

# Three, Results of Major Policies

## One. Promotion of the Curriculum Guidelines of 12-Year Basic Education

### I. Deliberation of new curriculum guidelines – Establishing a model of a review system:

1. Since the Ministry of Education announced the newly-drawn-up syllabus in 2014, the National Academy for Educational Research and many research teams began conducting studies on the syllabi of various disciplines, study areas, and subjects. The ratification of the amendments to the Senior High School Education Act on June 1, 2016, allowed for clear legal guidelines for the organization and operation of the Curriculum Council for Elementary and Secondary Schools (hereinafter referred to as the Curriculum Council), which also included student representatives in the review of the curriculum.
2. The first meeting carried out by the various subcommittees under the Curriculum Council took place in December 2016, and the last one in April 2019. After the conclusion of all subcommittee meetings, the minutes were sent to the main committee for final deliberation. A total of 361 meetings were held during this process. The main committee held a total of 193 meetings from November 25, 2016, to June 22, 2019, over the span of 2 years, 6 months, and 29 days. Each meeting not only allowed a myriad of views to be thoroughly discussed but also ended in resolutions that were acceptable to parties with opposing stances. Therefore, it can be said that the meetings saw the realization of the fairness of the curriculum development and review process. Thus, other than being an important milestone in Taiwan's national education journey, these meetings also established a sustainable model for deliberation of national policies for Taiwan to reference in the long term.

### II. Firmed up supporting measures for the implementation of the new curriculum:

In order to facilitate the implementation of the new curriculum in the 2019 academic year as scheduled, K12EA has been coming up with a series of supporting measures since March 29, 2016, and has progressively introduced and implemented these measures. The following measures have been implemented, as of Academic Year 2019/2020:

1. Expansion of the pilot program in pioneer schools and sharing of experience:

The pilot program is now in its fourth year, having started in 2016. As of 2019, 648 schools across the country have been enlisted as pioneer schools. These schools have produced outstanding results in areas such as bolstering collaborative efforts among regional networks and diverse ways of launching the new curriculum and piloting pedagogical experiments. More details as below:

- (1) Regional collaborative networks have been established or expanded. Strategic alliances have been set up in various cities, such as the alliance among comprehensive junior-senior schools, which has been expanded from the original Super Nine schools to the current Top 10 schools; the strategic alliance among 10

comprehensive junior-senior schools in Kaohsiung; the Big 5 alliance in Taichung; and the alliance among 12 private schools in New Taipei City.

(2) Pioneer schools in each region proactively and regularly organized sharing sessions or workshops on topics related to the new curriculum according to the respective needs identified in their community. With this measure, schools can work together as a collaborative network and learn from one another instead of having to tackle challenges individually.

(3) Diverse ways of carrying out the new curriculum and piloting pedagogical trial programs:

① Each school in the Senior High School Actualization Program offered an average of 13 elective courses.

② In 2019, school-based electives were offered in 5 ways in vocational and comprehensive high schools under the pilot program as part of the pedagogical trial: (a) Single subject in a single class: carried out in 43 schools with a total of 149 electives offered. (b) Single subject across classes: carried out in 40 schools with a total of 186 electives offered. (c) Inter-subject electives within the same study area: carried out in 37 schools with a total of 163 electives offered; interdisciplinary electives within the same school: carried out in 37 schools with a total of 193 electives offered; inter-school electives: carried out in 3 schools with a total of 14 electives offered. (d) The flexible study hours program was piloted by 48 schools. (e) Subject banding was piloted by 35 schools.

2. Revision of existing curriculum guidelines and statutes: 35 statutes have been revised in view of the implementation of the new curriculum, including 8 statutes governing academic programs, 10 governing teaching and learning, 3 governing textbooks, 4 governing assessment, 6 governing equipment, and 4 other statutes.

3. Enhancements to teaching and learning:

(1) Through the Teaching Enhancement Program for Elementary and Junior High Schools and the Equalization Program for Senior High Schools and Vocational Senior High Schools, local governments and schools were given funding to carry out programs to improve curriculum development and implementation. The ministry also supported schools in developing their own academic programs.

(2) Centers for Study Area received funding to develop teaching materials and lesson plans. Professional training programs such as teacher-training courses and workshops were also continuously carried out to facilitate the professional growth of educators.

4. Teaching staff and training

(1) Increased the number of elementary school teachers to 1.65 teachers to 1 class, increased specialist educators in mainstream junior high schools, and ensured equitable staffing levels for junior high schools in remote areas, etc. New hourly pay scheme for teachers in senior high schools to facilitate the availability of useful and diverse electives to students.

(2) In order to empower teachers taking on pedagogical challenges in newly offered subjects, K12EA organized ad eundem courses to help teachers develop a second teaching specialty as well as other courses for professional growth. On top of that, a variety of teacher-training programs, workshops, professional communities, and joint

lesson-planning teams have also been established for the benefit of in-service teachers. Besides helping teachers understand the overall curriculum and also subject-specific or study-area-specific curricula, these programs can also aid educators in their development of courses, pedagogies, and assessments that are literacy-oriented.

#### 5. Teaching facilities and equipment:

- (1) Schools were given funding to improve and upgrade facilities required for the teaching of general subjects, to mobilize special classrooms and other infrastructure required for elective courses, as well as to optimize campus infrastructure to provide students with a better environment for self-directed learning.
- (2) Funding was channeled to senior vocational schools to improve their basic facilities for the conduct of hands-on courses, including MOE-required courses and school-based courses focusing on professional internship programs and the application of skills, with the goal of assisting these schools to improve their infrastructure and facilities for the teaching of hands-on courses.
- (3) Optimized the use of funding from The Forward-looking Infrastructure Development Program and channeled it to schools for the following uses: Junior high schools received funding to improve classrooms used for teaching life sciences and technology-related subjects, junior high schools and elementary schools received funding to improve ICT classrooms, junior high schools and elementary schools received funding to build their own education and technology centers, senior high schools received funding to improve campus network facilities and bandwidth, schools received funding to improve the equipment in STEM classrooms designed for ICT application.

### III. Changes observed in the first year of the implementation of the new curriculum

Changes in student learning, classroom teaching, and curriculum content observed in the first year of the implementation of the new curriculum:

#### 1. Student learning

- (1) With appropriate guidance from teachers and a suitable course design, students learned how to learn, acquired knowledge and skills using productive methods, made good use of relevant learning resources, and explored problem-solving strategies.
- (2) Students have been observed to have an increased motivation to learn. In addition to learning in class, they also prepared for their lessons before class and identified questions for classroom inquiry. The active learning contributed to the transfer of learning after class, which resulted in improvements in academic achievement.
- (3) Teachers stimulated students' interest in learning by incorporating more diverse and authentic scenarios in their lesson designs. By guiding students in peer discussions and facilitating interactions among students, teachers created opportunities for students to collaborate and work harmoniously as a team.
- (4) The new curriculum also provided students with clearer learning objectives and goals, which in turn helped students design their own self-directed learning strategies and decide what to learn.

## 2. Classroom teaching

- (1) In addition to focusing on their teaching, teachers placed even more emphasis on how students learn, guiding students in creating learning portfolios, which are used to document their achievements. With the aid of these tools, teachers were able to help students to come up with learning strategies and also provide adaptive instructions to different students based on their individual differences.
- (2) Exploration and hands-on practice now play a more important role in classroom teaching. With this change, the assessment of student learning also became more multi-faceted.
- (3) Teachers' willingness to engage in professional dialogues has increased, and they have formed professional learning communities that come together to conduct collaborative lesson planning, lesson observations, and lesson reviews, with the objective of modifying and sharing different teaching strategies.
- (4) Teachers were more willing to carry out inter-disciplinary lesson planning and co-teaching.

## 3. Curriculum content

- (1) Elementary school: Many elementary schools continued to adopt the Grade 1-9 Curriculum but have modified their teaching content to be more literacy-oriented, and these improvements are still on-going. In the past, ability indicators were used to evaluate student learning; under the new curriculum, key learning points and the actual content of the issues covered are also used as indicators of student achievement.

### (2) Junior high school:

① Despite facing multiple challenges such as the launch of the new curriculum and the declining birth rate, junior high schools have developed distinctive flexible learning courses in recent years with the aid of K12EA's support.

② Many of the interdisciplinary courses offered in junior high schools, under the flexible learning scheme, formed bridges between the school and the community and required the use of inquiry methods on the students' part as they learn. This approach is very helpful in helping students gain a fresh understanding of their local community as well as the ability to engage in self-directed learning.

### (3) Senior high school:

① The new senior high school curriculum prioritizes literacy-oriented lesson design. These lessons, together with teaching and assessment designs that demand a higher level of literacy on the part of educators, help to nurture core literacies among students.

② Inter-disciplinary and inter-subject projects and integrated courses, which emphasize collaborative learning among student groups and co-teaching by teachers, have been introduced.

③ Inquiry and Practice courses in mainstream senior high schools nurture the ability of students to identify and solve problems.

④ Skills-based courses in senior vocational schools nurture the ability of students to develop foundational inter-disciplinary vocational skills.

⑤ The flexible study hours program allowed students to engage in self-directed learning by providing them with the opportunity to decide on what they hope to work on autonomously in a structured and progressive manner.

## **Two. Implementation of K-12 education and support the establishment of a sound educational system**

I. Policy on Countermeasures against Declining Birth Rate in Taiwan and various preschool education policies:

### 1. Policy on Countermeasures against Declining Birth Rate in Taiwan:

- (1) The continuous expansion of public preschool education has always been, and will always be, at the top of the government's administrative priorities. The Ministry of Education has rolled out the A Kindergarten for Every Elementary School Plan, the objective of which is to provide affordable, convenient, and quality public preschool education to parents who look forward to the availability of more public kindergartens. In line with the plan, the government plans to increase the number of classes in public kindergartens by 3,000 classes within 8 years (from 2017 to 2024), which translates to an increase of 86,000 vacancies for preschool students. The rate of growth in terms of the number of classes is 2.2 times that of the past 16 years (from 2000 to 2016). As of the end of 2019, the number of classes in public kindergartens has increased by 951 classes, providing around 25,000 more vacancies to students entering public preschools.
- (2) Although the government has been actively expanding the public preschool education sector, the demand for preschool services still cannot be met in the short term. At the same time, the government understands that the childcare needs of young families cannot be put on hold. Having observed that private kindergartens have always played a major role in the provision of preschool education services, the government has accredited quasi-public kindergartens to accelerate and expand affordable preschool services. Quasi-public kindergartens are private kindergartens that have been determined to have met criteria set by the government. As of Academic Year 2019/2020, 1,098 quasi-public kindergartens have been accredited, providing approximately 110,000 additional vacancies to preschool students. The proportion of affordable preschools in the market has grown from 38.8% (public kindergartens) to 55.1% (public and quasi-public kindergartens), which is a growth of more than 16%. There are now nearly 320,000 vacancies in public and quasi-public kindergartens, and the provision of these options for affordable preschool education has helped young parents to find a balance between the demands of their career and family.
- (3) In line with the childcare policies issued by the Ministry of Health and Welfare and the goal of alleviating the child-rearing burden of young families with young children, families with children above 2 years old and under 5 years old, who are unable to

benefit from public and quasi-public preschool services, are eligible for a childcare subsidy for families with children aged between 2 to 4 from August 2019. Eligibility criteria are as follows: Parents' Individual Income Tax rate falls below 20%, parents are not receiving any parental leave allowance, and the children are not receiving public or quasi-public preschool education or public placement subsidies. Eligible students will receive NT2,500 every month in childcare subsidies. An additional NT\$1,000 will be granted for the third child and beyond.

