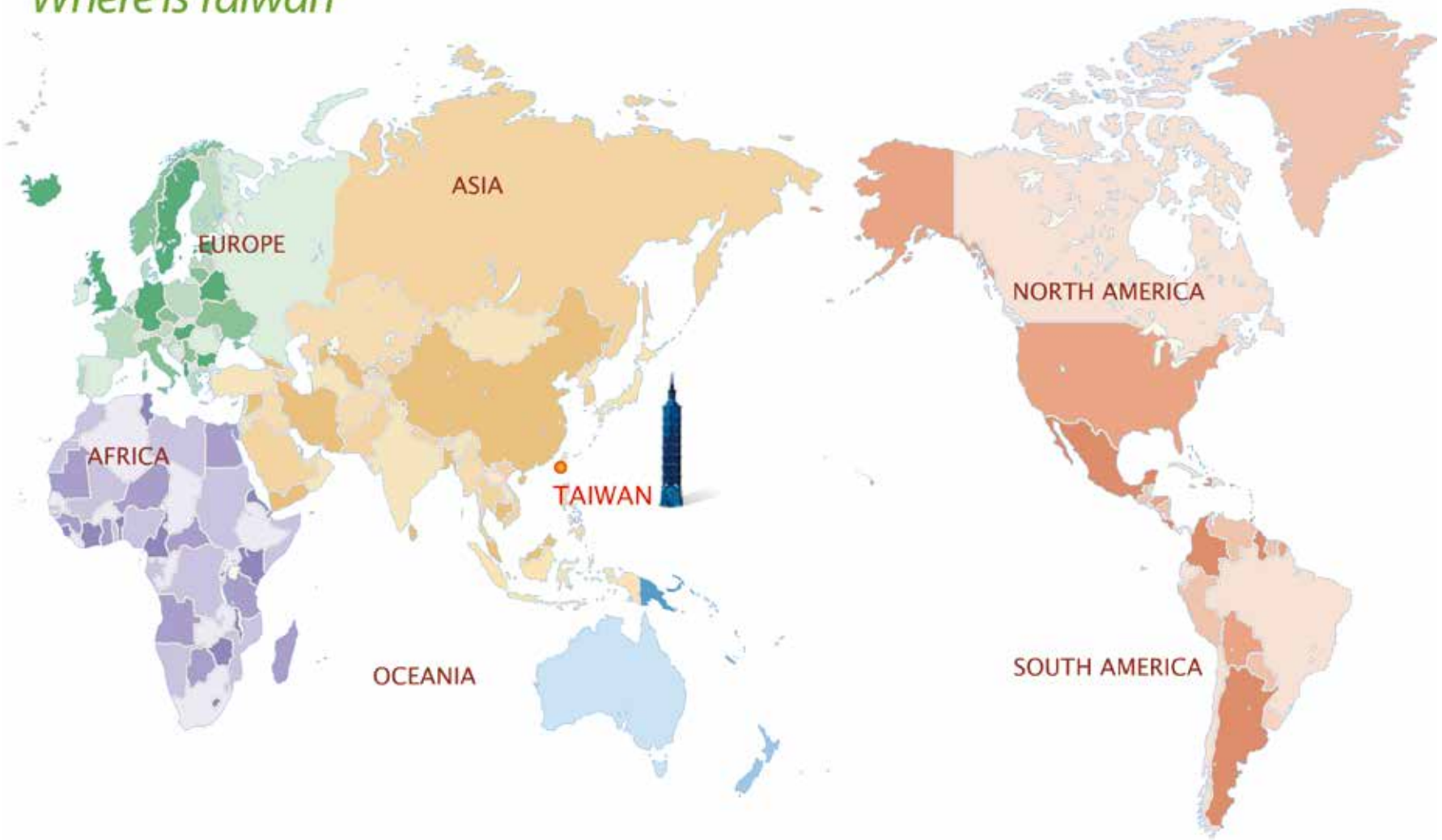
2025/26 EDUCATION IN TAIWAN

Ministry of Education, Republic of China (Taiwan)

Learning never exhausts the mind - Leonardo da Vinci

Where is Taiwan



2025 2026 EDUCATION IN TAIWAN

Ministry of Education, Republic of China (Taiwan)

Learning never exhausts the mind - Leonardo da Vinci

Contents

EDUCATION in TAIWAN

An Overview

A Introduction

As one of the Executive Yuan's subordinate agencies, the Ministry of Education (MOE) is the highest supervisory body in Taiwan's educational system. The MOE's mission is to enhance education in the country (including preschool education, 12-year basic education, technical and vocational education, higher education, lifelong education, special education, teacher cultivation, arts education, digital education, science & technology education, environmental education, diverse education and international talent cultivation), as well as to promote sports and youth development affairs, and improve the general quality of education to increase the country's competitiveness. The MOE is led by the minister of education, who is supported by two political deputy ministers, one administrative deputy minister, and one chief secretary. The MOE comprises eight departments, three administrations, and other subsidiary agencies. Together, they are committed to ensuring the quality of education in Taiwan. The MOE also supports municipal, county, and city governments in educational affairs.

B SDG 4

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

C Major Education Policies at Present

Establishing the Ministry of Sports

The MOE plans to establish an independent, secondary-level ministry to promote matters related to sports.

Taiwan Global Pathfinders Initiative

To encourage young people to broaden their international perspectives, the "Taiwan Global Pathfinders Initiative" is meant to expand international ties and exchanges, cultivate talents in key disciplines, facilitate industries' innovation and growth, and spearhead diverse creative initiatives in youth.

Measures to Counter the Falling Fertility Rate and Overseas Talent Recruitment

1. To address Taiwan's sub-replacement fertility rate, reduce the financial burden on parents, and work in coordination with the Executive Yuan-approved "Measures to Counter the Falling Fertility Rate," for early childhood education and care for children under the age of six, promotional strategies for "increasing affordable childcare slots," "reducing educational expenses," and "providing childcare subsidies" are implemented and adjusted as needed to expand the scope of assistance. In 2024, these were included into President Lai Ching-te's "National Child Care Policy 2.0 for Ages 0-6," aimed at building an affordable, high-quality, and accessible childcare service system to create a friendly environment for child development. This represents the most significant support measure ever for child-rearing over the past years.
2. In accordance with the National Development Council's strategy to attract and retain overseas talent, mitigate the impact of declining birthrates on university enrollment and operations, and meet the domestic demand for key industry talents, the following programs have been implemented: "Program for Promoting International Students to Study and Stay in Taiwan," "Industry-Academia Collaboration Program for New Southbound Students," "Program for Expanding the Enrollment of Overseas Compatriot, Hong Kong, Macau, and Foreign Students in Key Industry Fields," and "International Industrial Talent Education Special Program (INTENSE Program)," aiming to expand the enrollment of overseas students in Taiwan for study and employment.

12-year Basic Education Curriculum Guidelines

The new curricula kickstarted in SY2019 center on students and emphasize situated cognition, integration, exploration, and hands-on experience. Students are encouraged to take the initiative, engage the public, and seek the common good. With the vision in mind of "accomplishments for every child – nurture by nature and lifelong learning," students will acquire the knowledge, competence, and attitude needed to adapt to life and handle future challenges.

Bilingual Policy

The Bilingual Policy aims to cultivate domestic bilingual talent, expand the international communication skills and global perspectives of Taiwanese professionals, and enhance the international competitiveness of both individuals and industries.

At the higher education level, measures include implementing “The Program on Bilingual Education for Students in College” (BEST) to strengthen students' English proficiency, establishing quality assurance mechanisms for English as a Medium of Instruction (EMI) courses, and promoting the overall internationalization of universities.

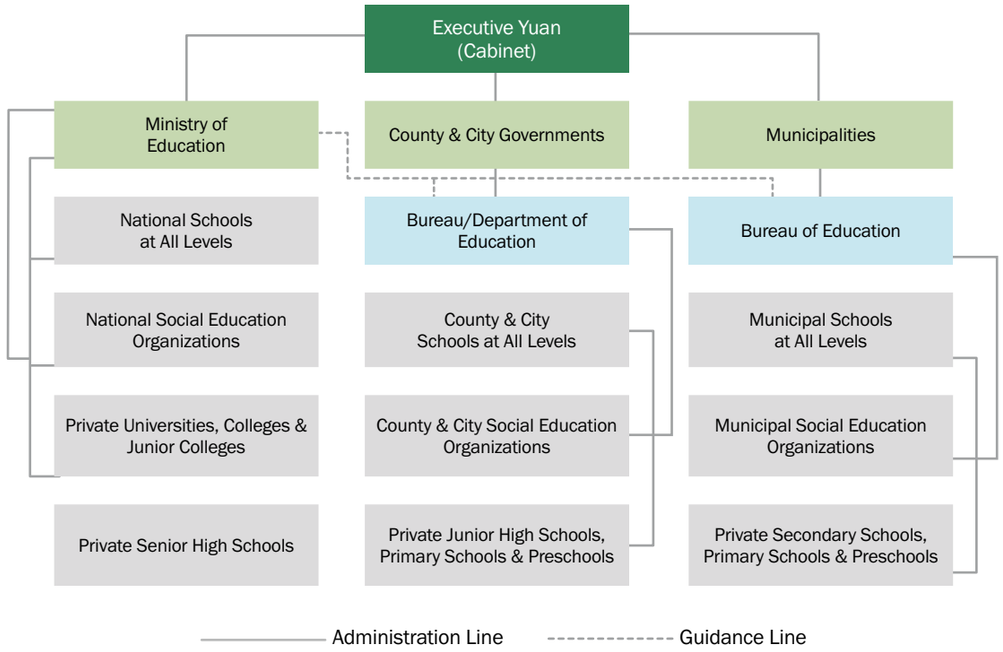
Within compulsory education, the policy promotes the implementation of “Bilingual Immersive Learning Environment Program for Schools,” encouraging schools at the senior secondary level and below to design diverse learning activities using English, thereby increasing students’ opportunities to use the language. It also includes the development of online English learning platforms and self-assessment systems, as well as providing learning support for students in remote areas.

By fostering a high-quality bilingual learning environment, this policy aims to cultivate bilingual professionals with global competitiveness. ■

Ministry of Education

SDG 4

The Education Administration System



Educational System

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

A Preschool Education

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

B Compulsory Education

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

curriculum. Practical classes allow students to better understand vocational education and their future career choices.

C Senior High School Education

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

Teacher training is comprised of diversified, well-resourced selection methods. Teachers in preschools, primary schools, junior high schools, and senior high schools are trained in universities that cultivate teachers. 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 participating in internships and selects a necessary number of candidates with just the right qualities.

F University, College and Graduate School Education

The maximum study period for bachelor’s degree candidates, including universities, colleges, universities of science and technology, and technical colleges is four years, except for the two-year bachelor’s degree program. Internships can last half a year to two years depending on the needs of the subject. For master’s degree candidates, the study period is limited to one to four years, and two to seven years for doctoral degree candidates.

G Special Education

Pre-tertiary level special education is divided into three stages: preschool, compulsory, and senior high school. They provide special education at corresponding stages, and schools providing them may set up special education classes. Independent special education schools may also be built to accommodate students with multiple disabilities that require special support. To best meet special education students’ needs, the stages, class arrangements, grades, settings and ways of implementing education, courses, teaching materials, and teaching and assessment methods must always remain flexible. Adaptability, individualization, socialization, accessibility, and inclusion must also all be part of special education provision and associated service measures.

