

2026 National Education Directors-General Conference: Practical Sharing and Dialogue to Shape the Future of Education

(Image/Original Text: Shen Ting-Yun, Division of Junior High and Elementary Education)



To build consensus on educational development and strengthen policy coordination between the central and local governments, the Ministry of Education (MOE) organized the 2026 National Education Directors-General Conference in Hsinchu County on July 7–8. Building on the foundation of consensus-building through open dialogue in 2025, this year's conference expanded its focus beyond teaching practices to include administrative support and educational governance. Through experience sharing and collaborative discussions among education directors-general from local governments nationwide, the conference aimed to ensure that education policies better reflect school needs while forging a stronger and action-oriented partnership between central and local authorities.

Minister of Education Cheng Ying-Yao noted that the annual conference serves as a vital platform for the central and local governments to build consensus and address emerging challenges. In the face of declining birthrates and rapid technological advancement, key challenges—from creating supportive school environments to meeting public expectations and fostering talent—require thoughtful deliberation. Minister Cheng emphasized that the key to

successful education policy relies not only on setting clear policy directions, but also on transforming those policies into practical support that is implementable for schools, usable for teachers, and beneficial for students. The conference explored how schools incorporate core educational values into curricula, teaching practices, and campus life across diverse areas, including social and emotional learning, AI-integrated courses, and human rights and transitional justice education. Additionally, participants engaged in discussions on teacher shortages, administrative streamlining, joint administrative management, personnel support, and utilizing technology to address the challenges schools face in their day-to-day operations and administrative workload. Through identifying solutions and sharing responsibilities, central and local authorities aim to transform policy implementation from enforcing compliance to empowering practice.

This year's conference focused on expanding and transforming curriculum and teaching practices, inviting educators from elementary, junior high, and senior high schools to share their firsthand experiences. In a rapidly changing world, education no longer focuses solely on transmitting knowledge—it also plays a vital role in building students' emotional resilience, digital literacy, civic awareness, and moral reasoning. Through social and emotional learning, schools help students develop self-awareness, recognize emotions, and build positive relationships. By integrating AI into the curriculum, teachers guide students in utilizing technological tools to improve learning efficiency and problem-solving skills. Meanwhile, human rights and transitional justice education allow students to reflect on history and explore public issues to truly understand the core values of a democratic society. These experiences will serve as valuable benchmarks for future local governments in promoting educational innovation and tailored education for all students.

In addition to sharing teaching practices, the conference featured dedicated sessions focusing on three topics: teacher shortages, administrative streamlining and joint administrative management, and personnel support and utilizing technology. These discussions were designed to address long-standing systemic challenges for schools. The MOE stated that administrative streamlining is not simply about eliminating individual tasks, but about reexamining the relationship between educational administration and school teaching. The goal is to realign administrative work with its fundamental purpose: supporting teaching, guiding students, and driving school development. Likewise, implementing joint administrative management, enhancing personnel support, and utilizing technological tools must enhance schools' overall support capacity rather than create new administrative burdens.

The MOE reaffirmed that the National Education Directors-General Conference serves as an important platform for central and local governments to address frontline challenges and seek

solutions together. Facing declining birthrates, digital transformation, teacher shortages, and increasing administrative workloads, the education system must replace the top-down approach with closer collaboration, reduce pressure by providing meaningful support, and tackle challenges together rather than leaving schools to shoulder them alone. Looking forward, the MOE will continue partnering with local governments across curriculum and teaching, workforce stability, administrative streamlining, and support systems. Through these efforts, the MOE aims to create a more supportive, resilient, and forward-looking school environment, where teachers can focus on teaching, schools can thrive, and students can learn and reach their full potential.