2. Various preschool education policies:

- (1) Free education for 5-year-old children: Free education for 5-year-old children has been implemented since Academic Year 2011/2012 in order to provide practical assistance to parents and to reduce their financial burden. In the second semester of Academic Year 2018/2019, around 190,000 students received the subsidy; in the first semester of Academic Year 2019/2020, around 160,000 students received the subsidy. In Academic Year 2019/2020, the preschool enrollment rate of 5-year-old children in Taiwan was 96.16%, while that of economically disadvantaged children was 98.61%. In addition, public kindergartens and non-profit kindergartens were encouraged to offer after-school childcare services and received funding to do so. Financially-disadvantaged children also received full subsidies to enroll in the after-school childcare services offered by public kindergartens and non-profit kindergartens. In 2019, the number of students that received the subsidy exceeded 120,000 students (in 2018, the figure was more than 110,000 students), among which 39,000 students received the full subsidy.
- (2) Improving the quality of preschool education: K12EA organized training programs and workshops to groom educators who can promote the preschool curriculum, as well as to elevate the level of classroom teaching in preschools. A total of 137 programs and workshops spotlighting the new curriculum were organized in Academic Year 2019/2020 to enhance the professional capacity of preschool educators, and 8,393 preschool educators attended the workshops. In Academic Year 2019/2020, K12EA provided funding to various municipal, county, and city governments to organize 1,626 preschool education training programs and workshops, drawing a total of 108,846 preschool educators. These training programs and workshops played a significant role in elevating the quality of childhood education. In addition, central and regional counseling and guidance networks were established to consolidate student counseling and guidance resources. In Academic Year 2019/2020, 300 public and private kindergartens participated in the counseling and guidance program.
- (3) Enhancement and improvement of facilities and equipment in preschools: Kindergartens were provided funding to enhance and improve their facilities and equipment so that their infrastructure meets the basic requirements of the guidelines set out for kindergartens and their various teaching groups. This is to ensure that children can enjoy a safe and comfortable environment as they learn. In Academic Year 2019/2020, a total of 614 public kindergartens received funding to improve their infrastructure and equipment.

II. Improvement in students' academic achievements and classroom teaching:

K12EA has introduced programs to help children and youth of school-going age improve in their studies by catering to each student's needs and developing their potential, in order to realize the vision of "seeing every child improve". The ministry's twin goals are "to close learning gaps promptly so as to ensure students' basic academic achievements" and "to bring about effective learning so as to develop students' diverse talents," and it seeks to realize these goals via a three-

prong approach, which consists of "foundations in functional disciplines," "learning support for students," and "professional growth of educators". The results of these measures are as follows:

1. Foundations in functional disciplines:

- (1) Continuous efforts to improve students' reading and literacy level: The Reading Enhancement Program for New Students was implemented. In Academic Year 2019/2020, first-year students in elementary and junior high schools were each given book, pitched at their reading level. More than 418,500 students received these books.
- (2) Making mathematics come alive: K12EA organized Math is Fun camps, in which students learned math by taking Mathematics Groundwork Modules. From 2014 to December 2019, a total of 197,889 students have participated in the activity. Collaborative lesson-planning camps for educators were organized in Academic Year 2019/2020 to help teachers adopt and design literacy-oriented mathematics modules. 39 mathematics modules developed in previous years were shared with the teachers. Combining these sample modules with the literacy-oriented pedagogical approach of the 2019 curriculum, the teacher training program provided educators with a reference on how they can design their own lessons, thus enabling teachers to further integrate the new lesson design into their current teaching. In Academic Year 2019/2020, a total of 797 teachers participated in the training program. Workshops were organized to help teachers learn how to use Mathematics Groundwork Modules to help students understand certain core but abstract concepts in mathematics. 4,564 teachers participated in these workshops in Academic Year 2019/2020.
- (3) Establishing Cool English, an online English-learning platform for students aged 9 to 18. This platform integrates the latest technology in computer-assisted language learning to provide free, high-quality, and diverse English learning resources for students across the country. It is hoped that the engaging learning materials and interactive mode of learning provided by the online platform can make elementary and high school students even more excited and motivated to learn English. The ministry also organized school-based innovative programs for the teaching and learning of English such as course development and camps that integrate community resources, task-based learning, and exploration of learning themes in order to cater to the diverse learning needs of different students. In Academic Year 2019/2020, a total of 85 schools in 20 counties and cities were part of the scheme.
- (4) Implementation of the Activated Curriculum and Teaching Program in Elementary and Junior High Schools to encourage teachers to take the initiative to adapt their teaching methods in order to increase students' motivation in learning. In Academic Year 2019/2020, 41 schools and 68 teaching teams participated in the Teacher-Initiated Pedagogical Improvement Program, 139 schools participated in the Assistance Program for the Implementation of the Curriculum Guidelines of 12-Year Basic Education, 360 elementary and junior high schools and 72 university teams participated in the Curriculum Development Assistance and Professional Support for Teachers in Schools in Remote Areas, and 465 elementary and junior high schools participated in the Assistance for Schools in Remote Areas to Develop Diverse Talent Development Programs.
- (5) Piloting cross-level courses to provide more opportunities for students to interact and develop social competence. This way, individual differences among students can be taken into account, the outcome of which would be an elevation of the quality of Taiwan's education. In Academic Year 2019/2020, 35 elementary schools in remote areas across 12 counties and cities participated in the pilot Promotion and Assistance Program for the Implementation of Cross-Level Teaching in Elementary Schools. Under this program, cross-level classes were offered in various disciplines, such

as languages, mathematics, general education, life skills, health and fitness, arts and literature, flexible study, etc.

- (6) Continuous promotion and refinement of learning support: Reports generated by learning support technological assessment tools provide teachers with a basis for understanding students' weaknesses in their learning so that they can adjust their teaching strategies accordingly to focus on the areas that the students exhibit difficulty in understanding. This way, help can be provided to students in a timely manner. All students who do not pass the Chinese, Mathematics, or English screening tests can participate in the learning support program targeting their area of weakness. In Academic Year 2019/2020, 3,352 schools participated in the program, in which 383,554 students learnt with the help of 70,091 educators. Improvements in the academic achievement of students in Chinese, Mathematics, and English in Academic Year 2019/2020 were at 78.61%, 79.74%, and 77.10%, respectively. The statistics indicate that students perform better academically after receiving learning support.

## 2. Learning support for students:

- (1) Promotion of the Summer Enjoy Learning Pilot Scheme (SELPS) in line with the objective of "Boosting learning in summer and learning by doing". Under this scheme, schools were encouraged to set aside 2 to 4 weeks (80 sessions) during the summer vacation to conduct courses of an experiential or experimental nature for students. These courses were available in local languages and/or languages of new residents, and programs with integrated content were also available. A total of 715 courses were conducted in Academic Year 2019/2020, out of which there were 330 local language courses and 385 courses with integrated content.
- (2) Establishing Maker Education and Technology Centers in various counties and cities: In the interest of carrying out science and technology courses under the Curriculum Guidelines of 12-Year Basic Education, since Academic Year 2019/2020, the ministry has been disbursing funds to various local governments to be used in setting up Maker Education and Technology Centers. Besides providing the space and facilities needed to service and assist elementary and junior high schools to offer more science and technology courses, these centers will also aid educators in the development of these courses, offer teacher training programs, as well as experiential activities for new technologies. In Academic Year 2019/2020, the ministry provided funding for the establishment of 83 Maker Education and Technology Centers.
- (3) Study buddy learning support system: Foreign undergraduate students from National Taiwan University and National Taiwan Normal University were matched with students from elementary and junior high schools in remote areas to help them improve their English. The university students and their younger buddies connect through video calls, during which the older students provide guidance and companionship to the younger ones. This way, the younger students become more motivated in their learning, and they also get the chance to have their international horizons expanded. Every semester, the study buddies engage in video calls for at least 8 to 12 weeks, at least two to three times a week. During the semester, they will also get the chance to participate in a meet-up where they can interact with their buddies face-to-face and build international friendships. In Academic Year 2019/2020, 532 foreign university students were matched with 1,530 students from 63 elementary and junior high schools in remote areas to engage in English conversations and cultural exchange via video calls.
- (4) Implementation of the Junior High School Technical-Art Education Program to provide students with opportunities to explore a variety of career choices and electives that would allow them to assess their suitability for a certain career path. The program helps to rekindle the passion of students for their chosen vocation. In Academic Year



2019/2020, 1,278 students from 64 classes enrolled in the special class, and 49,457 students from 2,216 classes participated in the pull-out program.

3. Teacher professional development:

- (1) Organization of reading comprehension strategies workshops for teachers in elementary and junior high schools. In Academic Year 2019/2020, a total of 525 teachers completed advanced courses in text-based reading comprehension advanced study and refresher courses. The ministry has provided funding to 51 Reading Niche Schools, 13 Reading Quarters Schools, and selected 12 Multi-text Reading Buddy Schools.
- (2) Engagement of Seed Teachers for reading programs in libraries. In Academic Year 2019/2020, the ministry provided funding for the engagement of 332 Seed Teachers in elementary schools and 165 Seed Teachers in junior high schools. In addition, in accordance with the Provisions for the Selection of Outstanding Contributors in the Promotion of Reading among Elementary and Junior High School Students by Schools, Education Teams, and Individuals, the ministry rewards schools, education teams, and individuals who have made outstanding contributions to the promotion of reading annually. In Academic Year 2019/2020, 27 elementary schools and 13 junior high schools received the award.
- (3) Professional dialogues within the teaching fraternity built powerful scopes of influence. As various professional learning communities come together to conduct collaborative lesson planning, lesson observations, and lesson reviews, the solidarity of the teaching fraternity was strengthened. Teachers even adopted a bottom-up approach as they took the initiative to organize professional development workshops. A total of 8 workshops were held in Academic Year 2019/2020, drawing around 25,000 elementary and junior high school teachers.

III. Creation of safe campuses and creative learning spaces:

1. Implementation of the Seismic Upgrading Project for Public School Buildings and Upgrading Project for Demolition and Reconstruction Works in Old Campuses: K12EA has been providing funding to local governments for use in school upgrading projects, which aim to renew old elementary and junior high school campuses and increase their resistance to earthquakes. K12EA has also been supervising local governments in their use of the General Grant disbursed by the Executive Yuan for the purpose of demolition and reconstruction of school buildings. The 2017-2019 Seismic Upgrading Project and Campus Upgrading Project for Elementary and Junior High Schools (hereinafter referred to as Upgrading Project) was a three-year project, under which 1,702 school buildings were reinforced, while 246 buildings were demolished and reconstructed (of these 246 buildings, works on 78 of them were covered by the General Grant provided by the Executive Yuan). The Upgrading Project sought to accelerate the enhancement of the integrity of school buildings so as to ensure the safety of school teachers and students. The status of the Upgrading Project carried out from 2017 to 2019 is as follows:
  - (1) Reinforcement projects: In Academic Year 2017/2018, contracts were signed for reinforcement works on 572 school buildings; in Academic Year 2018/2019, 758 school buildings; in Academic Year 2019/2020, 380 school buildings. Contracts were signed for a total of 1,710 buildings to undergo reinforcement works, which has exceeded K12EA's target of reinforcing 1,702 school buildings.
  - (2) Demolition and reconstruction projects (including land leveling): In Academic Year 2017/2018, contracts were signed for demolition and reconstruction works on 25

school buildings; in Academic Year 2018/2019, 135 school buildings; in Academic Year 2019/2020, 10 school buildings. Contracts were signed for a total of 170 buildings to undergo demolition and reconstruction works, which has exceeded K12EA's target of 168 school buildings.