H Arts Education

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

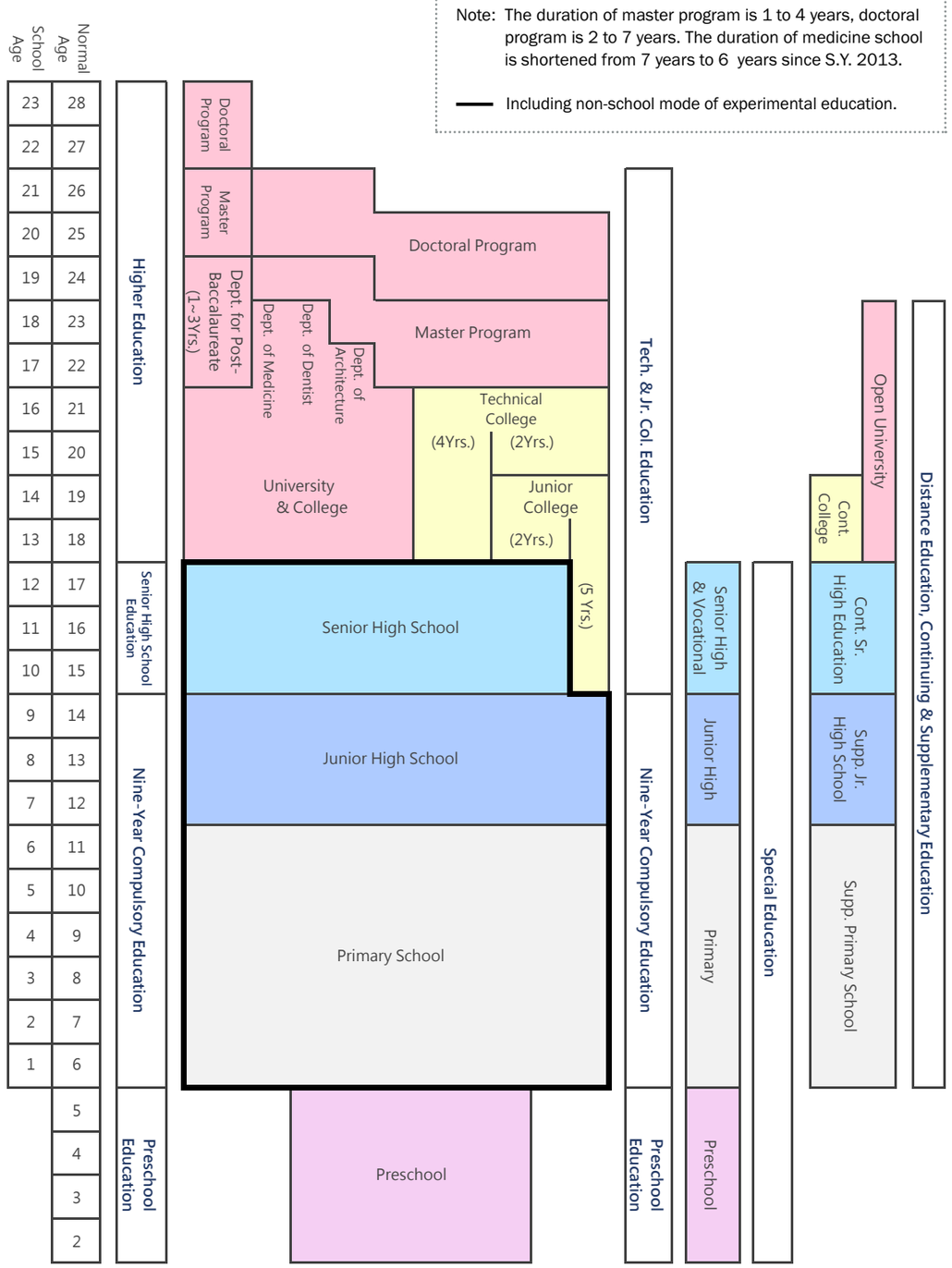
I Supplementary Education

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

The Current School System

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

A country's infrastructure and economic development are dependent on its manpower and talent cultivation. This requires long term, continued investment and needs to start from the very bottom. The government set the length of compulsory education at nine years in SY1968.

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

B Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system. After it took effect on Jan 1, 2012, kindergartens and childcare centers were redesignated "preschools," in which children from the age of two onwards are given complete and thorough education and care until they enter elementary school. This act integrates the education and the care of young children into a single administrative system, putting into

practice a child-centered strategy that focuses on the children's best interests. Taiwan is also the first country in Asia to integrate the two systems. On April 26, 2017, the "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 preschool educators.

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

C Preschool and Compulsory Education Policies

In accordance with the "Measures to Counter the Falling Fertility Rate" approved by the Executive Yuan, strategies such as "increasing affordable childcare slots," "reducing educational expenses," and "providing childcare subsidies" are implemented to promote education and care for children under the age of six. These strategies are adjusted as needed to expand assistance. In 2024, these are included into President Lai Ching-te's "National Child Care Policy 2.0 for Ages 0-6," aimed at building an affordable, high-quality, and accessible childcare service system to create a friendly environment for child development. Responding to parents' calls for more slots at public preschools (public and nonprofit), the policy centers on increasing supply of public slots, and since 2017, 3,699 classes have been added (290 in 2024), with approximately 265,000 public slots available in SY2024. Meanwhile, in SY2024, 2,039 private preschools applied for quasi-public eligibility, providing over 244,000 slots, bringing the total number of affordable slots to 509,000 between public and quasi-public preschools.

Furthermore, starting from August 2022, parents of children attending affordable preschools pay a maximum monthly fee of no more than NT$3,000, with additional discounts for second or subsequent children. Low- and middle-income families are exempt from fees. For parents taking care of their children or sending them to private preschools, they receive a monthly childcare subsidy or a 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 SY2024 reached 54.5%, and the enrollment rate for children aged 3 to the age before entering primary school reached 91.4%, indicating a substantial reduction in parental burden and an increase in overall preschool enrollment rates.

To enhance the teaching effectiveness of primary and junior high school teachers and promote students' diverse and adaptive development, efforts are continuously made to support local governments in improving curriculum and teaching quality. Counties and cities are encouraged to integrate organizations, resources, funding, and personnel, strengthen guidance systems, and plan regional training and professional development activities. These efforts aim to help schools implement curriculum guidelines, develop and practice school-wide flexible learning programs with unique characteristics, and adopt diverse teaching methods to enable autonomous and dynamic instruction, ensuring the continuous professional growth of teachers while enhancing students' learning abilities.

Furthermore, to realize the vision of "seeing every child progress" and achieve the goals of "timely remediation of learning gaps to ensure students' fundamental academic abilities"and "promoting effective student learning and developing diverse competencies,"three specific initiatives have been developed: "Foundational Learning in Core Subjects,""Student Learning Support," and "Teacher Professional Empowerment." Through changes in teaching models, the activation of instructional approaches, and the transformation of educational thinking, these initiatives aim to comprehensively enhance the quality of elementary and junior high school education, laying the foundation for students to create their futures and establish a global perspective.

To support disadvantaged students' education and safeguard their right to learn, continued assistance is provided through subsidies for three types of compulsory education fees: textbook expenses, parent association fees, and student group insurance fees. Additional measures include tuition and fee waivers, scholarships, living assistance grants, learning support resources, educational savings accounts, and student loans, all aimed at boosting student motivation and academic performance. Additionally, primary and junior high school learning support programs are promoted to reduce academic disparities. A national education stage learning advancement plan is also implemented to encourage teachers to adopt innovative teaching models, offering students opportunities for diverse, adaptive, and

differentiated learning to enhance their learning capacity, support disadvantaged students, and improve student digital literacy.

To enable each and every child to enjoy equal opportunities of adaptive development and to realize educational and social justice, the president promulgated on December 6, 2017, the "Act for Education Development of Schools in Remote Areas." It 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 right to education for students in remote areas. ■

K-12 Education Administration

Transforming Education: The Rise of Outdoor Learning in Taiwan's Schools

Interviewee:
Wu Chin-kuo

Director of the Taiwan Marine Education Center, National Taiwan Ocean University

Outdoor education, once relegated to occasional field trips, is now becoming an integral part of Taiwan's school curriculum, marking a significant shift in the country's educational landscape. The Ministry of Education, in collaboration with experts and educators, is working to redefine outdoor learning as a core aspect of the educational process, moving it beyond just recreational activities.

Professor Wu Chin-kuo, a specialist in education and director of the Taiwan Marine Education Center at the National Taiwan Ocean University, emphasized the importance of curriculum planning in outdoor education. Rather than traditional classroom-bound lessons, Wu advocates for learning that takes students outside the four walls of their classrooms, encouraging them to explore their surroundings to stimulate creativity and critical thinking.

"Outdoor education is about broadening students' experiences by engaging them in real-world learning environments. For example, math lessons can be taught by exploring geometric shapes in the schoolyard, while music lessons can incorporate sounds from nature, all encouraging creativity and deeper understanding," Wu explained.

The MOE has worked to shift the perception of field trips from simple recreational outings to a comprehensive learning experience. This transition is intended to foster children's development by incorporating real-world learning into their education. As part of this initiative, outdoor education was formally integrated into the 2019 curriculum guidelines, marking its importance in the broader educational framework.

The Evolution of Outdoor Education in Taiwan

Outdoor education in Taiwan has evolved over the years, beginning as an extracurricular activity managed by the student affairs department. Initially disconnected from the formal curriculum, it is now being repositioned as an essential educational component. Some schools have even moved the responsibility for outdoor education from the student affairs department to the academic affairs department, ensuring it is closely linked to curriculum planning.

Wu highlighted that the movement to make outdoor education a regular part of school life has occurred in three major stages:

- **Stage 1.0 (2014) :**

The focus was on transitioning outdoor activities into formal curricula, encouraging learning outside the classroom. This phase emphasized the idea, "Let learning step out of the classroom and let children's dreams soar."

- **Stage 2.0 (2019) :**

This phase aimed at making outdoor education accessible to all students, expanding the learning environment to include a wide range of outdoor spaces. The slogan "Anyone can be a teacher, and everywhere can be a learning space" captured the essence of this initiative.

- **Stage 3.0 (2024) :**

The latest phase, which builds on the revised Primary and Junior High School Act, aims to ensure outdoor education becomes a fundamental student right, promoting sustainable education practices with a focus on "health," "equity," and "common good."

Challenges to Full Integration

Despite the progress, Wu stressed that outdoor education's full integration into the school system faces several challenges. Key among these are ensuring equitable access for all students, securing sufficient resources, and providing adequate teacher training. Wu noted that while outdoor education is not yet included in pre-service teacher training, the MOE is implementing programs to enhance teachers' skills in managing outdoor activities.

"Teachers need to be equipped not only with the knowledge of how to teach in outdoor settings but also with the ability to manage risks and ensure safety during these activities. The Ministry is focused on providing professional development opportunities for teachers in these areas," Wu said.

Policy and Resource Support

To support these efforts, the MOE has outlined a comprehensive plan to implement outdoor education more systematically across Taiwan. This includes the development of an Outdoor Education White Paper, as well as a set of strategies designed to provide ongoing support to schools through interdepartmental cooperation and resource allocation.

Since 2020, the Ministry has also integrated marine education with outdoor education under the "Salute to the Mountains, Salute to the Sea" policy, creating more opportunities for students to engage with nature while also promoting environmental awareness.

Looking Ahead

The government is also focused on building long-term sustainability for outdoor education through policy changes, such as the introduction of a new funding model for local governments and schools. As part of this effort, schools will be encouraged to create their own outdoor education programs and implement them based on local needs and resources.

Looking ahead, Professor Wu believes that the future of outdoor education in Taiwan will depend on collaboration among schools, local governments, and the community. By strengthening teacher training and ensuring that outdoor education is part of the regular curriculum, Taiwan hopes to achieve the ultimate goal of providing all students with equal access to this valuable learning experience.

"Outdoor education has the potential to transform how we approach learning, making it more interactive, engaging, and connected to the real world. It's an investment in our students' creativity, critical thinking, and well-being," Wu concluded. ■

Senior High School Education

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

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

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

Legal Training and Education Policy Promotion

1. 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.
2. In response to the trend of digital learning, a total of 106 senior high schools have been enrolled in a program to promote digital literacy and knowledge of technology-related subjects in SY2024, assisting teachers in integrating digital tools into teaching practices and implementing the curriculum.

Course and Teaching Improvement

1. 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.
2. Through the promotion of junior high and high school curriculum “work circles” and cluster-based program centers, subsidies are provided to local governments to implement curriculum and teaching skill improvement plans. Organizations are established to develop teaching materials for the promotion of the curriculum, and professional teacher development communities are continuously organized nationwide. A mechanism is promoted for cross-regional expertise sharing in teaching plan preparation. This allows for better curriculum facilitation led by research and seed teachers.

Teacher Staffing and Capacity Building

1. The MOE continues to replenish the number of teachers to promote the 2019 curriculum guidelines so schools have enough teachers with specific expertise.
2. 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.

Facilities and Infrastructure

1. In accordance with the implementation of the 2019 curriculum, schools are subsidized for general subjects, professional subject groups, and internships based on the equipment standards set for senior high schools and the “Directions Governing MOE K-12 Education Administration Subsidies for Senior High Schools to Improve Educational and Practical Training Facilities and Equipment.”
2. Through the “Improvement of Taiwan Academic Network in Senior High Schools Program” and “Implementation Plan for Strengthening Digital Teaching and Learning Information Application Environment”under the umbrella of the Forward-looking Infrastructure Development Program’s Digital Infrastructure plan, campus network facilities have been improved, and bandwidth has been upgraded to 300Mbps. Schools were subsidized to update information equipment for teaching and learning devices accordingly.