2. **Waterproofing and heat insulation works:** Water leakages in school buildings have a high chance of causing the corrosion of reinforcement bars and damage to internal structures, resulting in reduced durability of the buildings. If the problem is not tackled promptly, the expenditure on future reinforcement, demolition, or reconstruction works might be even higher. In view of the fact that some waterproofing works can also enhance heat insulation in buildings, and these two types of works can be carried out at the same time, thus saving cost, the 2017-2019 Seismic Upgrading Project and Campus Upgrading Project for Elementary and Junior High Schools also included funding for waterproofing and heat insulation works on school buildings. These projects have been planned and executed to ensure the durability of school buildings and to create safe and comfortable campuses that are optimized for student learning. In Academic Year 2019/2020, K12EA provided grants to various local governments and public schools to carry out waterproofing and heat insulation works on 120 school buildings. The total amount of funding disbursed was NT195,981,107.
3. **Upgrading works for old toilets:** K12EA drew up the Old Toilet Upgrading Plan for Senior High School Level or Below in Academic Year 2019/2020 as part of the campus upgrading efforts by the ministry, which, through upgrading works carried out on toilets and campus infrastructure, aim to provide safe, comfortable, healthy, and excellent learning environments for teachers and students. Under this plan, K12EA hopes that all teachers and students will be able to enjoy toilets that are dry, comfortable, ventilated, brightly-lit, and water- and energy-saving. With this goal in mind, K12EA applied to the Executive Yuan for a special budget of NT2 billion from the Centrally-Funded Tax Revenues. On September 26, 2019, the Executive Yuan approved the request. In Academic Year 2019/2020 682 schools benefitted from the project, and 3,067 old toilets were upgraded. The total approved spending on this upgrading project was NT 2,028,115,820.
4. **Upgrading works on dormitories in elementary and junior high schools in remote areas:** The objective of this project is to improve the living conditions in school dormitories in remote areas so as to safeguard both the physical and mental well-being of teachers and students in these schools. K12EA has been carrying out the Dormitory Upgrading Plan for Elementary and Junior High Schools in Remote Areas since 2016. The project covers the construction of new dormitory buildings, renovation of existing buildings, repair works, and purchases of equipment for dormitories with the goal of improving the living environment of teachers and students in schools in remote areas. A total of 166 schools in remote areas received the funding in Academic Year 2019/2020. Among these schools, 4 schools received funding for the construction of dormitories, 117 schools received funding for renovation or repair works, and 133 schools received funding for equipment purchase.

#### IV. Caring for the disadvantaged and closing gaps in education resources:

1. **Featured School Program:** With the implementation of the Feature School Program over the years, the program has developed into one that is characterized by an emphasis on school-based curriculum, student-centric teaching, and the practical realization of the guiding principles behind Taiwan's 12-year basic education, which is consistent with the goals of the Activated Curriculum and Teaching Program. In addition, in accordance with the Act for Education Development of Schools in Remote Areas, K12EA has also promulgated the Provisions for Funding from the Ministry of Education for Schools in Remote Areas and Schools in Non-mountainous and Non-urban Areas. From Academic Year 2019/2020, schools in remote areas can receive a maximum of NT500,000 annually

to be used for either the professional development of teachers or for student learning and guidance. As the Ministry of Education seeks to merge programs of similar nature in order to reduce administrative workload and to achieve the goal of resource integration, the Featured School Program will be integrated into the Activated Curriculum and Teaching Program from Academic Year 2019/2020.

2. Implementation and promotion of the Edusave Program: The Edusave Program was launched on January 1, 2018, and, over the past 11 years, the public and corporate world have shown great support for the program. In Academic Year 2019/2020, a total of 3,645 schools of various levels across the country joined the fundraising activities, and 70,222 projects hit their donation targets and were able to be carried out. The total donations received amounted to NT1,151,275,011.
3. Enhancing opportunities for financially disadvantaged students in their schooling journey: Financially disadvantaged students in elementary and junior high schools received subsidies for collection and agents' fees (which cover fees for textbooks, the parent support group, and student insurance). In Academic Year 2019/2020, 279,246 students received the subsidy, which amounted to NT119,566,978.
4. Joint employment system for junior high school teachers: A total of 714 supply teachers (including 63 jointly-employed supply teachers and 651 general supply teachers) were recruited in Academic Year 2019/2020, effectively reducing the shortage of specialized teachers in remote areas (including outlying islands) and small-scale junior high schools, thus enhancing the efficacy of professional teaching.
5. Learning support for low-achieving students: The Learning Support in Educational Priority Areas and Hand-in-Hand After-School Support programs have been integrated into the Project for the Implementation of Remedial Instruction from 2013. In Academic Year 2019/2020, the term "Remedial Instruction" has been replaced with "Learning Support," a term that better embodies K12EA's principles when it comes to providing resources to students who need additional support. K12EA also continues to implement various learning support programs, such as improving the application of test result analyses generated by the assessment system, supporting teachers in acquiring how to provide learning support professionally, revising the professional development framework and content for teachers being trained to provide learning support, etc. With these measures, K12EA hopes to enhance the effectiveness of learning support programs and reinforce student learning. In Academic Year 2019/2020, 3,352 schools around the nation participated in the learning support program, which benefitted 383,554 students with the help of 70,091 educators.
6. After-school care for children in elementary schools: In Academic Year 2019/2020, 327,390 students were enrolled in the after-school care services provided by 1,841 schools, totaling 24,667 classes. Subsidies were provided to 71,508 students from low-income households, students with physical and/or mental disabilities, and students of indigenous ethnicities. The total subsidy disbursed amounted to NT306,605,666. In order to extend student-care services to the evening, K12EA has also worked with elementary schools to launch the Night Angel Illumination Program. The beneficiaries of this program are elementary students who have been identified to be financially disadvantaged, such as students from low-income households, single-parent families, students who are orphans, and students raised by their grandparents. Their need for after-school care was also verified. In Academic Year 2019/2020, 9,655 students were enrolled in the program provided by 594 schools, totaling 733 classes. The total funding disbursed amounted to NT114,339,986.
7. After-school care for children in special schools: In the first semester of Academic Year 2019/2020, 420 students from 12 schools participated in the program. The total subsidy disbursed amounted to NT6,440,087. In the second semester of Academic Year

2019/2020, 352 students from 12 schools participated in the program. The total subsidy disbursed amounted to NT6,764,812.

V. Experimental education and innovation to create diversity in the learning environment:

1. K12EA continues to encourage innovation and experimentation in education in accordance with the relevant provisions of the Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below, Enforcement Act for School-based Experimental Education, and Act Governing the Commissioning of the Operation of Public Schools at Senior High School Level or Below to the Private Sector for Experimental Education in order to protect students' right to learn and parents' right to education options.
2. In Academic Year 2019/2020, 7,028 students from 74 elementary and junior high schools participated in school-based experimental education; 1,950 students from 9 elementary and junior high schools participated in experimental education run by the private sector; 6,668 students participated in non-school-based experimental education.

VI. Education development for schools in remote areas:

1. Implementation of the Act for Education Development of Schools in Remote Areas:

In accordance with the Act for Education Development of Schools in Remote Areas promulgated on December 6, 2017, K12EA seeks to eradicate some obstacles faced by schools in remote areas so as to safeguard the education rights of their students and ensure the sustainable development of these schools. Some measures taken include enhancing educational measures, allocating more funding, allowing for more flexibility in manpower arrangements, and improving welfare measures for schools in remote areas.

2. Stabilization of the pool of teachers in remote areas to reduce teacher turnover:
  - (1) Stipulation of the service period of full-time teachers: Teachers who are government-funded or specially recruited to teach full-time in schools in remote areas have to serve a minimum of six years (including a maximum of two years for maternity leave or military service).
  - (2) Guaranteed quota and training for government-funded teachers: Every teacher-training tertiary institute is to set aside a quota in their pre-service education program for students from remote areas, as well as open up vacancies or provide teacher training programs for government-funded teachers-in-training according to the demands of each school. This is in line with the realization of the ministry's objective of nurturing local talents. This way, after the completion of their training, locals could return to their hometowns to serve, thus reducing the turnover rates in these schools.
  - (3) Establishment of a flexible system for supply and contract teachers: The administrators of schools in remote areas that experience difficulties in hiring qualified full-time teachers may set aside a maximum of one-third of their human resource budget to organize an open call for supply teachers or contract teachers with the relevant qualifications for special projects (hereinafter referred to as contract teachers) for a maximum of two years at a time. In addition, the central competent authority shall assist contract teachers in building a second area of expertise.

- (4) Ensuring that the supply teachers possess teaching expertise: In-service supply teachers in remote schools who lack teaching qualifications are eligible to participate in pre-service training courses organized and sponsored by the central competent authority. These courses, held in universities, provide teachers teaching in schools at the senior high school level or below, special schools, or classes with relevant training.
  - (5) Joint employment and itinerant teacher system: To tackle the problem of schools in remote areas not being able to offer more teaching periods in certain subjects, as well as the difficulty these schools face in recruiting teachers, schools can jointly employ teachers across schools of the same or different levels in specific disciplines. Local governments can set aside part of the teacher headcount in schools under their charge for schools to engage itinerant teachers, who can simultaneously provide teaching services to a few schools in remote areas.
  - (6) Improve incentives for teachers to serve in schools in remote areas: Such incentives include long-service bonuses and other rewards for teachers teaching in schools in remote areas. Accommodation, either subsidized or complimentary, will be provided for faculty and staff.
3. Support the learning of students in remote areas and improve their quality of learning:
- (1) Adequate teacher headcount for schools in remote areas: Besides the headcount for the principal and key administrative personnel, the teacher headcount in schools in remote areas shall be determined based on the principle that the number of teaching periods on the teachers' part should match the number of required learning periods for students. The additional cost incurred by the extra teaching manpower shall be funded by the central competent authority.
  - (2) Provision of counseling manpower for schools in remote areas: Local competent authorities are to deploy professional counselors or social workers to schools in remote areas within the school districts under their governance to safeguard the physical and mental well-being of students.
  - (3) Branches or divisions of elementary schools to be set up in remote areas when certain conditions are met: The ministry seeks to provide educational opportunities for elementary school students not far from their homes. As such, when certain geographical and transportation conditions are met, and there are 15 or more elementary school-age students in a given locale, the local competent authority shall set up a branch or division of a school for the education of these children. If the number of students is less than 15, the local competent authority shall set up a branch or division of a school, make arrangements for transport or accommodation for these children. These measures aim to solve the problem of students' commute to school.
  - (4) Relevant learning activities and childcare services were provided in schools in remote areas, which have also been encouraged to create mixed-age classes, carry out mixed-age teaching, school-based experimental education projects, special programs, outdoor education, provide students with resources for self-directed learning, and to offer differentiated instruction for students with different needs. These measures have been carried out to improve student learning outcomes.
  - (5) Provide diversified remedial measures such as alternative teaching methods, content, and guidance in accordance with the different learning progress of different students in order to reinforce the learning outcomes of students in remote areas.
4. Integration of education funding resources in remote areas: K12EA drew up the Provisions for Funding from the Ministry of Education for Schools in Remote Areas and Schools in Non-mountainous and Non-urban Areas on January 29, 2019, to integrate existing

educational policies pertaining to schools in remote areas. Some new changes include providing regular and long-term funding to such schools. A special grant will also be allocated from 2019 onwards. The content and implementation results of these measures are as follows:

- (1) Facilities and equipment: Schools received grants to improve or add on to existing school facilities, equipment, teaching tools, teaching materials, teaching aids, and expenses incurred in the process of student learning. Elementary and junior high schools in remote areas receive up to NT2 million in facilities and equipment grant every 3 years, while branches and divisions of schools receive up to NT500,000. Elementary and junior high schools in non-mountainous and non-urban areas receive up to NT1 million in facilities and equipment grant every 3 years, while branches and divisions of schools receive up to NT250,000. In Academic Year 2019/2020, K12EA provided grants to 505 schools in 19 administrative divisions (including 1 public school). The total amount of funding disbursed was NT844,547,861.
- (2) Exploration of diversity: Schools organized activities or camps for students to explore issues pertaining to companionship and sexuality during the semester or winter and summer vacations. Elementary and junior high schools in remote areas receive up to NT250,000 every year to carry out this program, while branches and divisions of schools receive up to NT100,000. In Academic Year 2019/2020, K12EA provided grants to 474 schools in 17 administrative divisions. The total amount of funding disbursed was NT103,805,758.
- (3) Teachers' professional development: Schools organized professional development activities such as lesson observations, collaborative lesson planning, or form professional learning communities for teachers during the semester or winter and summer vacations. Elementary and junior high schools in remote areas receive up to NT250,000 every year, while branches and divisions of schools receive up to NT100,000. In Academic Year 2019/2020, K12EA provided grants to 377 schools in 15 administrative divisions. The total amount of funding disbursed was NT57,670,826.
- (4) Funding provided to local governments for resource integration: Local governments formulated plans to develop schools in remote areas and in non-mountainous and non-urban areas with the goal of improving student learning. Local governments receive up to NT6 million per year for this purpose. In Academic Year 2019/2020, K12EA provided grants to 18 administrative divisions. The total amount of funding disbursed was NT75,945,886.

## **VII. Equitable staffing levels in elementary and junior high schools for adequate manpower in the classroom:**

1. K12EA seeks to ensure the stability of the frontline teaching force and meet the demand for a diversified teaching pool as required by the 2019 curriculum. As such, when it comes to pushing for equitable staffing levels across schools, K12EA first takes into account the number of learning periods that a student is expected to have, then balance the figure out with the teaching periods that teachers can take. For mainstream schools, the quota for junior high school teachers will be increased to achieve a ratio of 2.2 teachers to 1 class. The Junior High School 1000 Project will also help to grow the pool of specialized teachers, hence providing the teaching manpower required to carry out the teaching of specialized courses when the need arises. As for elementary schools, by increasing the number of elementary school teachers to 1.65 teachers to 1 class and ensuring equitable staffing levels in mainstream elementary schools by the engagement of more supply teachers, reliance on part-time staff is reduced, and there is more teaching manpower on the frontline. At the same time, teachers in the reserve pool are provided with teaching opportunities.

2. For schools in remote areas, in accordance with Article 11 of the Act for Education Development of Schools in Remote Areas, besides the headcount for the principal and key administrative personnel, the teacher headcount in elementary and junior high schools in remote areas shall be determined based on the principle that the number of teaching periods on the teachers' part should match the number of required learning periods for students. Therefore, in accordance with relevant regulations, schools in remote areas with more than 31 students will have their staffing needs, as calculated using the ministry's formula, filled in stages over 3 years, in order to meet the manpower needs of flexible teaching arrangements under the new curriculum guidelines.

### **Three. Promotion of senior high school education and enhance student development in line with their diverse aptitudes**

I. Implementation of the Tuition Exemption for Senior High School Students Fulfilling Specific Criteria scheme and provision of subsidies to students of special statuses to exempt them from tuition and miscellaneous fees:

1. The Tuition Waiver Program for Senior High Schools, which is one of the 27 programs under the 12-year basic education policy, is implemented as follows: Private and public senior high school students who meet certain requirements can have their tuition waived. Article 56 of the Senior High School Education Act expressly stipulated that "Senior high school students may be enrolled tuition-free if they meet certain requirements." Said requirements are detailed in Provisions for Fee Collection from Students in Senior High Schools. In Academic Year 2019/2020, approximately 948,417 students benefitted from the tuition-waiver program; approximately 47,792 students from private senior high schools benefiting from the fixed tuition.
2. Tuition and miscellaneous fee exemption for students of special statuses:

In Academic Year 2019/2020, for students enrolled in public and private senior high schools governed by the Ministry of Education, 18,293 students from low-income households, 24,888 students from low- and middle-income families, and 2,420 students from families with special circumstances received subsidies for tuition and miscellaneous fee exemption.

II. Ensuring the quality of senior high school education and the homogeneous development of senior high schools across regions:

1. Senior High School Actualization Program:

K12EA launched the Senior High School Actualization Program and the Vocational Senior High School Actualization Program in Academic Year 2007/2008 to strengthen the groundwork for the implementation of the 12-year basic education program by aiding senior high schools in developing niche programs based on the strengths of each individual school. In Academic Year 2019/2020, 239 mainstream senior high schools and 209 vocational senior high schools received funding to carry out improvements to their school affairs.

2. Provisions for the Implementation of the Homogenization of Community Education Resources for Adaptive Instruction in Senior High Schools

K12EA has been working with senior high schools since Academic Year 2009/2010 to organize academic exploration and career exploration courses and activities that give junior high school students chances to explore their potential career paths. The objectives of this measure are to bring about the equitable distribution of education resources within the community, bolster the connections between high schools and universities, and also to realize the implementation of adaptive instruction and allow students to enroll in a nearby school. In Academic Year 2019/2020, K12EA received 39 applications from schools to carry out their master plans, which consist of 380 sub-projects. A total of 318 schools participated in the program.

III. Carry out appraisals of senior high schools and guide the development of each school's niche area so as to elevate the quality of education:

The third phase of the appraisal plan for senior high schools (2015 to 2019) was implemented in 2015. As of the end of Academic Year 2019/2020, 285 schools have been evaluated. The results of the appraisal will be used in the schools' self-appraisal, the development of their niche area, and used as a basis for the injection of resources from the government for policy advancement purposes.

IV. Guidance program to promote the development and transformation of senior high schools:

In addition to actively guiding schools in their transformations in accordance with the Senior High School Transformation Guidance Program and the Provisions for the Implementation of the Senior High School Transformation Guidance Program, K12EA has also developed a Manual for Private Senior High School Transformation in Academic Year 2019/2020, which consolidates all the current policies and procedures relevant to the transformation of senior high schools. Schools can use the manual as a reference and decide on their own development strategy according to their circumstances and resources. Academic experts and specialists will provide appropriate guidance to schools while still respecting the autonomy of the school management in the creation of high-quality senior high school learning environments and to bring about effective school development, in the view of the declining birth rate and the implementation of the 12-year basic education plan.

V. Strong foundation in science:

1. Continuous training of outstanding high school students to participate in the international mathematics and science olympiads, such as the Asian Pacific Mathematics Olympiad and the Asian Physics Olympiad. Between 1992 and 2019, Taiwan won 376 Gold Awards, 355 Silver Awards, 247 Bronze Awards, and 15 Honourable Mention Awards.
2. K12EA funds outstanding science projects in elementary and junior high schools, selected by merit. The number of projects funded over the last five years is as follows: 61 projects in Academic Year 2015/2016, 64 projects in Academic Year 2016/2017, 78 projects in Academic Year 2017/2018, 86 projects in Academic Year 2018/2019, and 82 projects in Academic Year 2019/2020.



3. K12EA continues to organize mathematics and IT competitions as well as science fairs for senior high schools to encourage Taiwanese students to build a strong foundation in scientific research.
4. K12EA continues to fund the Senior High School Budding Scientists Grooming Program organized by various universities in collaboration with Academia Sinica. 11 projects were funded in Academic Year 2019/2020.
5. K12EA has been making school visits to 9 schools, including Taipei Municipal Jianguo High School, since Academic Year 2011/2012 to observe their science classes. Taipei First Girls High School was also added to the list in Academic Year 2018/2019. As of Academic Year 2019/2020, K12EA has made school visits to observe science classes in 10 schools to excellent results.
6. K12EA has been carrying out the Senior Girls High School Science Education School Visit Program since Academic Year 2012/2013 and visits 8 to 10 senior girls' high school every year. To date, a total of 56 visits have been made, with about 6,294 people participating, and the results have been excellent.

#### VI. Experimental education:

1. K12EA seeks to encourage innovation and experimentation in education and to protect students' right to learn and parents' right to education options. Thus, the administration carries out the Educational Fundamental Act in accordance with the stipulations of the Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below, the Enforcement Act for School-based Experimental Education, and the Act Governing the Commissioning of the Operation of Public Schools at Senior High School Level or Below to the Private Sector for Experimental Education to encourage both the public and private sector to conduct experimental education.

##### (1) School-based experimental education at the senior high school level:

In Academic Year 2019/2020, 306 students from 6 schools underwent experimental education in accordance with the Enforcement Act for School-based Experimental Education.

##### (2) Non-school-based experimental education at the senior high school level:

Non-school-based experimental education refers to courses that are conducted outside the school system. The purpose of these educational classes must not be for profit-making, but rather aim to inculcate moral, intellectual, physical, social, and aesthetic values in students and make them good citizens of Taiwan through the implementation of experimental teaching. These courses are organized in order to protect students' right to learn and parents' right to education options by offering them alternative learning methods and content beyond the school system. 1,577 students participated in the program in Academic Year 2019/2020.

- (3) In Academic Year 2019/2020, 208 students from 2 schools underwent experimental education conducted by private companies in accordance with the Act Governing the Commissioning of the Operation of Public Schools at Senior High School Level or Below to the Private Sector for Experimental Education.

2. In accordance with the Regulations Regarding Experimental Education for Senior High Schools, every competent authority shall designate or authorize public and private senior high schools to conduct experimental education for all or some of their classes in order to promote diversified education development and improve the quality of education in Taiwan. In Academic Year 2019/2020, 35 senior high schools were granted approval to carry out 41 experimental education projects in all or some of their classes.

#### VII. Self-built laboratories:

In order to support the development of Taiwan's 3D industry, K12EA has realized the conceptual policy of installing 3D facilities in schools, and the first 3D laboratory and demonstration center was built in Academic Year 2014/2015. Each self-built laboratory is modeled after the Fab Labs in the Massachusetts Institute of Technology (MIT) and is equipped with 3D printers, 3D scanners, CNC milling machines, laser cutters, computerized cutting machines, and other digital equipment deemed relevant by the school. In these laboratories, teachers and students can Make, Learn, and Share. They can let their creative ideas come to life through 3D software modeling and by utilizing the necessary 3D digital equipment to 3D-print the product. In Academic Year 2019/2020, two schools, namely National Matsu Senior High School and Penghu Vocational High School, were selected to build their own 3D laboratories. Since 2014, K12EA has provided funding to 30 high schools in 22 administrative divisions to build Fab Labs of their own. All 22 administrative divisions in Taiwan have completed the setting up of the laboratories.