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

1. Through the “Directions Governing MOE K-12 Education Administration Subsidies for Expenses Arising from the Equal Access to Adaptive Education and Community Education Resources for Senior High Schools Implementation Plan,” the MOE connects universities within communities and junior high school education resources to form adaptive learning communities designed around geographical locations, social circles, and ease of commute. This creates an environment for adaptive learning to offer students diverse and ample learning opportunities, bridging the gap between urban and rural education. Additionally, the MOE promotes “academic exploration” and “career exploration” courses and activities to provide adaptive learning opportunities for senior and vocational high school students within communities, thus achieving adaptive development goals.
2. The Senior and Vocational High School Enhancement Aid Program, by providing resources, creates counseling and professional growth mechanisms to stimulate members’ potential as well as enhance schools’ overall performance and strength development. This way, students may enroll in schools close to home, develop within adaptive courses with less pressure on academic advancement, and increase competency, helping steadily develop 12-Year Basic Education.
3. The Vocational High School Enhancement 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.

C Science Education and Science Talent

Organizing and Participating in Domestic and International Mathematics and Science Competitions

1. 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.

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

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

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

"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.

Opening "Science Classes" in High Schools

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

Planning Science Education Tours for Girls' Schools and Students

Outstanding, young female science award winners are invited to high schools to speak to the students to spark student interest in basic science, to encourage them to learn more about science and plan for a career in scientific research, and to inherit the spirit and accomplishments of their female predecessors.

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

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

K-12 Education Administration

Taiwan's Senior High School Science Program

Interviewee: **Prof. Lin Ming-juey**

Director of the Wu Chien-Shiung Education Foundation

Taiwan's industries, including technological giants like TSMC, are at the forefront of innovation. To sustain this excellence, the nation has developed a specialized science program in senior high schools aimed at identifying and nurturing the next generation of scientific talent. Lin Ming-Juey, director of the Wu Chien-Shiung Education Foundation, discusses the program's development and structure.

The science program was first proposed in 2005 but officially launched by the Ministry of Education (MOE) in 2009 after several years of discussions and collaborations with schools and universities. The program's goal is to cultivate students' potential in science and technology, enhancing Taiwan's global competitiveness.

Selection Process

The selection of participating schools is critical. Schools must meet strict criteria, including high rankings in the MOE's senior high school assessment, and a proven record in scientific excellence, such as participation in international competitions like the International Mathematics and Science Olympiads. Additionally, these schools are selected to represent Taiwan in events like the International Science and Engineering Fair.

The program involves 10 senior high schools and 10 universities, with each school typically partnered with one or two universities. A key requirement is that the MOE limits the number of students enrolled in the program to 810 nationwide, with each school offering one science class per grade.

To apply, junior high school graduates can choose from a variety of participating schools, though they must decide which exam to take, as the entrance tests for each school occur on the same day. The admissions process includes two

pathways: a standard entrance examination and a special process for exceptional students. The entrance exam assesses students' proficiency in English, Mandarin, mathematics, and science, followed by a second stage focused on experimental skills.

Curriculum Structure

The curriculum of the science program is distinct from standard high school programs and is tailored by participating universities and high schools. Although the program is flexible, students must still meet the MOE's graduation requirements.

The three-year curriculum combines core subjects and specialized science courses. In the first two years, students follow an enhanced science and mathematics curriculum, spending twice as much time on these subjects compared to a regular senior high school student. Humanities and language courses are kept at standard levels to comply with legal school hour limits.

In the third year, students are required to take university-level courses in subjects such as Calculus, General Physics, Chemistry, or Biology. They must also complete a research project, which is a cornerstone of the program. A failure to submit an acceptable research report means students cannot graduate as "science program graduates."

Every year, university professors review the research projects submitted by students during the National Science Program Research Presentation Conference. Schools must submit between two and 10 projects, which are mandatory for all participants.

Academic Performance

The program has achieved notable success. Over the past decade, around 70% of Taiwan's national team members for the International Mathematics and Science Olympiads have been science program students. Additionally, 76.9% of program graduates have enrolled in Taiwan's top five universities.

However, students face a challenge: the dual burden of advanced coursework and preparation for university entrance exams. There is currently no alternative pathway for science program students to enter universities directly, which adds significant stress.

To ensure the continued success of the science program, the MOE established the Science Program Administrative Affairs Center at Taichung Municipal Taichung First Senior High School, which hosts reviews for the program's admission selection process and the qualification examination, and teaching workshops. Experts from Taiwan's K-12 Education Administration also conduct annual evaluations of the program at each school.

Program Improvements and Challenges

After 16 years of operation, Lin noted key improvements, such as stricter requirements for research projects and standardized exams introduced in 2016. These changes have helped the program align better with its goal of cultivating future scientific leaders. Despite these advancements, Lin believes the program's budget remains insufficient. The MOE's funding of NT$40 million is relatively low compared to the program's scope and objectives.

In conclusion, Taiwan's senior high school science program plays a critical role in fostering scientific talent and advancing the nation's technological progress. While the program has seen significant improvements over the years, challenges like the dual burden on students and limited funding remain. Nonetheless, the program's success in preparing students for global scientific challenges is a testament to its importance and impact. ■

Technical and Vocational Education

A Overview

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

Technical and vocational education is provided in both secondary and higher education. At the secondary level, besides technical and vocational courses taught in junior high schools, there are also vocational senior high schools, as well as technical and vocational courses in general senior high schools and comprehensive senior high schools. At higher levels, there are junior colleges (two-year and five-year),

technology colleges, and universities of science and technology (two-year and four-year). These institutions may recruit students for associate-degree, bachelor's, master's, and doctoral degree programs.

B Technical and Vocational Education Development

Secondary Education

1. Characteristics

- **A.** Complete structure and system.
- **B.** Students studying in private schools outnumber those in public schools.
- **C.** Adaptive school system and subject courses.
- **D.** Job-oriented courses with hands-on training.

2. Key points to be strengthened

- **A.** Suitable concern for disadvantaged students.
- **B.** Open admission and specialty enrollment.
- **C.** Actively improve the quality of teaching.
- **D.** Promote industry-academia collaboration.
- **E.** Cultivate talent with high technical quality.
- **F.** Stress creative research and development of industry-academia cooperation.

Industry-Academia Cooperation Program 2.0

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

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

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

Higher Technical and Vocational Education

1. Characteristics

- **A.** Flexible study and recurrent education: there needs to be the possibility for flexible switching vertically and horizontally between school systems, while channels must be kept open for those who want to return to school. Both the youth and those who have already entered the workforce should be able at any stage find ways of studying at a level suitable for their specialized skills.
- **B.** 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.
- **C.** 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.
- **D.** Practicality and usefulness of schooling: technical and vocational education give the most weight to practical knowledge. There are multiple means of admission, such as special achievement-based admission, and recommendation and screening-based admission, which encourage talented students with technical superiority to continue their studies.
- **E.** Outstanding performance in international competitions: a characteristic of technical and vocational education is "learning from doing." Hands-on practice enables students to accumulate experience, as theory and practice are equally important.

H. Encourage universities to implement their social responsibility decisions.

I. Improve facilities and equipment in practical training worksites.

J. Develop international cooperation and exchanges.

C Future Prospects

Secondary and higher technical and vocational education should emphasize studying with practical action as its main element, offering the abilities necessary for work in the job market and linking up with local industries, cultivating relevant talent to promote local development and extension toward the international scene, and exchanging experiences and cooperating with technical and vocational education systems of other countries. In addition, the education must take root, as well as implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of technical and vocational education. The description is as follows:

To Expand Professional Interest Downward

Junior high schools can organize field trips and introduce students to the workplace. They can also work with technical and vocational colleges and training institutions to open new courses.

To Strengthen Professional Capabilities by Practical Orientation

The European Union (EU) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) promote learning with work as the main focus. This type of learning focuses on technical practice, and its core spirit stands close to professional practice. This type of learning integrates the resources of business and strengthens the concept of businesses and schools nurturing talent. They can organize technical and vocational education together to make students understand what practical abilities are necessary, and they will supply students with high-quality and highly relevant professional abilities.

To Localize Technical and Vocational Education and Continuing Education

The promotion of localized technical and vocational education should link up with local industry in order to cultivate talent needed, which will in turn invigorate local industry development.

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 t 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 “Southeast Asian Language Courses” that recruit domestic and international students. The students will have abilities in language of New Southbound countries so that they will be pioneers of cross-cultural exchange with New Southbound countries. ■

Technical and Vocational Education in Taiwan Republic of China

2. Key points to be strengthened

A. Care of disadvantaged students.

B. Admission quota control and multichannel admission.

C. Actively raise teaching quality.

D. Launch technical and vocational school evaluations.

E. Cultivate talent with high technical ability.

F. Stress the creative research and development of industry-academia cooperation.

G. Promote the “Sustained Progress and Rise of Universities in Taiwan” and develop diverse characteristics of schools.

Taiwan Expands International Talent Circulation with Indonesian Base

Interviewee: **Dr. Lin Pang-Chieh**

International Talent Circulation Base Indonesia CEO, Cheng Shiu
University Office of International Affairs Director of Foreign Affairs Section

The International Talent Circulation Base Indonesia (INTACT Base Indonesia) is making significant strides in fostering educational and industry collaboration between Taiwan and Indonesia.

The base is part of Taiwan's broader initiative to attract international students and encourage talented individuals to study and work in Taiwan. It plays a key role in the Ministry of Education's work with the National Development Council to recruit global talent.

Strengthening International Industry-Academia Collaboration Through Alliances

Lin explained that INTACT Base Indonesia focuses on strengthening collaboration between Taiwan and Indonesia to promote education and talent exchange. Key tasks of the base include promoting the International Industrial Talents Education Special Program (INTENSE Program) and Mandarin language programs, as well as offering short-term experience courses to Indonesian students.

One of the key goals is to promote the INTENSE Program to facilitate university collaboration between Taiwan and Indonesia. The base also works to introduce Mandarin language programs, including preparatory courses for Indonesian students aspiring to study in Taiwan.

Cheng Shiu University is the lead institution, while Hsing Wu University and Chaoyang University of Technology are partner institutions. The universities have developed an online platform and set up three overseas offices: one in Jakarta with Bina Insani University, one in Bangka with Politeknik Manufaktur Negeri Bangka Belitung, and one in Surabaya with Universitas Surabaya.

Lin said the base was launched in 2024 and invited Taiwanese universities and Indonesian higher education institutions to participate in the Taiwan-Indonesia International Industry-Academia Education Collaboration Alliance. This alliance helps reduce administrative barriers and enhances communication between institutions in both Taiwan and Indonesia for the INTENSE Program.

Over the past year, INTACT Base Indonesia in collaboration with Indonesian authorities and institutions, has hosted three Taiwan INTENSE Program education fairs. As a result, 29 Taiwanese universities and 71 Indonesian institutions have signed agreements to promote the Program in Indonesia.

Through a year of dedicated efforts to attract top talent amid global competition, nearly 200 Indonesian students have been admitted to the Program for the 2024-2025 academic year.

Enterprise Participation in Talent Development

Lin added that the INTENSE Program is designed to align with Taiwan's industrial needs, particularly in STEM (Science, Technology, Engineering, Mathematics), finance, and semiconductor fields. The program emphasizes industry-academia collaboration and aims to provide international students with the skills needed to meet Taiwan's industrial demands, according to Lin.

The National Development Fund provides each student with a scholarship of up to NT$100,000 per year for a maximum of two years to cover tuition fees, along with a one-time airfare subsidy and necessary administrative fees for studying in Taiwan. Additionally, enterprises offer students a monthly allowance of at least NT$10,000 during their on-campus studies.

In return for receiving government and enterprise scholarships, students must remain in Taiwan for employment after graduation. International students applying for the program must undergo a selection process approved by the National Development Council, ensuring that admitted students meet academic standards.

The program fosters a structured collaboration model where enterprises pre-match students with future job positions before they arrive in Taiwan. Enterprises work with universities to tailor curricula to ensure a smooth transition from education to the workforce.

Preparing Indonesian Students to Study in Taiwan

To equip Indonesian students with the necessary language skills, the base has established the Yushan Mandarin platform, providing free online and offline Mandarin courses. Lin noted the platform currently serves around 2,000 learners.

There is also an ongoing effort to train Indonesian Mandarin teachers and offer preparatory courses to students before they arrive in Taiwan.

Expanding Recruitment Efforts Through Local Partnerships

INTACT Base Indonesia also aims to build on Taiwan's previous efforts with Indonesia, dating back to the 2+i Industry-Academia Collaboration Program started in 2018. Since then, 466 students have been trained in various fields, with 68.88% of graduates staying in Taiwan for further education or employment.

By enhancing government and enterprise partnerships and providing a structured pathway for Indonesian students to study in Taiwan, the base has gained widespread recognition in Indonesia. As of February, 73 Indonesian institutions have joined the alliance.

Recent Education Fairs in Indonesia

To further expand the base's reach, two education fairs were recently held in Surabaya and Batam in April. These events provided Indonesian students with the opportunity to meet representatives from Taiwanese universities and explore educational opportunities in person. ■

Higher Education

A Overview

Higher Education System

Taiwan has excellent global competitiveness in spite of limited land and natural resources. The key reason is its quality human resources and higher education. Higher education institutions include two-year junior colleges, five-year junior colleges, and universities.

Like most countries, the study period is four years for an undergraduate degree, with an additional six months to two years for internships based on actual needs; one to a maximum of four years for a master's degree, and two to a maximum of seven years for a doctoral degree.

Faculty and Students

The popularization of higher education led to a rapid increase in the number of universities, colleges and students, although they have leveled off in recent decades. In 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 changes and the newly implemented evaluation system. Currently, PhD degree holders account for over 80% of faculty in universities.

B Expenditure

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

C Major Objectives

27 of Taiwan's universities were listed in the Quacquarelli Symonds (QS) World University Rankings 2024, with 8 listed among the top 500. Times Higher Education (THE) Ranking 2024 listed 47 universities in Taiwan, with seven universities ranking in top 500 in the past five years. According to the Essential Science Indicators (ESI) rankings in 2023, 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 individual characteristics, the MOE has promoted diversity and flexibility in higher education. Universities must cultivate, retain, and recruit top talent. Our international competitiveness will be increased by improving higher education quality and diversifying research areas. Bridging the gap between industry and academia and connection with local communities will enhance universities' competence in R&D and encourage them to adhere to their social responsibilities. With the more flexible multiple-entrance program in place, higher education is an extension of the 12-year Basic Education. The entrance program has been adjusted in order to adapt to self-directed and diversified learning. As international competition for talent intensifies, the MOE has launched several projects to raise the overall quality of higher education and encourage the diversified development of universities:

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.

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 international standards to attract the best professors from Taiwan and abroad. It also aims to foster scholars who will become higher education mainstays.

Industry-Academia Collaboration, Better R&D Abilities

To promote Innovation Act for Industry-Academia Collaboration and Talent Cultivation in National Key Fields. With the encouragement

of industry-government-university cooperation, industries and universities will be able to collaborate and cultivate talent more orderly and effectively, including high-level scientific and technological talents in Taiwan's critical sectors. Thirteen research institutes in eleven universities have been approved, spanning disciplines including semiconductors, smart machinery, artificial intelligence, circular economy, finance, international communication, politics and economics, 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.

An Environment for Global Exchanges and Global Talent

Implementing the "Program on Bilingual Education for Students in College" to promote bilingual education in higher education from various aspects, including students, teachers, courses, and campus, enhancing students' English proficiency and universities' international competitiveness. This project is in line with the New Southbound Project and will strengthen collaboration and exchanges with the ASEAN and South Asian countries. Student exchange programs and short-term visits between countries are encouraged, increasing international talent exchanges. Additionally, the "Plan to Encourage International Students to Come to Taiwan and Stay in Taiwan" will be rolled out by establishing overseas bases in the U.S. and Europe as well as New Southbound countries. Domestic universities and enterprises will work jointly to attract overseas students through INTENSE programs. Incentives such as the scholarship grants provided by the National Development Fund and the living/internship allowances provided by enterprises are offered to lure outstanding international students, to better meet private sector talent needs.

Better Enrollment and Diversity Cultivation

In line with the general goals of national talent cultivation and the new high school curricula that emphasize personality cultivation, interdisciplinary training, and course diversity—university enrollment considers the student's course-taking history. In addition to entrance exam results, more emphasis will be placed on course selection and extracurricular activities. The MOE 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 develop a new integrated exam tool. The purpose is to make high school education more relevant to university enrollment.

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

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

D Future Prospects

In the spirit of "connecting with local and global communities and creating a better future," the MOE strives to fulfill the following objectives: innovation in teaching methods, enhanced connectivity with the public, enhanced industry-academia collaboration, and social responsibility. Higher education institutions are encouraged to develop their own strengths and innovative teaching methods so as to follow the latest social trends and meet industrial needs. The methods emphasize the spirit of learning by doing, cultivating students' abilities in problem-solving, systemic thinking, and collaboration, while ensuring that the allocation of higher education funds more broadly addresses the learning needs of each student, creating value in higher education, and fostering innovation. It is the responsibility of a university to manifest its own value and to create an innovative dynamic for the society. To help students acquire the core abilities needed in the future, educators must design diversified subjects and innovative research and take the needs of cross-generational cultures into consideration. Universities must set up mechanisms to have flexible governance and create a campus where a new generation of talent will be nurtured—talent that will become the mainstay of national development in the face of global competition. ■

Taiwan Higher Education

National Sun Yat-Sen University Advances Bilingual Education: Current Status and Future Goals

Interviewee:
Professor Ou Shu-chen

Department of Foreign Languages and Literature and President for Academic Affairs, National Sun Yat-sen University

National Sun Yat-sen University (NSYSU) has made significant progress toward becoming a fully bilingual institution by 2030. Since launching its English as a Medium of Instruction (EMI) Teaching Enhancement Program in 2020, the university has been committed to improving international competitiveness and student mobility through bilingual education.

Key Developments in Bilingual Education

Guided by initiatives like the Office of the BEST Program and the Bilingual University Advisory Board, NSYSU has established support centers such as the Center for EMI Teaching Excellence and an English Writing Lab at Si Wan College.

In the 2023-24 academic year, 50% of undergraduate courses are taught in English. The number of EMI courses rose from 920 in 2022 (22%) to 1,134 in 2023 (26%). Currently, 43% of sophomores and 56% of first-year master's students take at least 20% of their courses in EMI.

Faculty Development

To ensure EMI's success, NSYSU has emphasized faculty development. In 2023-24, 53% of faculty participated in EMI training, and 398 faculty members now teach EMI courses, representing nearly 70% of academic staff. Workshops and training programs further support faculty skills.

Professor Ou Shu-chen, NSYSU's President for Academic Affairs, said, "Our faculty is central to the success of our bilingual initiatives. We continue to refine our programs to support this transformation."

Curricular Reforms and Proficiency

Freshman English courses now align with global standards such as CEFR. Courses in English for Academic and Specific Purposes are required, and a new proficiency test launched in 2023 showed early success, with 32% of sophomores reaching CEFR B2 in listening and 26% in reading.

Continuous improvement follows the Plan-Do-Check-Act (PDCA) model, with surveys showing high satisfaction in EAP and ESP courses.

Support for International Students

NSYSU offers free Mandarin courses, with 883 participants in 2023-24, and free courses in other languages for local students. International student enrollment grew from 546 in 2017 to 756 in 2023. NSYSU has 315 partner institutions in 45 countries, including 229 exchange agreements and 45 dual-degree programs.

Expansion of EMI Courses

In the first semester of 2023-24, 682 EMI courses were offered—151 more than the previous year. NSYSU collaborates with over 200 global universities, offering 700+ exchange opportunities annually.

Professor Ou noted, "Expanding EMI courses prepares students for an interconnected world with broader academic and career opportunities."

Collaboration and Resource Sharing

In 2021, NSYSU founded Taiwan's first Resource Center for Bilingual Education with 11 partner universities. It has supported over 1,200 faculty through training, consultations, and international development programs, including collaborations with Arizona State University and the University of Maryland.

Challenges and Future Plans

Challenges include maintaining faculty engagement in training and improving students' English proficiency. NSYSU has updated EMI workshops and launched bridging courses in calculus and general physics, with 65% of students reporting improved understanding.

Plans are underway to expand EMI offerings in STEM, marine sciences, and social sciences to enrich the bilingual experience.

Professor Ou concluded, "Our goal is not only to become a bilingual university but to foster a global learning environment for students and educators from around the world."

Conclusion

NSYSU is steadily advancing its vision of a bilingual university by 2030. With strategic reforms, faculty development, and global partnerships, it is setting a strong example for bilingual higher education in Taiwan. ■

Lifelong Education

In the age of the knowledge economy, lifelong learning is the key to enhancing civic literacy, understanding, knowledge, skills, and national competitiveness. To promote lifelong learning, the MOE in 2021 published the "White Paper on Developing toward a Learning Society" and promulgated the "Lifelong Learning Medium Term Development Project (Phase 1, 2021-2024)," announcing the vision of "Everyone Loves Learning in Taiwan—A Learning Taiwan" and actively creating a community-based learning map to foster trends of community learning and reading. Moreover, starting in 2023, the "Lifelong Learning Festival" is held every October to recognize Lifelong Learning Role Models and integrate with other local government events, encouraging citizens to embrace learning all their lives. Meanwhile, to prepare 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.

A Community Colleges: Subsidies and Incentives

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

B Lifelong Learning for Senior Citizens

By 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, starting in 2025, the MOE plans to promote the "Phase Three Senior Citizen Education Medium Term Development Project" (2025-2028), combining resources in the central and local governments as well as private sector to promote senior citizen learning activities, setting up 370 senior learning centers nationwide, and expanding into 2,997 community locations. The services provide courses adapted to aging. The programs link local characteristics and contribute services. In addition to learning centers, 84 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" 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. Furthermore, the promotion of the lifelong learning digitalization and innovation

plan serves to digitalize existing senior citizen lifelong learning and socialization resources and locations. This is done through the formulation of digital courses appropriate for senior citizens, allowing for the establishment of a senior citizen-friendly digital learning environment. By complementing institutional learning with personalized guidance, learning opportunities for the elderly are expanded, promoting active ageing and the establishment of 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) have four major policy goals: to increase professional manpower, strengthen resource integration, bolster social protection coverage, and improve the knowledge and skills of family education. 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. The "Implementation of Technological Inclusion and Sustainable Happiness Society - Technology Innovation Services for National Social Education Institutions (2025-2028)" promotes the integration of digital technology applications into national social education institutions, with a focus on the United Nations' 2030 Sustainable Development Goals, in order to create an inclusive and sustainable technological society.

2. Science museums under the MOE will serve as future national bases of learning. Since 2020, the five museums under the MOE began holding the "Taiwan Science Festival" yearly by integrating public and private resources for popular science education. The festival aims to expand the possibilities of science learning, encourage scientific thinking in everyday life, and enhance overall scientific literacy.
3. The "Southern Branch of the National Central Library and National Repository Library Construction Project (2018-2026)" and the "Plan to Construct a Cooperative and Shared Library System (2019-2026)" and the "Project for Establishing Technological Application and Innovation Experimental Environments and Enhancing Services in Nationalwide Public Libraries (2025-2028)" facilitate the sustainable development of libraries and provide high-quality learning environments.

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 become 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 25,260 students in open universities in SY2023 (15,948 at the National Open University and 9,312 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 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 cram school management and guidance.

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 language use, 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 national languages have a legal basis. Local native language education is promoted with integrated resources nationwide. In addition to formal courses, there are also accompanying measures, such as the Taiwanese Taigi Language Proficiency Certificate Examinations, national language contests, creative innovation incentives, learning websites, and the corpus of local languages. ■

Special Education

A Principles, Laws, and Funding

In order to allow citizens with disabilities and giftedness to receive adaptive education and fully develop their abilities, Taiwan has already passed the “Special Education Act” and relevant branch laws for diagnosis procedure, counseling services, appeal services, examination services, support services, interdisciplinary teams, education subsidies, and assistive educational devices. Taiwan is also upholding the spirit of equal opportunities present in the Convention on the Rights of Persons with Disabilities (CRPD) under the United Nations. The “Phase 2 Special Education Medium-term Plan,” 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 2024, the MOE set aside a budget of NT$15.273 billion for special education, or 4.56% of the total education budget, which meets the 4.5% requirement under the Special Education Act. Of that sum, NT$14.782 billion is devoted to education for students with disabilities and NT$491 million for gifted education. In addition, in 2024, municipal, county, and city governments allocated NT$37.1 billion for special education, accounting for 6.9% of the total education budgets for local governments, which meets the 5% requirement.