VIII. Encourage academic-industrial partnerships to nurture talents with pragmatic and practical skills. The results of this measure are as follows:

1. Practical skills program in vocational high schools: The program focuses on internships in technical fields aimed at increasing the employability of students. In Academic Year 2019/2020, a total of 27,838 students from 896 classes were enrolled in the program.
2. Cooperative education: Cooperative education happens when schools and enterprises collaborate to allow students to learn in two ways. On the one hand, students study general subjects and take professional theory courses in school; on the other hand, they receive on-the-job training in related industries. This vocational education program prepares students for future employment. In Academic Year 2019/2020, 3,734 students enrolled in the program.
3. Special Industry Needs Program: The program includes 9 areas and 23 subjects under the Professional Study Area in vocational senior high schools and 10 areas and 19 subjects under the Practical Skills division. In addition, in accordance with the government's Long-Term Care 2.0 policy, K12EA has added Care Services to the Special Industry Needs category in Academic Year 2019/2020. Students who enroll in Care Services programs will enjoy tuition and miscellaneous fees exemption for 3 years. In Academic Year 2019/2020, 5,191 new students enrolled in the program.
4. Enhance occupational safety and safeguard student rights in the Work-Study Program:

The enactment and promulgation of the Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants' Right help in establishing a more complete cooperative education system that allows students in this program to enjoy more rights than what is originally stipulated in the Labor Standards Act, hence providing more protection for the students. In addition, K12EA supervises and checks the schools and enterprises to ensure their adherence to the measures safeguarding the rights

and interests of students under their charge. Regular assessments and project evaluations are carried out in accordance with the Evaluation of the Cooperative Education Program in Senior High Schools. To supervise and check on schools and enterprises in the Cooperative Education Program, K12EA made 25 on-site visits to schools and 122 on-site visits to their industry partners in Academic Year 2019/2020. The objective of this measure is to monitor schools and enterprises and ensure that the rights and interests of students in the Cooperative Education Program are protected.

IX. Invitation of industry experts to schools as co-teachers to connect classrooms and workplaces: In Academic Year 2019/2020, 891 industry experts were selected to visit schools to co-teach with school teachers. K12EA provided funding for 3,351 co-teaching sessions in Academic Year 2019/2020, and 121,851 students got the opportunity to visit workplaces. These measures aim to enhance students' practical skills and close the gap between theory and practice.

X. Teachers were encouraged to take up work attachment programs to improve their ability to teach practical skills and knowledge: Various schools organized broad, deep, and intensive work attachment programs for teachers in the private sector. A total of 7,527 teachers participated in the program in Academic Year 2019/2020.

XI. Strengthen the connection between theory and practice through off-campus internships for students: In Academic Year 2019/2020, to encourage the adoption of internship programs, K12EA provided funding to 87 schools, 333 internship programs, and 4,771 students with the goal of developing the students' capacity for self-directed learning and professional skills through their participation in off-campus internship programs.

XII. Offering employment-oriented special classes to improve student employability: 159 employment-oriented special classes were offered in Academic Year 2019/2020, drawing 4,161 students to participate in them.

XIII. Upgrading of internship facilities in vocational senior high schools to create a forward-looking teaching environment on campus: In Academic Year 2019/2020, K12EA provided funding to 240 senior high schools that offer instruction in professional study areas and special courses to upgrade their internship facilities for the teaching of basic courses. Additionally, K12EA also provided funding to 204 schools to improve their infrastructure and facilities for the teaching of hands-on courses. To help senior high schools offering instruction in professional study areas and special courses develop their own school-based curriculum, K12EA provided funding to 103 schools for them to purchase or upgrade equipment necessary for the development of their school-based curriculum. In addition, 6 Technical Education Centers and 12 Centers for Study Area also received funding to acquire teaching equipment used for research and study programs. The equipment will be shared among schools in the same area in the spirit of resource-sharing.

#### **Four. Concern for the disadvantaged and enhancing special education with the goal of achieving social equity and justice**

I. Support for special education in preschools and schools at the senior high school level or below and improve the quality of education services for students with mental and physical disabilities:

1. Providing funding to municipal, county, and city government to support special education in preschools:

In Academic Year 2019/2020, K12EA disbursed NT21,684,412 in funding to various administrative divisions to set up special education classes (including inclusion classes) in preschools. As of the end of the academic year, there are 535 preschool classes providing special education to 19,664 disabled students. In addition, K12EA also provided NT529,450 in funding to various administrative divisions to enable private kindergartens to hire full-time preschool educators with qualifications in special education and to enable preschool educators to undergo in-service training to expand their professional knowledge and skills in the area of special education.

2. Education subsidies for children with disabilities in various counties and cities:

In Academic Year 2019/2020, K12EA disbursed NT69,419,580 as parent education subsidies and NT92,526,950 as rewards to schools that took in disabled students. The funds given out in this category totaled NT161,446,530,000.

3. Adaptive counseling for students with disabilities and placement in appropriate schools:

In Academic Year 2019/2020, there was a total of 8,625 vacancies for students with special needs across all senior high schools (including special schools). 5,460 applications were received, out of which 4,155 new students were enrolled and placed in suitable schools, including 603 new Grade 10 students placed in public schools of special education, 1,210 students placed in classes for students with special needs in public and private senior high schools, and 2,342 students placed in mainstream schools.

4. Transportation services for students with disabilities at the senior high school level or below:

- (1) In line with K12EA's goal to assist local governments to provide free transportation services for students in elementary and junior high schools, K12EA disbursed NT147.62 million in funding to municipal, county, and city governments to replace 98 vehicles used for the transportation of students with disabilities.

- (2) Many competent authorities face the predicament of not being able to provide full transportation services or a mode of transport for students with disabilities. Thus, in accordance with the Guidelines for Ministry of Education Subsidies to Municipal, Counties, and City Governments for Education Personnel and Service for Disabled People, K12EA disbursed NT17,308,083 to various local governments, which, when combined with the funds raised by these local governments themselves, were used as subsidies for the transportation cost incurred by elementary and junior high school students with disabilities that were unable to go to school by themselves.

- (3) In accordance with the Implementation Measures for Transportation Services for Students with Disabilities Who are Unable to Go to School on Their Own, K12EA will subsidize the transportation cost of students with disabilities in all public and private senior high schools who have undergone training but still face difficulties going to school. In the first semester of Academic Year 2019/2020, 665 students with disabilities from 136 schools received the subsidies, which totaled NT2,660,000. In the second semester of Academic Year 2019/2020, 685 students with disabilities from 137 schools received the subsidies, which totaled NT2,740,000.

(4) K12EA allocates its funds according to the annual budget and subsidizes the rental cost (and transport personnel cost) incurred by public schools of special education. The administration also assesses the conditions of and demand for these transport vehicles in various schools and subsidize the cost of replacing them. In Academic Year 2019/2020, a total of NT117,780,924 was disbursed to subsidize the rental cost (and transport personnel cost) incurred by schools, and NT11,120,000 was disbursed to replace older vehicles.

5. Integrating students with disabilities into senior high schools:

K12EA has launched the Integrating Students with Disabilities into Senior High Schools Program in line with the full implementation of the 12-year Basic Education Policy in Academic Year 2014/2015. The objective of the program is to provide students with disabilities multiple options for different education pathways and to place and guide them in an adaptive manner with the eventual goal of allowing them to receive a holistic and appropriate senior high school education. The 4 dimensions of the program are "meeting manpower needs for frontline educators", "strengthening professional knowledge and skills of teachers in special education", "enhancing adaptive instruction courses", and "growing an inclusive campus culture". The program aims to create an inclusive and friendly learning environment and build up schools into optimal and warm learning sites for students requiring special education so as to provide more opportunities for students with disabilities to integrate into mainstream society. In Academic Year 2019/2020, K12EA provided NT10,755,000 in funding to 21 private senior high schools (including schools in Taichung and Taoyuan) to engage 21 qualified special educators (filling in supply teacher and substitute teacher positions). The administration also provided NT91,803,549 in funding to 135 private and public senior high schools (including schools in Taichung and Taoyuan) to engage 183 special education counselors. 82 schools also received funding to organize their own special education training programs. In addition, 9 short films on the theme of special education were filmed to help the general public gain a deeper understanding of special education.

6. Strengthening of the administrative and educational support network for students with disabilities:

(1) Assessment and Counseling Committee: The Ministry of Education Assessment and School Counseling Committee for Students Requiring Special Education was convened by Taiwan National Chang-hua School for Students with Special Needs, with 12 public special schools and 2 vocational senior high schools as district administrators. Each school sent in student information to be appraised to their district administrator according to a schedule, and the student information will then undergo preliminary assessment. In Academic Year 2019/2020, 3,580 students with special needs were assessed and 3,256 of them received assessment certificates. 82 senior high school students with disabilities applied to have their placement re-evaluated and 60 of them agreed to a new placement.

(2) Resource centers: There are 4 service centers for students with special needs, namely the Service Center for the Hearing Impaired, Service Center for the Visually Impaired, Career Guidance and Counseling Service Center, and Professional Service Center.

① Integration of relevant resources of the support network. Assistance in the planning and distribution of services required by students with special needs.

② Establishment of professional manpower databases for counseling services for the visually impaired, hearing impaired, professional guidance, and career changes.

③ Provision of consultation and guidance for support services such as the use of teaching resources and equipment.

④ Assistance to schools in the formation and executive work of special education committees.

⑤ Assistance to schools in the planning and execution of special education research and study projects.

⑥ In Academic Year 2019/2020, the Service Center for the Hearing Impaired (The Affiliated School for Students with Hearing Impairments of National University of Tainan) served 559 students, the Service Center for the Visually Impaired (National University of Tainan) served 326 students, the Career Guidance and Counseling Service Center (Chiayi Special School) served 7,857 students, and the Professional Service Center (National Hsinchu Special School) served 6,924 students. The total number of students served in Academic Year 2019/2020 was 15,666.

(3) Assistive Device Center: Responsible for the application, evaluation, loan, practice, consultation, and maintenance of assistive devices by students. In Academic Year 2019/2020, 381 assistive devices were loaned out to 136 students.

(4) Announcement Network: Establishment of an online platform for announcements, transfers, and college applications of students with special needs to support each stakeholder in the network. Training and consultation services on the use of the platform were also available.

(5) K12EA Special Education Network Center: Establishment of an online platform for senior high schools, special schools, and private senior high schools overseen by the Ministry of Education which can be used to support each stakeholder in the network. In addition, K12EA also provides consultation services for students with special needs in matters such as school placement and transfer. In Academic Year 2019/2020, the center served 6,402 students.

(6) K12EA commissioned the National Tsing Hua University and the National Changhua University of Education to produce audiobooks for the visually impaired. In Academic Year 2019/2020, 524 audiobooks for the visually impaired were borrowed by 215 students.

7. Support for student affairs and counseling in special schools under the Friendly Campus Program:

Implementation of the Gender Equity and Prevention of Sexual Harassment and Assault Incidents Program in special schools. Under this program, special schools involved in the pilot phase will integrate gender equity education into their school-based programs through the curriculum, school resources, and administrative support. In Academic Year 2019/2020, K12EA finalized the content of the Handbook for the Prevention of Sexual Harassment and Assault Incidents (for students with disabilities), organized 4 workshops, and visited 14 special schools to carry out school visits and to take part in sharing sessions on their Gender School-Based Programs (GSBP)

8. Five-Year Plan to support preschool special education:

K12EA formulated and launched the Preschool Special Education Five-Year Plan on June 13, 2019, as part of its effort to understand the current status of preschool special education and to review the problems and effectiveness in the implementation of existing. The plan, which will run from 2019 to 2023, aims to provide a boost to preschool education work and its service quality.