B Placement and Categories

Meeting global trends, the law in Taiwan clearly states that special education is moving toward inclusive education. To provide appropriate special education, each level of government has set up a mechanism of Special Education Students Diagnosis and Placement Counseling. This serves to give a general appraisal of the student’s level of disability, learning ability, social adaptability, study achievements, family needs, will of the parents, and community factors so as to place the special education student in the appropriate school/class. The vast majority of students with disabilities study at regular schools (95%). Most of them attend the same class as those without disabilities by offering decentralized resource rooms, itinerant counseling courses, and special education programs. Only a few of them attend centralized special education classes. The others (5%) who need specific support services choose to study at special education schools. In preschool education, compulsory primary and junior high education, and senior high school education and higher education, special education services will be offered at each level. The 13 categories of special education are Intellectual Disability, Visual Impairment, Hearing Impairment, Speech or Language Disorder, Orthopedic Impairment, Cerebral Palsy, Health Impairment, Emotional and Behavior Disorder, Learning Disability, Autism, Multiple Disabilities, Developmental Delay, and Other Disabilities. There are six categories for gifted education: Intelligence, Academic Aptitude, Arts, Creativity, Leadership, and Other Areas.

C Schooling Opportunities

In respect to non-discrimination and equality of educational opportunity for students with disabilities, apart from the clear mention by the Special Education Act that nobody should be refused schooling and examination because of disabilities, the elementary and junior high school levels are compulsory. After the needs of the students have been determined, they will be placed in the appropriate schools and classes. They will study further at senior high schools, vocational high schools, or junior colleges through adaptive counseling placement, open admission, or specialty enrollment. As for higher education, the MOE has added tests to the original channels, and rewards schools organizing their own separate admission exams for students with disabilities. Each type of admission exam offers related services, such as early entry, extended time, enlarged type writing, Braille or voice playback for exam questions, Computer with Braille support, transcripts for the answers, examination locations for limited

amounts of students or on an individual basis, and other necessary services.

D Numbers of Students and Classes

As of SY2023, there were 3,012 regular schools offering a total of 5,896 special education classes for students with disabilities, while 28 special education schools had 643 classes in total. The number of students in special education nationwide totaled 182,746, including 154,151 with disabilities; 15,747 enrolled in universities, colleges, and junior colleges; and 138,404 studying at the high school level or below (including preschool). Of those, 134,054, or 96.86%, studied at regular schools and 4,350, or 3.14%, at special education schools. Of the 134,054 students at regular schools, 121,366, or 90.54%, attended regular classes, resource rooms, and itinerant classes, while 12,688 or 9.46% attended centralized special education classes. As for gifted education, there were 28,595 students below senior high level, with 423 regular schools having a total of 1,013 classes for gifted students.

E Individualized Support-Services

The core spirit of CRPD is participation and reasonable accommodation. CRPD provides that there should not be any differentiation, exclusion, or limitation in levels of disability. Since its implementation in SY2019, the Curriculum Directions (including implementation measures for special education) has incorporated “universal design” and “reasonable accommodation” in their basic concept. The courses are designed according to the Individualized Education Program (IEP), and schools shall provide assistive devices, the proper environment and assessments, function-based behavioral interventions, and other supportive strategies and services according to students’ individual needs. Opportunities for students with disabilities to study with students without disabilities should be created in areas related to the individual’s special needs. In addition, Article 31 of the Special Education Act, amended in 2023, stipulates that students with disabilities must be included in their IEP to better express their views. On July 30, 2024, the “Pre-School Special Education Promotion Plan (2024-2028 School Years)” was announced to help preschoolers who need special education receive early care. In line with the spirit and requirements of CRPD, municipal, county and city governments should report their work plans on special education to 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 SY2023, the number of professional services extended to assist special education totaled 173,599 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. 33,367 students received daily-life and learning assistance on campus from special education professionals. 5,424 persons made use of 10,394 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication, computers, and the like. Special books have been offered to students who are visually or learning impaired, including almost 5,688 books with large-size characters, 2,497 audiobooks, and 1,911 Braille books. In addition, the government and the schools offer scholarships, subsidies and cuts in study fees, and subsidized accessible vehicles or transportation fares, while funds have been earmarked to improve the accessible campus.

For higher education, the MOE has urged schools to establish offices and personnel for students with special needs. The MOE has also offered subsidies for the supportive staff, after-school tutoring, assistants for students with disabilities, teaching materials, and other supportive activities. Subsidies in SY2024 totaled NT$614 million, helping more than 14,000 students. In addition, NT$118.36 million was appropriated to 65 schools for the improvement of accessible 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. The K-12 Education Administration’s employment guidance service centers provide guidance and assistance for students who seek employment. To enhance the overall effectiveness of career transition counseling for students with disabilities in colleges and universities, the “Ministry of Education's Grant

Program for Promoting Career Counseling for College Students with Disabilities" has been implemented since 2023. This program encourages colleges and universities to develop career counseling plans for students with disabilities by integrating existing career planning and counseling mechanisms on campus through cross-unit support service models. This aims to assist students with disabilities in preparing for career planning during their time in school. For academically gifted high school students in science and mathematics, a program for adaptive career transition counseling upon entering university has been implemented. This program includes preparatory courses, lectures, internships, etc., to build foundational research knowledge and practical industry experience, assisting these students in career exploration and achieving talent cultivation goals.

F Future Prospects

In the future, whether in special education for students 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 Overview

Since the release of the 2013 White Paper on Sports Policy, which has been driven by the core themes of "Healthy Citizens, Excellence in Athletics, and a Vibrant Taiwan," various sports policies have been implemented and evolved over more than a decade. In 2024, a new edition of the White Paper on Sports Policy is being drafted, incorporating the president's sports policy vision, establishing the Ministry of Sports, and focusing on key initiatives such as promoting nationwide sports participation, popularizing competitive sports, and fostering the diverse development of the sports industry.

B Key Policies and Achievements

Establishing the Ministry of Sports

The MOE plans to establish an independent second-level ministry dedicated to sports. 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.

Sports Encouragement in Schools

1. 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.

2. Physical education of Indigenous students: To help base-level 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 Indigenous student athletes' physical changes and to document their physical and mental data.
3. 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.
4. 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 athletes: "sports injury prevention and management," "establishment of regional medical service networks," and "sports injury prevention education."
5. 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, baseball, and running to increase opportunities for students to participate in sports. Through student sports competitions, potential student athletes are cultivated.

Popularization and Diversification of Sports for All

1. 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."
2. Organizing parent-child sports activities to encourage family participation in sports, ensuring the safety of children and youth in sports activities, and enhancing the professional knowledge and skills of sports coaches in working with children and adolescents.
3. To encourage women to exercise regularly, "Women's Sports Participation Promotion White Paper" was proposed.

4. 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.
5. Continuing to promote exercise programs for people with disabilites and Indigenous peoples to protect their rights to participate in sports.
6. Continuing to promote further education and evaluation systems for sports professionals to strengthen the foundation of human resources in national sports development.

Better Results in International Competitions

1. 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 athlete selection and cultivation. 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.
2. Sports care specialist certification: Sports injury prevention specialists provide services to people engaged in sports. 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.
3. Enhancing the Gold Plan 2.0 to sustain the effectiveness of elite athlete development:

At the 2024 Paris Olympics Taiwan's delegation won two gold and five bronze medals, all secured by elite athletes under the 2024 Paris Gold Plan 2.0. Building on the foundation and successful experiences of Golden Plan 1.0 and 2.0, the program is being refined into the “Olympic Preparation Gold Plan” (Golden Plan 3.0). This initiative leverages “precision sports science” to support athletic training through data analysis, software development, and scientific testing, enhancing training quality and athletic performance. Additionally, the selection and evaluation mechanisms will be continuously refined, while professional sports and new Olympic sports will be incorporated into the training scope. These efforts aim to support more elite athletes in preparing for the 2028 Los Angeles Olympics following the 2024 Paris Olympics, as well as to identify and train potential medalists in advance for the 2032 Brisbane Olympics.

4. The 2024 33rd Olympic Games in Paris was held from July 26 to August 11, 2024. Taiwan won a total of two gold and five bronze medals, ranking 35th in total medals among 206 participating countries and regions. The results not only mark the second-best performance in our Olympic history but also include the new record for two consecutive golds in men's badminton doubles, as well as first-ever medals in men's skeet, men's horizontal bar, and boxing. Boxing also marks the sport with the most medals won by Taiwan this year.
5. 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 tied 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.
6. 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 8 in 2023, followed by an Executive Yuan order on July 12 and implementation on August 1 of that year. The unveiling ceremony was held one month later on September 16. 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.

The Sports Industry

1. To promote sports industry development, loan credit guarantees and interest subsidies are provided for sports businesses to lower their operating costs. As of the end of October 2024, the government approved 15 loan credit guarantee cases, granting a total of NT$83.45 million. A total of 101 interest subsidy payments were made to businesses in the period, amounting to NT$1,415,782.
2. To encourage young people to develop a habit of voluntarily taking part in sports events or watching competitions, an annual subsidy of NT$500 per person is provided to citizens aged 16-22 through the Youth Sports Voucher policy. These vouchers can be used at cooperating businesses that offer sports activities or events. This initiative aims to form a positive sports cycle and drive the development of the sports industry.
3. In response to the trend of sports industry development, inter-agency collaboration is being promoted to advance sports technology 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.
4. 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.

International Sports Exchanges

1. Hosting international sports events: The MOE advises sports organizations in Taiwan to host international championships and invitational tournaments to fulfill the obligation of international members as well as enhancing the sports competitiveness and the profile of Taiwan.
2. 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.

A Quality Sports Environment for Citizens

1. Implementing the "National Sports Park General Construction and Talent Training Plan": Continuing the renovation of the National Sports Training Center to help athletes excel in competitions. To plan and build a comprehensive environment to improve the athlete performance.
2. 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 to improve the basic fitness of citizens and reduce sports injuries. Roofed courts will be built, and existing facilities will be renovated to provide a convenient, quality, and safe sports environment. As of the end of October 2024, the MOE had approved 21 applications for "building/renovating national sports halls," 170 applications for "improving existing sports facilities and building/renovating roofed courts," one application for "building potential sports parks," and 8 applications for "renovating national comprehensive sports halls," totaling 200 cases.
3. 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 October 31, 2024, 75 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 helps youth in their career development, public participation, international participation, and learning. The objective is to guide young people to develop competence in career, creativity, civic literacy, innovation, and global exploration. The measures taken include the following:

A Career Counseling

Career Development

To guide youth career development, universities and colleges are subsidized to integrate internal and external resources and conceive various career support and development projects according to the characteristics of universities and student needs. This is so that youth can find their way as early as possible. To enhance effectiveness, career counseling departments and projects are set up as part of a supportive system. In 2024, the number of participants in the Career Guidance Subsidy Program exceeded 180,000.

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 2024, 1,772 students participated in the program.

Innovative and Entrepreneurial Talent Empowerment

The U-start Plan for Innovation and Entrepreneurship aims to incubate campus entrepreneurs who have great innovative ideas and help them materialize. In two phases, the plan provides groups of entrepreneurship student teams with subsidies and training. In 2024, 87 groups of entrepreneurs were announced as first-phase recipients of subsidies, and 26 groups were selected for their excellence. The Intelligent Ironman Creativity Contest was also held in addition to entrepreneurship workshops, international exchanges, and other activities on innovation and entrepreneurship. There have been more than 10,000 participants since the plan started. The plan's objective is to encourage students to innovate and put their knowledge into practice.

B Public Participation

Participation in Policymaking

Promoting the "Youth Good Governance-Let's Talk" Project to empower youth with the competence to deliberate on public issues and participate in policymaking. The program invites youth to express their thoughts and creativity while participating in public issues via the "Taiwan Open Government National Action Plan" which promotes principles of transparency, engagement, accountability, and eclecticism, so that they may play a more active role in civic society. In 2024, a total of 39 talk events were expected to be organized, including 3 proposal presentations, 1 exchange meeting, 34 executive team talk discussions, and 1 collaborative creation and results exchange meeting. As of the end of 2024, a total of 39 discussions on public issues were held with 2,040 people participating.

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. As of the end of 2024, 78,126 youth participated in the program.

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 2024, 43 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

International Participation and Exchanges

Resources are integrated to promote diversified programs of international participation and exchanges to cultivate interest and competence in international affairs among youth. In 2024, the "Global Youth Action Plan" selected 18 teams consisting of 77 young participants. Through online connections, they engaged with 150 international organizations across 34 countries. To expand on international exchange and collaboration on youth issues, the "Global Youth Trends Forum" was held,

inviting youth and youth affairs personnel from various countries as well as international youth organization leaders to Taiwan for participation. With a focus on the year's international trends, the forum facilitated exchanges on youth affairs through panels and discussions, enhancing youth international outlook and understanding of world trends, facilitating youth international participation, as well as improving youth experience and skills in international exchange. Through the event, Taiwan's international image and visibility are also improved. The theme for 2024 was "Connect & Engage: Global Partnership for Youth." 328 youth from 34 countries participated.

Youth Overseas Volunteering

To increase youth initiative in international care, the MOE collaborates with non-governmental organizations and tertiary institutions to subsidize youth travels abroad for volunteer work. Activities such as pre-departure training, meetings with the president for youth representatives, and sharing of achievements by youth overseas volunteer teams were organized to ignite enthusiasm among youth for engaging in overseas voluntary service and to demonstrate the value of overseas service and expand its impact. In 2024, 111 teams, 1,181 people were subsidized to volunteer in 22 countries.

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 2024, over 10,000 youths were estimated to have participated in these activities.

The Youth Education and Employment Savings Accounts Program

To encourage high school graduates to explore, accumulate experiences through the workplace, learn, obtain international experiences, and have a clearer vision of their future goals, the "Youth Education and Employment Savings Accounts Program" and "Youth Experiential Learning Program" have been promoted, which include 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 future youth employment, education, or entrepreneurship endeavors. The "Youth Experiential Learning Program" has youth propose "Experiential Learning Plans," encouraging self-exploration through diverse learning methods such as volunteering and adventure activities.

Taiwan Global Pathfinders Initiative

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

D Future Prospects

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

Youth Development Administration

Teacher and Arts Education

A Teacher's Professional Training

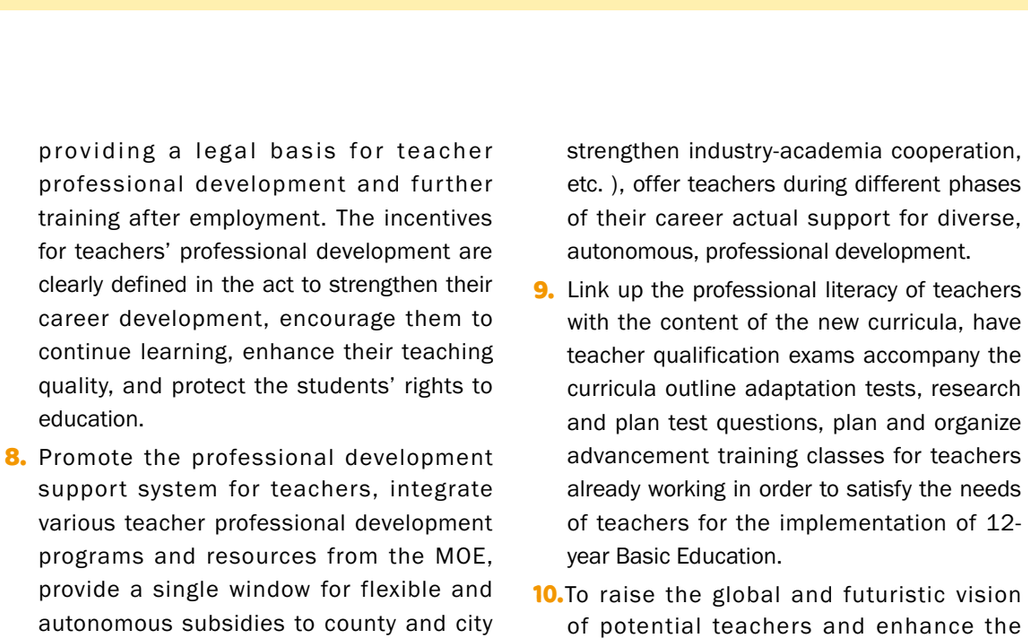
The Teacher Education Law is formulated to train and educate qualified teachers at the senior high level and below. For preschools, the goal is to augment the number of teachers and enhance their professional expertise. The teacher education system consists of diversified training and selection methods. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters, and doctoral levels. Eligible candidates must complete a curriculum that covers general courses, specialization courses, and professional education courses, after which they must attend a six-month practical education training; following that, if they pass the teacher qualification examinations, they will receive official certification. Only candidates who have obtained this certification are eligible to participate in screenings held by local governments for teaching positions at secondary schools, primary schools, and preschools.

Key Policies and Future Plans

1. Beginning February 1, 2018, qualification examinations are to take place prior to practical education training. Several qualified students are selected via exams before they hone their skills in practical education training. Starting on August 1, 2024, the policy is adjusted to provide students in training with the "Practical Education Training Grant." The grant amount has been adjusted from NT$5,000 to NT$10,000 per month per person so students in training may study with peace of mind.
2. On Nov. 16, 2018, the MOE amended and promulgated the "Republic of China Directions Regarding Teachers' Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs," which applies to pre-service teachers since 2019 and students who choose pre-service training courses. It aims to establish a learner-centered training system that respects diversity, social care, and a global view and is in response to the "Curriculum Guidelines of 12-Year Basic Education" and the "ECEC Curriculum Framework." The directions center on the idea of professionalization in teacher education to raise teacher quality, aided by the publication of books about teaching in any discipline and integrated with evaluation of teacher education and verification of teacher qualifications.
3. According to the "Operation Directions Governing MOE Subsidies for Universities that Offer Teacher Training Programs to Vigorously Undertake Quality Teacher Education and to Develop Specialized Teacher Training Projects," the MOE continues to encourage teacher education universities to advance teacher training and teacher professionalism and develop teaching characteristics with the school at their center and establish quality teacher training models.
4. The MOE established a "National Pre-Service and In-Service Teacher Integrated Database" and set up a mechanism to evaluate the need for teachers to adjust the number of teachers it trains and to ensure teacher quality and appropriate staffing levels.
5. To entice talented people to enter the teaching profession and simultaneously stabilize the number of professional quality teachers in remote and special areas, the MOE will continue to plan the training of government-funded students and issue teacher training scholarships and study funding.
6. The MOE implements an evaluation system for university and college instructor training to ensure the quality of teacher-training courses provided by universities and that teachers adhere to the "Republic of China Guidelines Regarding Teachers' Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs," Curriculum Guidelines of 12-Year Basic Education, and the "ECEC Curriculum Framework."
7. The Teachers' Act was amended and promulgated on June 5, 2019, and the regulations for teachers to pursue further education and other professional development were amended and promulgated on June 30, 2020, thereby

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

8. Promote the professional development support system for teachers, integrate various teacher professional development programs and resources from the MOE, provide a single window for flexible and autonomous subsidies to county and city governments, and extend the traditional mission of universities in an endeavor to develop solutions for economic, social, and environmental problems in counties and cities, elevating the university social responsibilities (USR, guiding instructions and students to take part in innovation, strengthen industry-academia cooperation, etc.), offer teachers during different phases of their career actual support for diverse, autonomous, professional development.
9. Link up the professional literacy of teachers with the content of the new curricula, have teacher qualification exams accompany the curricula outline adaptation tests, research and plan test questions, plan and organize advancement training classes for teachers already working in order to satisfy the needs of teachers for the implementation of 12-year Basic Education.
10. To raise the global and futuristic vision of potential teachers and enhance the international competitiveness of high-quality teachers, teacher education universities are subsidized to send pre-service teachers overseas for teacher traineeships, and teaching internships and participation in the International Schweitzer Program, which aims to enhance pre-service teachers' language abilities and multicultural literacy as well as promote educational exchanges between teacher education university and schools overseas.
11. Establish and maintain the operation of an "Educational Internship Information" platform, strengthen cooperation and exchanges between universities that train teachers and organizations which use education interns (secondary schools, primary schools, and preschools) and local educational administrative bodies, closely integrate teachers who direct and counsel interns with the interns themselves, incentivize the education internship bodies to become professional development schools for cooperation with universities that train teachers.
12. With the implementation of the "Development of National Languages Act," national languages have been incorporated into the SY2022 courses in line with Curriculum Guidelines of 12-Year Basic Education. The MOE began establishing guidelines for training and hiring teachers as well as training teachers of national languages since SY2020. Certificates will be awarded to those who complete the training. Training courses include pre-service training, postgraduate teacher education training courses, and in-service training courses for a second specialty.
13. According to the "Bilingual 2030" policy formulated by the Executive Yuan, the "Bilingual Teacher Training Project" is organized to train teachers for bilingual instruction at elementary and secondary schools. Universities are subsidized to set up bilingual education research centers to conduct pre-service teacher training and research on pedagogy and teaching materials for the training of bilingual teachers for elementary and secondary schools. Courses for college credits are also offered to in-service teachers to help them develop a strong skill set for bilingual education.



B Arts Education

Arts and Aesthetics Education

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

Cultivating students who have an "artistic cultivation and aesthetic literacy" is one of the core elements of 12-year Basic Education and will turn Taiwan into an aesthetically competitive country. From 2014 to 2018, the MOE promoted the "First Phase Five-year Plan for Aesthetic Education," with the three main

focuses of “strengthening aesthetics courses and experiences of the learner,” “creating an aesthetic campus environment,” and “raising the aesthetic capabilities of education workers.” The MOE also promotes aesthetic education practice and research and teaches courses in each phase of education, in addition to executing the campus aesthetic environment conversion plan. The ministry also establishes a cooperation system between cities, counties, and central government departments, attracting private resources, cooperating between industry, officials and academics, and continuing to deepen and broaden the influence of aesthetics education.

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

Arts Competitions and Promotions

Seven major arts competitions are held annually, with about 220,000 students participating each year. These include the National Student Competition of Music, the National Student Competition of Dance, the National Student Art Competition, the National Student Competition of Dramatic Art, the National Competition of Folk Songs for Teachers and Students, the MOE Awards for Creative Writing, and the Nationwide Students’ Picture Book Creation Award. These activities aim to promote arts education, cultivate student interest in art and literature, and improve arts education in schools.

In SY2023, competitions were held in Keelung City and eight other counties and cities, covering a total of 21 venues from February to April in 2024, with participation from approximately 2,939 teams and 1,988 individuals, amounting to 75,107 students.

Since its establishment in March 2022, the online observation and performance platform for the national student performing arts group competition, named “Art Show” (https://artshow.edu.tw/), has utilized the power of the internet to provide a stage for performing arts exhibitions for students from high schools to elementary schools. Schools were encouraged to upload videos of performances for viewing and learning, thereby enhancing the reach of student performances. In addition to setting up the online platform, the first post-competition joint promotion event was held in July 2022. This event facilitated the matchmaking of students with national-level venues, leading them to perform at national level exhibition centers such as the National Concert Hall, National Kaohsiung Center for the Arts (Weiwuying), National Taichung Theater and the National Dr. Sun Yat-sen Memorial Hall, covering categories such as dance, music, and folk songs. The event continued in 2023 and 2024, and in 2024 brought together a total of 60 schools from northern, central, and southern Taiwan to perform at nine venues. This initiative aims to promote performances and friendly exchanges among national performing arts teams and to extend arts education to the general public.

Specialized Arts Education

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

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

Digital, Technological and Environmental Education

A Technology Education

The MOE aims to promote technology education that is “prospective” or “pioneering,” especially in the humanities, social sciences, key industries, as well as interdisciplinary studies of the humanities and science. Important issues and topics will be discussed in classrooms. Students will be trained in innovative ways. The effectiveness of teaching and the cultivation of professionalism will be enhanced. Measures include promoting role models, establishing cross-school resources or promotion centers, training of prospective teachers, forming teacher networks, planning of courses/academic programs, developing teaching materials and teaching plans, establishing platforms for hands-on experience and teaching labs, linking industry with academia, and international exchanges. Normalization of measures depends on the nature of a measure. To comply with the national policies of technology development and to cultivate the ability of human resource development as well as the training of professionals as needed by the industry, the MOE conducts some activities, such as conferences, results presentations, and student competitions. The implementation focuses on:

Social Science Education Pilot Project

Includes MOE Talent Cultivation Project for Digital Humanities-Phase II.

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, cybersecurity, information software, geroscience technology, and alternative technologies of animal testing.

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 Learning

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:

Digital Environment

One device per student is distributed to rural area 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 1Gbps, and all classrooms are equipped with wireless internet access and smart teaching facilities.

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.

Teaching Applications

Complete 100% of basic digital teaching training for primary and secondary school teachers, 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. “The Ministry of Education Primary and Secondary School Digital Learning Leadership Guide,” “The Ministry of Education Primary and Secondary School Digital Teaching Guide,” and “The Ministry of Education Primary and Secondary School Parent Digital Learning Guide” have also been published. Additionally, programs including Bring Your Own Device (BYOD) and Take Home and Study with Device (THSD) initiatives, as well as “Bilingual Digital Learning Companion Programs,” extend digital learning from schools to homes, connecting in-school and after-school learning, and creating a diverse digital and bilingual learning environment.

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.

Aligning with International Trends and Strengthening Domestic and International Promotion

Hosting the Digital Learning International Forum, Taiwan EdTech Expo, and the Self-Directed Learning Festival to showcase implementation results. Experts and scholars from Japan, South Korea, Singapore, Australia, Hong Kong, the United States, and UNESCO are invited to share insights on digital learning and the application of generative AI in education. Additionally, delegations will be organized to Japan, South Korea, and Singapore for digital learning exchanges to promote Taiwan's initiatives and gain insights from each country's unique experiences for continuous improvement.