9. Special education programs:

The Special Education Curriculum Implementation Standards, the Curriculum Guidelines for Disabled Students with Special Needs, the Curriculum Guidelines for Gifted Students with Special Needs, the Curriculum Guidelines for Artistically-Gifted Students, and the Curriculum Guidelines for Centralized Special Classes in Service Study Areas for Senior High School Students were launched on July 18, 2019. These curriculum guidelines have been progressively implemented in Academic Year 2019/2020 at schools of different levels (on first-year students in elementary schools, junior high schools, and senior high schools).

10. Establishment of Working Circle and Course Centers for Service Study Areas

In order to promote the development of the Curriculum Guidelines for Centralized Special Classes in Service Study Areas for Senior High School Students, K12EA has established a Working Circle and 7 Course Centers for Service Study Areas. The duties of these entities are to plan research and study programs, seminars, and conferences for Service Study Areas, enhance the professional development of teachers, train teacher-researchers, support the development and activities of professional communities of teachers in various regions, establish a consultation system for course centers, groom Seed Teachers, develop and consolidate curriculum outlines for Service Study Areas (subjects) as well as teaching materials and pedagogical guidelines, demonstrations of teaching and assessment of given topics and their integration into lesson plans, and to boost the effectiveness of teaching practices.

11. Other matters pertaining to special education:

In Academic Year 2019/2020, K12EA commissioned the Chiayi city government to organize the National Summer Camp for Hearing-Impaired Students in Elementary and Junior High Schools and the Chiayi county government to organize the National Summer Camp for Visually-Impaired Students in Elementary and Junior High Schools. A total of NT3.6 million was spent on the organization of these camps.

II. Building of barrier-free and safe campuses to create learning environments with the least restrictions:

1. In order to support the efforts of public and private senior high schools (including affiliated elementary schools of national universities) as well as local governments in the upgrading of barrier-free facilities on campuses, K12EA approved the disbursement of a total of NT309,999,060 to 64 public and private senior high schools (including affiliated elementary schools of national universities) and 21 elementary and junior high schools under the purview of their respective local government in Academic Year 2019/2020. The funds are

to be used for the improvement of barrier-free facilities in accordance with the law. All schools are requested to continue to follow the Design Specifications of Accessible and Usable Buildings and Facilities and Procedures and Assessment Principles for the Replacement and Upgrading of Barrier-Free Facilities in Existing Public Infrastructure issued by the Ministry of the Interior in their execution of relevant measures. It is the goal of K12EA to create physical environments with the least restrictions so as to facilitate the movement of educators and students with limited mobility in and out of campus.

2. Provide suitable learning environments for students with disabilities: In Academic Year 2019/2020, 91 senior high schools under MOE's jurisdiction offered inclusion classes for students with special needs. These classes provide special education services for students with disabilities placed in mainstream classes. K12EA also provides assistance to public and private senior high schools that do not offer inclusion classes in an effort to promote special education. In Academic Year 2019/2020, NT696,500 was disbursed to 9 schools to support the special needs of 28 students with disabilities undergoing mainstream education (including home-schooled students).

III. Exemption of school fees for students at the senior high school level or below with disabilities and children of parents with disabilities: Senior high school students with disabilities and children of parents with disabilities are entitled to the exemption of school fees (including tuition, miscellaneous fees, and the cost of internship programs and experiments) if their family income in the preceding year fell below NT2.2 million and if they have yet to exceed the maximum duration of their course of study. The criteria and results of the fee exemption are as follows:

1. Persons with profound or severe physical and mental disabilities: Full exemption of school fees.
2. Persons with moderate physical and mental disabilities: 70% exemption of school fees.
3. Persons with mild physical and mental disabilities: 40% exemption of school fees.
4. In Academic Year 2019/2020, 25,905 senior high school students with disabilities and children of parents with disabilities granted school fee exemption received NT151,340,933 in subsidies. The breakdown of the beneficiaries are as follows: 9,062 students in public senior high schools received NT24,252,424 in total; 16,843 students in private senior high schools received NT127,088,509 in total.

IV. Funding for the engagement of assistants for senior high school teachers and students with special needs: In Academic Year 2019/2020, K12EA provided funding for the engagement of 54 teaching assistants in 17 public and private senior high schools (total subsidy at NT26,658,177) and 119 student assistants in 79 schools (total subsidy at NT29,939,861). The total amount disbursed for this purpose was NT56,598,038.

V. Education development for gifted students:

1. K12EA provided NT24,136,867 in funding to 21 local governments to carry out gifted education.
2. K12EA provided NT2.61 million in funding to 14 local governments to upgrade facilities and equipment for gifted education.
3. K12EA organized the [2019 Asia-Pacific Forum for Science Talented](#), which saw the participation of 32 science teachers involved in gifted education from 16 countries and regions, as well as 100 outstanding high school science students.



4. K12EA organized the 2019 Super Summer Camp for gifted students in elementary and junior high schools in 6 iterations across different counties and cities, drawing a total of 384 outstanding camp participants.
5. In Academic Year 2019/2020, K12EA provided funding to senior high schools that applied to create professional communities to draw up curricula catered to the needs of gifted students. A total of 20 schools and 27 professional communities received funding for this purpose.
6. In the second semester of Academic Year 2018/2019, K12EA disbursed NT3,518,470 in funding to support 102 gifted education programs in senior high schools. In the first semester of Academic Year 2019/2020, K12EA disbursed NT2,659,993 in funding to support 97 gifted education programs in senior high schools.
7. Local governments also received NT5,219,569 in funding to carry out 76 regional enrichment programs for gifted students with diverse needs.

## **Five. Enhance education for indigenous peoples and new residents to create a diverse learning environment where all can thrive**

I. Enhancement to learning and counseling services for indigenous students and promotion of multicultural education:

1. Scholarships and subsidies for housing and food for indigenous students at the senior high school level or below:

K12EA gives out scholarships and subsidies for housing and food to indigenous students in accordance with the stipulations of the K12EA Principles of Scholarships and Subsidies for Housing and Food for Indigenous Students at the Senior High School Level or Below in order to safeguard the well-being of indigenous students in senior high schools.

- (1) Indigenous students in public senior high schools can receive a scholarship of NT11,000 and NT14,000 in housing and food subsidies (the housing subsidy will be disbursed according to actual accommodation cost). These subsidies shall be reflected in the budget prepared by the respective schools.
- (2) Indigenous students in private senior high schools are exempted from tuition and miscellaneous fees, as determined by the basic fees of the respective schools for the particular year. In Academic Year 2019/2020, 7,715 students received subsidies totaling NT203,603,584.
- (3) Indigenous students in public and private schools at the senior high school level or below can receive a maximum of NT14,6000 per semester in housing and food subsidies. In Academic Year 2019/2020, 32,170 students received subsidies totaling NT371,648,335.

2. Stepping up counseling services for indigenous students:

- (1) Funding for the purchase of equipment for Schools with Special Indigenous Focus: In Academic Year 2019/2020, 48 schools received NT135,966,636 in funding to purchase general teaching equipment.
  - (2) Academic coaching for indigenous students in mainstream senior high schools: Indigenous students who achieved good academic performance can receive broader and more in-depth instruction, while those who are lagging behind will be given remedial lessons. In Academic Year 2019/2020, 77 schools received NT6,810,670 in funding to provide academic coaching to indigenous students.
3. Indigenous languages education: K12EA provided funding for the teaching of indigenous languages in elementary and junior high schools. In Academic Year 2019/2020, 20 elementary and junior high schools under the purview of special municipalities, counties, and cities offered indigenous languages classes. Indigenous languages teaching support personnel were also engaged and the relevant expenses (including their hourly wage, transport allowance, labor and health insurance, and contributions to labor pension) subsidized. A total of 11,350 classes were offered in 1,831 schools.
4. Youth leadership camps for indigenous students in senior high schools:
  - (1) K12EA organizes a systematic and indigenous-focused program for indigenous students with good academic results and character. In this program, students get to participate in youth leadership camps in their senior high school years, with students in the 10th, 11th, and 12th grades participating in the Basic, Intermediate, and Advanced 4-day-3-night leadership camps respectively. Other than the systematic and progressive 3-year training provided by these camps, the students also perform service acts and receive guidance back in school. In addition, 30 outstanding indigenous 12-graders are selected to go on an overseas study trip during their last winter vacation in senior high school. During these trips, these students get the chance to observe the education and cultural characteristics of the indigenous peoples in other countries. The objective of these study trips is to nurture outstanding young indigenous leaders with a global perspective.
  - (2) In Academic Year 2019/2020, 51 students participated in the Advanced Youth Leadership Camp, and 30 of them were selected to participate in the international exchange program held in New Zealand. After the exchange program, the students presented their thoughts on the experience in sharing sessions. Representatives from each group talked about their reflections on their understanding of international affairs and multicultural identity, and they also connected their experience with what they have learned about leadership. The tour leader then wrapped up the presentations at the end of the session. The Youth Leadership Program aims to expand the international horizons and perspectives of indigenous students and provide them with experience in international exchanges. Ultimately, it is hoped that the students will gain a deeper understanding of international affairs through the program and thus be encouraged to participate in international dialogues in the future.
5. K12EA has set up scholarships for indigenous students who have achieved excellent academic results and special talents with the objective of rewarding outstanding indigenous students at the senior high school level or below for their steadfastness in cultivating their special talents. The scholarships have been set up in accordance with the Key Points of Scholarships for Outstanding Indigenous Students at the Senior High School Level or Below. In the second semester of Academic Year 2018/2019, NT10,859,000 was given out to 3,817 students in scholarships for outstanding results and NT1,134,000 to 368 students for special talents. In the first semester of Academic Year 2019/2020, NT9,486,000 was given out to 3,520 students in scholarships for outstanding results.
6. Experimental education for indigenous students:

(1) School-based experimental education for indigenous students:

① In accordance with the Enforcement Act for School-based Experimental Education, as of Academic Year 2019/2020, 32 schools have been approved by municipal, county, and city governments to carry out experimental education. The details are as follows:

A. 10 administrative divisions: Taichung City, Kaohsiung City, Hsinchu County, Miaoli County, Nantou County, Chiayi County, Pingtung County, Yilan County, Hualien County, and Taitung County.

B. 32 schools: 26 elementary schools, 3 junior high schools, 2 elementary and junior high schools, and 1 senior high school.

C. 10 indigenous groups: 1 school for the Taroko people, 3 schools for the Bunun people, 1 school for the Puyuma people, 2 schools for the Amis people, 10 schools for the Atayal people, 5 schools for the Paiwan people, 1 school for the Yamei (Tao) people, 6 schools for the Rukai people, 1 school for the Seediq people, and 3 schools for the Tsou people (3 of these schools serve 2 tribes simultaneously).

② In accordance with the Provisions for Funding Provided to Implement Experimental Education for Indigenous Students, schools can receive up to NT2 million in the preparatory stage and up to NT1.5 million per year in the experimental stage. The scheme is run by the Council of Indigenous Peoples, supported by K12EA in the apportionment of the approved funds. In Academic Year 2019/2020, K12EA disbursed NT24,845,000 to 32 schools.

(2) Experimental education classes in senior high schools: In accordance with the Regulations Regarding Experimental Education for Senior High Schools, some classes underwent experimental education in Academic Year 2019/2020. Of these classes, there were 32 indigenous experimental education classes in 13 schools. In accordance with the K12EA Provisions for Funding Provided to Implement Experimental Education for Indigenous Students in Senior High Schools, each class approved to join the scheme can receive up to NT800,000 each year. In the first semester of Academic Year 2019/2020, K12EA disbursed NT9,392,400 in funding to support 11 schools in offering experimental education classes to indigenous students.

(3) Senior high schools work with universities to come up with enrichment projects that match the strengths of the schools themselves. The objective of this collaboration is to elevate the academic achievements of indigenous students through a series of measures such as academic coaching in languages and STEM subjects (including learning activities in natural sciences and social sciences), guidance in experimental projects and internships by volunteer tutors who help the students in a variety of learning activities, curriculum development for the diversified learning of indigenous cultures, guidance in adaptive learning, and the professional development of teachers' literary in teaching about indigenous cultures. In Academic Year 2019/2020, K12EA provided NT2,174,485 in funding to 8 schools, including National Nei-Pu Senior Agricultural and Industrial Vocational High School.

7. New Campus Movement for Schools with Special Indigenous Focus:

K12EA organized the New Campus Movement competition to encourage Schools with Special Indigenous Focus to revitalize their campuses. The objectives of this movement are to encourage schools to upgrade their campus facilities by incorporating elements of indigenous cultures, integrate resources effectively and make teaching come alive, and bring about students' identification with their own culture as well as an increased motivation to learn. By working together to infuse new life into the campus, indigenous students can experience the unity and consensus within indigenous tribes. As the students revitalize their schools, they also revitalize the traditions of their tribes. The New Campus Movement is a competition that is carried out in two stages. Stage 1: K12EA grants approval for the disbursement of NT300,000 in subsidies per school to participating elementary schools, junior high schools, and senior high schools. Stage 2: Schools undergo judging. The 3 schools that receive the Gold Award will receive a grant of up to NT5 million; the 6 schools that receive the Silver Award will receive a grant of up to NT4 million; the 12 schools that receive the Bronze Award will receive a grant of up to NT3.5 million.

(1) The first New Campus Movement Competition was held in Academic Year 2017/2018 (from 2017 to 2019):

① For Stage 1, K12EA disbursed NT37,646,566 in funding to 130 schools in 2017.

② After the completion of Stage 1, participating schools showcased their new campuses at the International Convention Center Kaohsiung on May 31, 2018. 21 schools with outstanding results were selected to move on to Stage 2, and K12EA disbursed NT79,800,000 in funding to these schools in October 2018.

(2) The second New Campus Movement Competition was held in Academic Year 2018/2019 (from 2018 to 2020):

① For Stage 1, K12EA disbursed NT28,067,711 in funding to 96 schools in 2018.

② After the completion of Stage 1, participating schools showcased their new campuses at the Ministry of Culture's Cultural Heritage Park on September 21, 2019. 39 schools with outstanding results were selected to move on to Stage 2, and K12EA disbursed NT79,800,000 in funding to these schools in 2019.

## II. Five-Year Mid-Term Plan for the Educational Development of Children of New Residents:

1. K12EA is committed to implementing the various educational policies targeting new residents' children who are at the senior high school level or below, in accordance with the Five-Year Mid-Term Plan for the Educational Development of Children of New Residents, which aims to provide bridging services for these students at the senior high school level. K12EA adopts a step-by-step approach to providing bridging services for students at different stages through student counseling, curriculum teaching, teacher training, and parental assistance. It is the hope of K12EA that the children of new residents can receive diverse, forward-looking, and adaptive instruction and guidance in line with Taiwan's national educational policies on talent cultivation and adaptive learning.
2. In accordance with the K12EA Provision of Funding to the New Resident Children's International Workplace Experience Program, the administration subsidized a group of 35

students, all children of new residents, to go on a one-week international workplace experience program during the summer vacation. The program aims to build up the students' practical knowledge and skills about workplaces in different countries and enhance their competitiveness in terms of employment opportunities.

3. K12EA implements the Learning New Residents' Languages with Joy Program in the spirit of respecting multiculturalism and creating harmonious relationships among different ethnic groups. Working with local governments and schools and tapping on their strengths, K12EA plays an active role in planning courses and pairing them with effective teaching strategies with the goal of helping students pick up the languages of new residents with joy. Implementation method: (1) Organize the Learning New Residents' Languages with Joy Camp. (2) Organize language courses for new residents. (3) Build learning communities in which parents and children can learn together. (4) Organize multicultural and international experiential learning activities during the summer vacation.

Number of schools and participants in Learning New Residents' Languages with Joy programs in Academic Year 2019/2020 (Unit: session/person)

| Activity  | Sessions | Number of sessions | Teachers | Students | Parents |
|---|----------|--------------------|----------|----------|---------|
| (1) Learning New Residents' Languages with Joy Camp |          | 74                 | 189      | 1,616    | 177     |
| (2) New Residents' Languages Course                 |          | 70                 | 197      | 1,260    | 120     |
| Total   |          | 144                | 386      | 2,876    | 297     |

4. Education of children of new residents:

- (1) In accordance with the K12EA Provisions for Subsidies for New Residents' Children Education, K12EA provides funding to local governments to carry out the K12EA Implementation Plan for Subsidies for New Residents' Children Education (a continuation of the original subsidy program).

- (2) In Academic Year 2019/2020, 22 local governments received NT29,203,538 in funding.

5. Training program for teachers of new residents' languages and in-depth multicultural courses:

- (1) New residents' language courses:

- ① Creation of teaching materials for new residents' languages: The Ministry of Education and the New Taipei City Education Bureau worked together and created a set of teaching materials for new residents' languages (textbooks, workbooks, and teachers' manual) in Academic Year 2019/2020. The teaching materials created cover 7 languages, which are Vietnamese, Bahasa Indonesia, Thai, Cambodian, Burmese, Malay, and Tagalog. The teaching materials for each national language are

divided into 4 levels, the content of which spreads over 18 books. A total of 126 books were created for the 7 languages.

② Pilot teaching: In Academic Year 2019/2020, pilot teaching for the new residents' language course using the new teaching materials was conducted in 104 classes in 41 elementary and junior high schools. K12EA disbursed NT2,917,939 for the pilot program.

(2) Support for teacher training and elevation of teaching standards:

① Professional training for teaching support personnel: K12EA organizes Training Programs for Support Personnel for the Teaching of New Residents' Languages. The administration has been providing funding to various administrative divisions to organize such training programs courses since 2016. As of the end of Academic Year 2019/2020, a total of 2,679 people had completed the training program and cleared the teaching demonstration test to become qualified teaching support personnel, ready to be recruited.

② K12EA organizes refresher courses for qualified teaching staff in order to continuously enhance their teaching ability. As of the end of Academic Year 2019/2020, 474 qualified teaching personnel who possess advanced qualifications or actual teaching experience participated in the refresher course.

(3) New Residents' Languages Program in the Curriculum Guidelines of 12-Year Basic Education:

① 761 elementary and junior high schools have begun offering courses for new residents' languages since Academic Year 2019/2020. The language courses offered include 7 languages, which are Vietnamese, Bahasa Indonesia, Thai, Burmese, Cambodian, Malay, and Tagalog. A total of 1,122 classes were offered, with 3,523 students electing to participate in the program. K12EA disbursed a total of NT26,167,999 to various local governments to carry out this program.

② To tackle the difficulties of hiring teachers in schools in remote areas, remote teaching was conducted by having teachers live-stream their classes. 102 schools conducted remote teaching via 87 online classrooms, and a total of 307 students took part in the program.

6. International cultural exchange activities for children of new residents:

(1) The briefing for the 2019 International Exchange Program for Children of New Residents was held on Thursday, January 31, 2019 (Thursday).

(2) In Academic Year 2019/2020, K12EA subsidized 11 international exchange programs for children of new residents. Out of the 11 programs, 4 were for children of new residents to go on international cultural exchanges, 2 were for international cultural exchanges held in Taiwan, and 5 were for inter-school exchanges. A total of 198 students participated in the exchange programs. This project is in line with the Ministry of Education's New Southbound Talent Development Program, which aims to expand

the international horizons of the children of new residents in Taiwan so that they will have a stronger competitive advantage among Southeast Asian countries in the future.

7. Homecoming activities for children of new residents:

- (1) Homecoming activities have been organized for children of new residents to strengthen their ability to learn the language and culture of their native home country. Children of new residents (under the Parent-Teacher-Student Program) are given subsidies to visit their native country during the summer vacation for cultural immersion and language learning, in line with the multiculturalism inherent in MOE's curriculum design.
- (2) In 2019, the Family Experience Program was terminated as it was deemed to be similar to the New Immigrant Children Foreign Training Scholarship funded by the National Immigration Agency, under the Ministry of the Interior, in that both programs provided subsidies for students and parents to return to their home country and visit their extended family members. Hence, in Academic Year 2019/2020, the Group Experience Program was carried out. On January 31, 2019, K12EA held a joint briefing at Taichung Home Economics and Commercial High School for the 2019 New Resident Children's International Workplace Experience, Homecoming Program, and International Exchanges, which helped schools to understand the details relevant to students registering in these events in Academic Year 2019/2020.
- (3) In Academic Year 2019/2020, K12EA provided funding to 11 groups from 10 schools to participate in homecoming activities in Southeast Asian countries. Some of the event highlights include the children of new residents visiting relatives in their home countries, learning the everyday language of the locals, and learning about multiculturalism. New residents in the group guide teachers or students in experiencing, collecting, and recording elements of the local culture, which will be used as a reference for curriculum design and teaching upon the group's return to Taiwan. Teachers taking part in the homecoming activity were also reminded before the trip that they have to shoot either thematic or story-based videos that will be used in sharing sessions.

8. Vocational Skills Enhancement Program for children of new residents:

- (1) 21 teams from 15 schools submitted applications to Tier 1 of the program in 2019 (the second semester of Academic Year 2018/2019). After a review meeting was held, 11 projects were approved for funding, and these projects were carried out from February 1 to July 31, 2019.
- (2) 20 teams from 17 schools submitted applications to Tier 2 of the program in 2019 (the first semester of Academic Year 2019/2020). After a review meeting was held, 11 projects were approved for funding, and these projects were carried out from August 1, 2019, to January 31, 2020.

9. New Resident Children's International Workplace Experience:

A 35-member strong group embarked on an international workplace experience from July 7 to 13, 2019. The group, led by Ministry of Education Chief Secretary Chu Nan-hsien, who is accompanied by K12EA Division Head Tsai Chih-ming from the Division of Education for Indigenous Peoples and Special Education, visited 3 companies in Vietnam, namely Fuli Automobile, Chinli Plastic Co., Ltd, and DDK Group Pro-Active Global Vietnam Co., Ltd. During the job attachment, the children of new residents received guidance from Taiwanese workers with regard to their job skills. The workplace experience allowed students to undergo immersive learning, during which they also got the chance to improve their communication skills in the Vietnamese language. As such, the New Resident

Children's International Workplace Experience program does not just impart knowledge and skills to participating students but also offers them practical experience in terms of language use and multiculturalism.