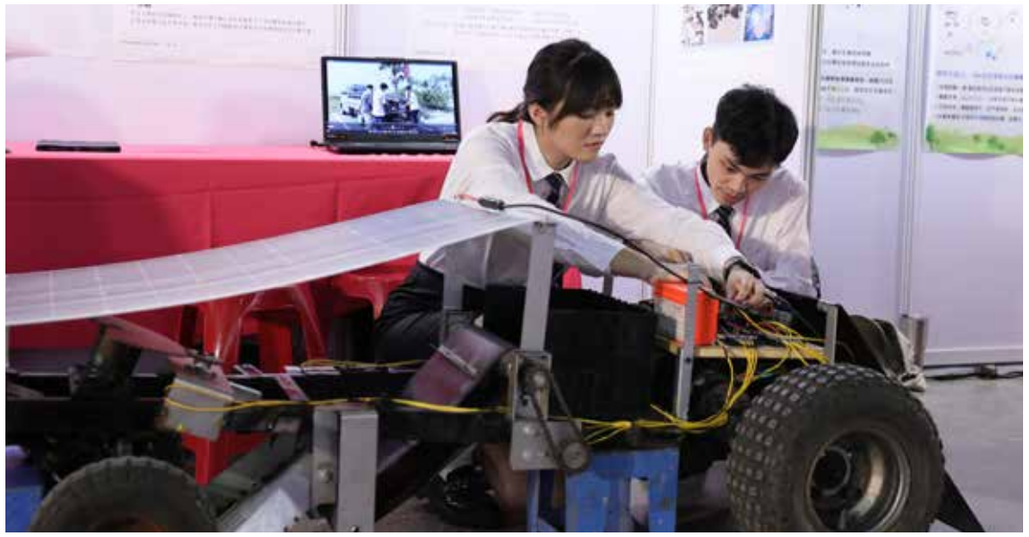
C Environmental and Disaster Response Education

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 student environmental awareness. Details are as follows:

Environmental Education and Sustainable Campuses

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

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



to assist campuses in transitioning to intelligent operations and optimizing management to achieve the goal of creating smart, sustainable, and circular campuses.

Continuous Push for Climate Change Education at Universities

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

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, disaster prevention, and increases 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.

Energy Transition: Solar Power on Campus

The MOE follows the Executive Yuan's renewable energy policy by encouraging public schools and institutions to adopt the PV-ESCO (solar photovoltaic energy technology services) model, where a school or institution does not need to 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 to reach 324 MW in capacity has been achieved.

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.

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 continues 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 Indigenous Peoples Education

To deepen Indigenous education, the MOE in collaboration with the Council of Indigenous Peoples (CIP), has actively promoted the enactment of the Education Act for Indigenous Peoples and the implementation of the Indigenous Education Development Plan (2021–2025), aiming to establish a comprehensive education system for Taiwan's Indigenous peoples.

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," "strengthening administrative support systems," "deepening ethnic education," "enhancing teacher training," "cultivating Indigenous talents," "lifelong learning for Indigenous peoples," and "promoting Indigenous education to the general public."

Experimental Education for Indigenous Peoples

1. School-based Experimental Education: In SY2024, 44 schools were approved by local governments to provide school-based experimental education for Indigenous peoples. The MOE will continue to encourage and guide more indigenous key schools to join the project.
2. Experimental Education Class: In SY2024, subsidies were provided to 16 schools to operate experimental education classes for Indigenous peoples.

Indigenous Curriculum Development

1. "Collaboration Centers for Indigenous Curriculum Development": This project aims to develop a proper curriculum and a teaching guidance system for Indigenous peoples. It also supports teachers at experimental schools for Indigenous peoples in the compilation of textbooks and materials tailored to local cultural and linguistic characteristics. So far, five universities have set up collaboration centers for Indigenous curriculum development on their campuses.
2. Subsidies for Teaching Indigenous Languages: In SY2024, subsidies were provided to 22 county and city governments to support Indigenous language courses. A total of 16,285 courses were offered at the junior high and elementary levels, with 42,218 students enrolled. At the senior high school level, 1,200 courses were offered, attended by 3,857 students.

Indigenous Peoples in Higher Education

1. Protecting Indigenous Students' Rights to Higher Education: In SY2024, colleges and universities announced an additional admission quota of 11,961 places for Indigenous students. Colleges and universities are encouraged to offer special programs for Indigenous students. In SY2024, 26 universities have been approved to offer a total of 41 such programs.
2. Strengthening the Functions of Indigenous Student Resource Centers: In SY2024, Indigenous Student Resource Centers at 141 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 2024, the MOE organized four training programs for Indigenous Student Resource Centers to enhance cultural sensitivity and consulting expertise. The MOE also implemented a recognition program to reward outstanding resource centers to encourage them to keep up the good work supporting Indigenous students.

Training Indigenous Teachers

1. Promotion of teacher specialization in Indigenous languages: In SY2024, local governments received subsidies for 253 full-time teachers specialized in Indigenous languages.
2. Government-funded quotas for prospective Indigenous language teachers: Quotas for government-funded prospective teachers are allocated based on local governments' needs. In SY2025, 95 government-funded students were approved.
3. Programs for Indigenous teachers:
   - A. Indigenous teacher training course: Provide guidance for government-funded Indigenous students and teacher trainees to take courses in Indigenous languages and culture, while schools are encouraged to invite elders from Indigenous tribes or individuals with relevant expertise to jointly teach courses. In SY2024, nine schools received continued subsidies to offer the course.
   - B. Postgraduate Indigenous language course for credit: Courses are available for current Indigenous language teachers, teaching support staff, substitute teachers, promotional workers, and Indigenous individuals recommended by endangered language promotion organizations, who receive teaching certification upon completion. In SY2024, one teacher cultivating university was approved to offer two courses.

C. Indigenous ethnic education secondary specialization course for credit for in-service primary and secondary teachers: In SY2024, one on-the-job training course for credit was approved.

D. Secondary school Indigenous language teacher on-the-job training secondary specialization course for credit: In SY2024, one course was approved.

E. Elementary school language discipline Indigenous language course for credit: In SY2024, two courses were approved.

B Education of New Immigrants and Their Children

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

Improving Literacy and Language Proficiency

In 2024, the MOE subsidized local governments to offer 260 courses for adult new immigrants on basic education, teaching them the basic abilities of listening, speaking, reading, writing, and arithmetic.

Lifelong Learning for New Immigrants

In 2024, 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.

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

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

New Immigrants' Native Language Courses

The 12-year Basic Education Curriculum included the native languages of new immigrants as selective courses in elementary schools starting in SY2019. In junior high school and senior high school, flexible learning courses and second foreign language courses have also been incorporated. A total of 126 textbooks for learning the languages of seven countries, including Vietnamese, Indonesian, Thai, Khmer, Burmese, Malay, and Filipino have been completed. In SY2023, national primary and secondary schools implemented education in the languages of new immigrants. In total, there were 1,739 schools and 7,572 classes. In SY2023, 56 senior high schools and 92 classes nationwide offered Southeast Asian language courses.

Fun Learning Activities

To increase and deepen the effectiveness of learning, schools should include fun learning activities featuring new immigrants' native languages in student clubs and during extracurricular hours during the semester. Winter and summer camps are also to be held during winter and summer breaks. In SY2024, 108 elementary, junior high, and senior high schools received subsidies for 123 fun-learning activities of new immigrants' native languages. Colleges and universities are also subsidized to offer Southeast Asian language courses. In SY2023, 70 colleges and universities received subsidies for 178 classes to facilitate effective learning of Southeast Asian languages and cultures.

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 eight 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 2024, the number of international degree students, language students, and exchange students studying in Taiwan increased to 123,188, a significant increase from the number in December 2007, when international student enrollment was only 30,509.

Many efforts have been made to create an internationalized academic study environment in Taiwan, and Taiwan is an ideal study destination for several reasons. A survey of international students carried out by the Foundation for International Cooperation in Higher Education of Taiwan (FICHET) found that these reasons include: Taiwan provides a high-quality academic environment, rich cultural heritage, excellent living circumstances, reasonable tuition, scholarships, opportunities to learn Mandarin, and studying in Taiwan will be helpful for further study and future careers. Taiwan's advanced technology, its friendly people, and its breathtaking tourist destinations are also attractive to international students.

A Scholarships for Degree Studies

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

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:

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

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

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

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) 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 of one year. They receive a monthly stipend of NT$28,000.

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

C Career Counseling for International Students

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

D International Student Internships

Taiwan Experience Education Programs (TEEP)

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

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

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

E The U.S.-Taiwan Education Initiative

In December 2020, Taiwan and the United States launched the U.S.–Taiwan Education Initiative, which aims to strengthen cooperation on language education. In 2023, both sides further formulated the Education Initiative Three-year Strategic Plan (2023 to 2025) to expand the cooperation to the state level. Under the U.S.-Taiwan Education Initiative framework, Taiwan encourages more American students to come to Taiwan to study Mandarin, and jointly promotes several government-supported programs with the U.S, such as NSLI-Y, CLS and Gilman scholarship. On the other hand, the U.S supports Taiwan’s Bilingual 2030 and encourages more Americans to come to Taiwan to study Mandarin and teach English, particularly through the Fulbright English Teaching Assistant (ETA) and English Teaching Flagship Scholarship Program

(ETF). Taiwan has one of the largest Fulbright English Teaching Assistant (ETA) programs in the world with up to 150 awards granted each year.

F International Education Cooperation

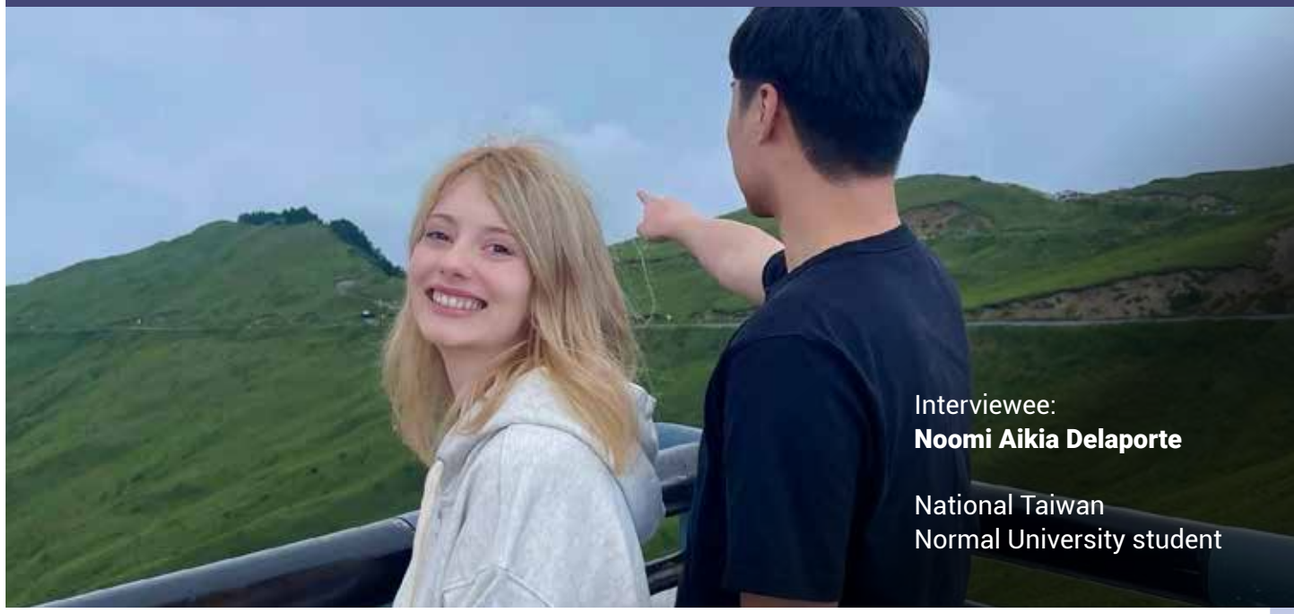
The MOE participates in international organizations and holds bilateral higher education forums to expand international education cooperation opportunities. Each year the MOE integrates educational resources from higher education institutions in Taiwan to attend the Annual Meeting of Educators including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

Scholarships

Learn Chinese in Taiwan

Taiwan Experience Education Programs (TEEP)

Exploring Taiwanese Culture and Advancing Studies in the Arts



Interviewee:
Noomi Aikia Delaporte

National Taiwan Normal University student

Noomi Aikia Delaporte arrived in Taiwan as a foreign exchange student in 2020, eager to explore Taiwanese culture and make new friends.

At first, she knew little about Taiwan and had limited Chinese language skills. However, upon arriving at the airport, she was immediately struck by the warmth and friendliness of her taxi driver, an experience she considers her first introduction to Taiwanese hospitality.

Now, after more than two years in Taiwan, Noomi has found herself surrounded by kind and supportive classmates. While she stays in Taipei to focus on her studies, she has also taken the opportunity to travel around Taiwan during the summer months.

Currently a graduate student at the National Taiwan Normal University (NTNU) Department of East Asian Studies, Noomi specializes in the cultural applications division. Her thesis explores art museum curation policies and contemporary Taiwanese cultural identity. She is actively seeking a part-time job in the arts industry and hopes to secure a full-time position in the same field upon graduation.

Noomi considers herself fortunate to have received a Taiwanese scholarship, which provides two years of financial support. She acknowledges that managing expenses can be challenging, especially with the differences in living costs compared to her home country.

Moreover, she notes that finding a part-time job abroad can be difficult due to language barriers and cultural differences in the workplace. The scholarship has given her a stable income, allowing her to pursue a suitable part-time job without excessive financial pressure.

Noomi highly recommends Taiwan as a destination for higher education, praising the country for its excellent study environment and promising career opportunities. She also commended Taiwanese universities for being welcoming to both exchange and regular international students, offering ample support and guidance throughout their academic journeys. ■

A Journey of Growth, Language, and Cultural Discovery in Taiwan

Interviewee:
Jake Hazlewood

Ming Chuan University student

Hailing from Guernsey, UK, Jake Hazlewood is doing his bachelor's in International Relations and Diplomacy at Ming Chuan University.

Hazlewood, who is starting his second semester at Ming Chuan, has lived in Taiwan for three years. After self-studying Mandarin in the UK as a hobby, he moved to Taiwan seeking language immersion upon a friend's suggestion. He soon fell in love with the country's natural environment, which he says is its most attractive value.

Hazlewood found life and studies in Taiwan to be smooth and fulfilling, largely due to the support from Ming Chuan, which helped him navigate visas, accommodation, and daily life. Over time, he adapted to local customs, including the now-familiar ritual of chasing the trash truck.

The biggest challenge he faced was mastering Mandarin, an experience that humbled him but ultimately led to significant growth. Through intensive daily classes, patient teachers, and perseverance, he progressed from a beginner to an advanced level, gaining not only language skills but also a deep appreciation for Taiwanese hospitality and culture.

One of Hazlewood's most memorable experiences in Taiwan was an eventful week when he met Vice President Hsiao Bi-khim, competed in a national Chinese public speaking contest, and completed a grueling 40-kilometer trail race. These accomplishments, which showcased his linguistic, academic, and athletic growth, were a testament to the challenges he had overcome.

Now, as a student in an international program, he enjoys learning from classmates with diverse backgrounds and offering guidance to younger students, embracing his role as a mentor. Although he does not have a scholarship, he believes they encourage students to study hard.

Hazlewood plans to stay in Taiwan and contribute to the country's bilingual education goals by teaching English. He finds teaching as challenging as learning Mandarin. He takes pride in inspiring students and hopes to leave a lasting impact, just as a teacher once did for him. Whether continuing in education or pursuing a master's degree in linguistics, he remains committed to Taiwan.

Having benefited from Taiwan's education system, he highly recommends it to others, encouraging friends to take advantage of the country's quality universities, language programs, and welcoming environment. ■

Bilingual and International Education

A Bilingual Policy

The two key visions of the Bilingual Policy are: "cultivating Taiwanese talent to connect with the world" and "responding to the long-term investment of international enterprises in Taiwan by enabling local industries to connect globally and create high-quality job opportunities."

The Ministry of Education (MOE) is responsible for implementing the following initiatives:

1. Cultivate professional English proficiency in higher education:
   - **A.** Freshman English courses reform: Universities are encouraged to offer English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses to enhance students' English proficiency and facilitate their transition into English as a Medium of Instruction (EMI) courses.
   - **B.** Establish quality assurance mechanisms for EMI courses: Internal and external quality assurance systems are implemented to ensure and enhance both the quality and quantity of EMI courses across institutions.
   - **C.** Create an internationalized campus environment: Efforts are made to attract international students to study in Taiwan, while increasing the proportion of domestic students participating in overseas study and international exchanges, thereby fostering a globalized learning environment.

2. Fostering a bilingual-friendly learning atmosphere in national education:

A. Promote the "Bilingual Immersive Learning Environment Program for Schools" in schools at the senior secondary level and below: Schools are supported in creating bilingual-friendly environments where both teachers and students engage in bilingual learning through diverse and engaging courses or activities, encouraging natural use of both languages in daily communication.

B. Establish bilingual experimental classes in high schools: These classes provide high school students with a bilingual learning environment to enhance their bilingual communication skills and cultivate internationally-oriented talent.

C. Implement full English instruction in English courses: By increasing students' frequency and fluency of English use in class, this policy aims to strengthen their ability to apply English effectively in everyday life.

D. Introducing foreign English teaching staff: Creating a bilingual communication environment within schools to inspire students' interest in language learning.

E. Training local bilingual educators: Developing multiple pathways, including pre-service teacher training and in-service professional development, to meet the demand for bilingual education instructors.

3. Enhance digital learning and bridge educational gaps:

A. Establish an English online learning platform and self-assessment system: This platform provides schools, teachers, and students with free access to diverse English learning resources and self-evaluation tools. These resources aim to enhance students' learning motivation and autonomous learning capabilities, while supporting teachers in implementing differentiated instruction.

B. Implement companions for learning: Matching foreign and local university students with elementary and junior high school students for remote or in-person interactions.

B Internationalized Education

1. Background

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

2. Four Strategies

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

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

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

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

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

Education Expenditures

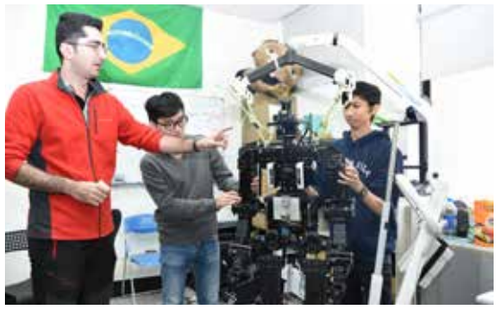
The government has demonstrated the importance it attaches to educational development. The president announced on January 6, 2016, that some of the amended articles in “The Compilation and Administration of Education Expenditures Act,” which increased the percentage of funds allotted to education expenditures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

In the 1951 fiscal year, the education budget for all educational levels was NT$213 million, which accounted for 1.73% of GDP; in the 2024 fiscal year, the figure has since reached NT$1073.78 billion, or 4.20% of GDP. The budget for private educational institutions has risen from the 1961 fiscal year, when private institutions accounted for less than 15% of the total education budget. In fiscal year 2024, funding for private institutions reached 19.36% of the education budget. Public schools meanwhile enjoyed 80.64% of the budget. Looking at the breakdown of each education level of school, in SY2023, the total education budget was NT$776.27 billion, of which preschool education accounted for 8.65%, primary, and junior high school education for 42.16%, senior high school education for 14.55%, higher education for 33.88% (junior colleges 0.68%, universities and colleges 33.20%), and 0.77% went to other institutions. ■

Prospect

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

In the future, the MOE will continue to formulate education policies and work with schools and local governments as partners so as to align policies with practical needs in classrooms, ensure the implementation and effectiveness of education policies, and establish Taiwan’s place in pursuing prosperity with the rest of the world. ■



Statistics

Education Statistics

General Information

School Year/ Year	Total Population (Thousand Persons)	Nominal GDP (US$ billion)	Economic Growth Rate (%)	Unemploy - ment Rate (%)	Consumer Price Index (2021=100)	Mean Years of Schooling for Age 25 Plus (years)	Excepted Years of Schooling (years)
1980	17,886	42.3	8.04	1.23	47.02	-	-
1990	20,401	166.4	5.54	1.67	63.51	-	-
1995	21,357	279.0	6.50	1.79	76.37	-	-
2000	22,277	330.7	6.31	2.99	81.92	9.3	-
2005	22,770	374.0	5.38	4.13	84.75	10.6	-
2010	23,162	444.2	10.25	5.21	89.93	11.3	-
2015	23,492	534.5	1.47	3.78	94.54	11.9	16.6
2020	23,561	676.9	3.42	3.85	98.07	12.4	16.6
2022	23,265	765.5	2.68	3.67	102.95	12.6	16.9
2023	23,420	757.3	1.12	3.48	105.51	12.7	16.8
2024	23,400	795.6	4.59	3.38	107.81	12.8	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	96.16	96.20	96.12
2020	96.67	96.73	96.60
2021	97.58	97.74	97.41
2022	97.51	97.46	97.56

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(%)								
	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
2020	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
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

Summary of Education at All Levels

SY 2024-2025

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2023	No. of Students Per 1,000 Population
Total	11,068	303,846	93,129	3,987,759	836,989	170.42
Preschool	6,657	62,898	-	554,716	-	23.71
Primary School	2,613	100,374	52,398	1,202,761	213,751	51.40
Jr. High School	735	46,243	21,624	568,801	188,655	24.31
Senior High School	506	50,242	17,642	549,843	163,215	23.50
Uni., College & Jr. College	140	42,262	-	1,074,365	263,035	45.91
Special Edu. School	28	1,689	524	4,303	1,309	0.18
Supp. & Cont. Sch.	380	61	941	32,473	6,900	1.39
Religious College	9	77	-	497	124	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
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	95.39	97.62	97.11	97.98	97.21	98.26	93.96	90.30
2024-25	96.57	97.22	96.69	97.58	96.90	98.34	93.67	94.35

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	18.32	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
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	12.18	9.10	13.29		25.28	15.67	21.43	2.78
2024-25	13.12	8.82	11.98	9.29	13.36		25.33	16.16	21.59	2.77

Overseas Students in R.O.C.

Unit: Person

Year	2007-08	2020-21	2021-22	2022-23	2023-24	2024-25
Total	30,509	90,895	94,579	106,067	119,929	123,188
Degree	16,195	62,387	65,383	66,917	67,299	78,801
Studying for a Degree	5,259	32,040	34,535	35,512	37,062	48,654
Overseas Compatriot Students (Includes Hong Kong and Macao Students)	10,936	24,315	26,555	28,284	28,109	28,591
Mainland China Students (Studying for a Degree)	-	6,032	4,293	3,121	2,128	1,556
Non-degree	14,314	28,508	29,196	39,150	52,630	44,387
International Exchange	1,441	2,475	5,190	6,100	5,942	5,942
Short-term Courses	1,146	3,785	2,686	4,185	8,234	8,234
Studying Mandarin Chinese	10,177	20,674	20,145	27,808	36,350	28,163
Mainland China Students (to Take Short-term Courses or Attend Meeting)	823	-	-	22	2,087	1,917
Overseas Youth Vocational Training Program	727	1,574	1,175	1,035	17	131

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
2020	31,852	24,569	7,283	7,756	676,935	4.71	3.63	1.08
2021	35,460	27,885	7,575	8,586	777,062	4.56	3.59	0.97
2022	34,109	27,098	7,011	8,355	765,529	4.46	3.54	0.92
2023	32,993	26,310	6,683	8,344	757,276	4.36	3.47	0.88
2024	33,441	26,967	6,473	-	795,573	4.20	3.39	0.81

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 2025

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

Wu Chin-kuo, Lin Ming-juey, Lin Pang-chieh, Ou Shu-chen, Noomi Aikia Delaporte, Jake Hazlewood, Tainan Municipal Guantian District Guantian Elementary School, Taipei Municipal Xinyi Elementary School, Micang Elementary School (New Taipei City) , Tainan Municipal Heshun Elementary School, Taichung Municipal WuChuan Junior High School, Luodong Junior High School, Taipei Municipal Yongchun Senior High School, Yunlin County Niaosong High School of the Arts, National Hualien Industrial Vocational Senior High School, National Chushan Senior High School, Taichung Municipal Taichung Second Senior High School, Wesley Girls' High School, Tainan University of Technology, National Taiwan Normal University, National Penghu University of Science and Technology, University of Kang Ning, Fo Guang University, Taipei City University of Science and Technology, Wenshan School of Special Education, Taoyuan Municipal Taoyuan Special School, National Central University, Tunghai University, Shih Hsin University, National Chengchi University, Beitou Community College, Fongshan Community University.

Note: Last updated on July, 2025

ISSN 0578135-3
00160
9 770578 135008

GPN : 2005900021
PRICE : NT$160 US$5