10. Press Conference for the Launch of Teaching Materials and Program for Languages of New Residents under the 2019 Curriculum:

On Tuesday, June 25, 2019, K12EA organized the Press Conference for the Launch of Teaching Materials and Program for Languages of New Residents under the 2019 Curriculum, which was hosted by Fan Sun-lu, Political Deputy Minister of Education. Among the guests were representatives from 6 Southeast Asian countries, legislators from the Education and Culture Committee, as well as representatives from the new residents' groups. The purpose of the event was to make known to the public, schools, and parents that the languages of new residents (7 Southeast Asian languages) will become part of the language courses available to students from Academic Year 2019/2020, in line with the Curriculum Guidelines of 12-Year Basic Education. It was also shared that resources and measures to help students learn, such as the creation of teaching materials, the provision of teacher training, implementation of pilot teaching in pioneer schools (formal courses), live video lessons, have been put in place. It is hoped that the availability of these resources will encourage various schools to offer courses in the languages of new residents as well as encourage students to actively sign up for these electives. The objectives of these classes are to spark students' interest in learning the languages and cultures of new residents and to boost students' ability and literacy in cross-cultural communication and international movement, with the overarching goal being to make the languages of new residents an important resource for Taiwan as she develops and forms collaborative relationships with other countries in the future.

## **Six. Build friendly campuses to safeguard students' physical and mental well-being**

### I. Character and/or moral education:

1. K12EA provides funding for the Program for Promoting and Bolstering Character and/or Moral Education in Schools. Schools at the senior high school level or below (including schools run by local governments) that have achieved outstanding results in the promotion of character and/or moral education are selected to implement the Program for Promoting and Bolstering Character and/or Moral Education in Schools. These schools receive up to NT30,000 in funding. In Academic Year 2019/2020, K12EA disbursed more than NT10.1 million in funding to 263 schools at the senior high school level or below (including schools run by local governments).
2. Organize observation sessions for promoting and bolstering character and/or moral education in schools: K12EA organized the Observation and Awards Ceremony for Character and/or Moral Education Featured Schools at Soochow University on November 1, 2019. Schools of different levels around Taiwan (30 elementary and junior high schools and 5 senior high schools) were shortlisted to be celebrated for their excellence in the execution of the Program for Promoting and Bolstering Character and/or Moral Education in Schools based on the results of an evaluation process. 4 schools were also selected for honorary mention at the ceremony itself for their textual displays that showcase the results of their respective programs.



## II. Implementation of the Zero Corporal Punishment Policy in schools:

1. K12EA oversees the efforts of municipal, county, and city governments to distribute the School Life Questionnaire - Corporal Punishment Report to a survey sample every semester to constantly track and understand the status of corporal punishment in schools. Using the data collected, K12EA conducts reviews and analyses, proposes strategies for improvement, and carries out follow-up and evaluation with these schools.
2. K12EA provides subsidies to local governments to improve student affairs and counseling services to establish friendly campuses, and also to implement the Positive Discipline Program. The funding will be given out to selected schools based on an evaluation process covering items related to various positive discipline strategies, such as whether a county/city counseling and disciplining department has been set up, whether relevant training programs have been conducted, and the compilation of selected examples of positive discipline in schools.
3. K12EA continues to provide funding to senior high schools to organize counseling and discipline workshops for teachers so as to elevate their professional ethos. Through the workshops, teachers will learn ways to counsel and discipline students that are fair, reasonable, and in line with the goals of education in order to accomplish the objective of helping, educating, and guiding students through positive means. A total of 129 schools at the senior high school level or below received NT1,934,883 in funding in Academic Year 2019/2020.
4. K12EA requests a list of corporal punishment incidents from local governments every month through the Notification of Corporal Punishment function in the Campus Security and Disaster Notification Monthly Report System. K12EA supervises the proper handling of corporal punishment incidents in schools, evaluates whether the administrative procedures are complete, and implements the Zero Corporal Punishment Policy in accordance with the Educational Fundamental Act, Teachers' Act, Notes for School-Based Counseling and Disciplinary Measures by Teachers, and Notes on Managing Unsuitable Teachers at the Senior High School Level or Below. The effectiveness of a school at implementing the above measures is appraised in the evaluation process for the General Education Grant disbursed by the Ministry of Education.
5. K12EA organized the annual National Senior High School Student Affairs Conference and the MOE-led Counseling and Discipline Workshop for Senior High School Teachers. These events aim to enhance the knowledge and skills of teachers when it comes to counseling and positive discipline, as well as communicate the abolition of corporal punishment.

## III. Implementation and results of gender equity education:

1. In Academic Year 2019/2020, K12EA provided funding to local governments to carry out gender equity education:
  - (1) NT3.262 million have been disbursed to set up Gender Equity Education Resource Centers in 61 schools. The objective of these centers is to assist schools at all levels within the municipality, county, or city to conduct gender equity education.
  - (2) NT1.85 million has been used to conduct 76 training courses with the themes of "Learning Environment and Resources" and "Curriculum, Teaching Materials, and Teaching". NT2.762 million has been used to conduct 213 promotional events on gender equity education.

- (3) 77 seminars on the handling of sexual incidents on campus, sexual assaults, sexual harassment, and sexual bullying incidents, as well as case studies of counseling cases (according to school safety incident reports) have been conducted. The funding disbursed for this purpose is NT4.135 million.
2. The Gender Equality Education Committee, under the Ministry of Education, holds a Working Group for the Promotion of Gender Equity Education in Schools at the Senior High School Level or Below meeting every quarter to execute and resolve matters handled by the various sub-committees of the Gender Equality Education Committee.
3. K12EA holds a Steering Meeting on Campus Sexual Incidents in Municipal, County, City, and MOE Schools at the Senior High School Level or Below every quarter to provide consultation and guidance to schools and local education authorities investigating and dealing with campus sexual assault, sexual harassment, and sexual bullying cases, and supervise or correct the practices of these schools and organizations if necessary.
4. K12EA conducted school visits with a focus on gender equity education to schools at the senior high school level or below from September to November 2019. A total of 15 senior high schools were visited.
5. K12EA has included gender equity education in the evaluation of local governments by the central government for general education funding in 2019. Items evaluated include "operation of the gender equity committee", "learning environment, resources, courses, teaching materials, and teaching", "prevention of campus sexual assault, sexual harassment, and sexual bullying", among other items. The evaluation of various local governments was completed in December 2019.
6. Regarding the sexual assault, sexual harassment, and sexual bullying cases in MOE schools at the senior high school level or below that took place in Academic Year 2019/2020, K12EA reviewed each case logged in the MOE Campus Sexual Assault, Sexual Harassment, and Sexual Bullying Incident Response Report/Statistical Management System, and how the respective schools handled the cases. Review meetings are held on a monthly basis.

#### IV. Enhancement to the effectiveness of adaptive counseling:

The main idea behind adaptive counseling is to help students understand themselves, grasp the relationship between education and work, and nurture their ability to engage in career planning and decision-making so that they will be better prepared for their careers and locate the best entryway into the profession of their choice. At the core of the 12-year basic education overseen by K12EA is the message "Choose what you excel in and love what you chose". K12EA hopes that every student will be able to opt for a high-quality senior high school education that matches their interests and aptitudes. In the planning of adaptive counseling, K12EA hopes that teachers and parents can form a partnership that helps students engage in various exploratory and hands-on activities with the aid of their civic tutor, subject teachers, guidance counselor, and other professional instructors. These activities are designed to help students gain a deeper understanding of themselves and explore future options, and at the same time complete the Career Counselling Manuals of Junior High School. The ultimate goal is to empower students in their career planning and exploration of personal interests so that they can make career choices in line with their aptitudes. To achieve the abovementioned objectives, K12EA has been actively implementing career guidance for students, enhancing adaptive counseling, and providing funding to local governments and MOE elementary and junior high schools to hire full-time teacher-counselors and professional counselors so as to realize the functions of adaptive counseling. The existing measures and outcomes are as follows:

1. The quota of full-time teacher-counselors and professional counselors has been increased with effect from August 1, 2017, with the objective of supporting and safeguarding the physical and mental well-being and the holistic development of students, as well as bolster student guidance and counseling work, in accordance with the provisions of the Student Guidance and Counseling Act. In Academic Year 2019/2020, K12EA disbursed NT2,225,180,000 in accordance with relevant regulations to subsidize the personnel expenses incurred by schools in their engagement of counseling staff.
2. Full-time teacher-counselors: In accordance with the K12EA Key Implementation Points for Funding Provided to Elementary and Junior High Schools for the Engagement of Teacher-Counselors, K12EA has provided funding to municipal, county, and city schools to subsidize their personnel expenses on full-time teacher-counselors. A total of 2,394 (appointed) full-time teacher-counselors were recruited in Academic Year 2019/2020.
3. Full-time professional counselors: According to Article 10 of the Primary and Junior High School Act, "elementary and junior high schools may additionally employ a number of full-time professional counselors and volunteer counselors, based on their specific needs". Schools with 55 or more classes shall employ at least one full-time professional counselor. Municipal, county, and city governments are to appoint full-time professional counselors who can be dispatched according to actual needs that arise. For administrative divisions with less than 20 elementary and junior high schools, the local government shall employ 1 full-time professional counselor; for administrative divisions with 21 to 40 elementary and junior high schools, the local government shall employ 2 full-time professional counselors, and so on. As of the end of Academic Year 2019/2020, 534 full-time professional counselors have been employed to assist with student counseling work.
4. To implement the 3-level guidance and counseling system and adaptive counseling for students, K12EA has provided funding to 22 municipal, county, and city governments around Taiwan to set up Resource Centers for Consultation and School Counseling. The task of these centers is to perform strategic planning in the dispatch, training, supervision, and evaluation of full-time professional counselors in the respective administrative divisions. The centers will carry out adaptive counseling and remedial counseling for junior high school students, as part of the 3-level guidance and counseling system. By converging psychotherapy, family counseling, social affairs, law, medical resources, and other networks, the centers provide students with guidance and counseling services that are systematic and collaborative. Last but not least, national-level contact meetings and professional studies are conducted regularly among the Resource Centers for Consultation and School Counseling. It is hoped that the center can help students to adapt to their learning environment and attain the goal of understanding themselves so as to realize their potential in accordance with their aptitudes and talents.

V. Counseling for school dropouts at the basic education stage and encouraging their return to school:

K12EA aims to lower the dropout rate in elementary and junior high schools and step up return-to-school counseling efforts in line with the Zero-Reject Education Policy. The number and rate of school dropouts has been decreasing over the years. In Academic Year 2004/2005, there were 4,156 school dropouts (0.145%) across Taiwan, and the number has fallen to 425 (0.024%) in Academic Year 2019/2020.

VI. Student (child) group insurance:

1. In view of the low volume of bids submitted by insurance companies every year, 25 units and organizations, including 22 administrative divisions, Chengzheng High School and Mingyang High School (both under the Ministry of Justice), and K12EA have come together to form working committees to carry out the joint purchase of student (child) group insurance. The 3 working committees are, respectively, the Tender Committee, the Policy Review Committee, and the Premium Negotiation Committee. The committees work together to ensure that the purchase adheres to the project schedule, conduct actuarial analysis on reasonable premium, and complete the tender evaluation and confirmation on time.
  - (1) In Academic Year 2019/2020, the student group insurance was underwritten by Cathay Life Insurance Co., Ltd. at NT525 per student.
  - (2) In 2019 (the second semester of the Academic Year 2018/2019 and the first semester of the Academic Year 2019/2020), the total number of students covered by the national student group insurance was about 3.02 million. The total premium was around NT1.6 billion, and the government provided NT360 million in subsidies.
2. K12EA promulgated 3 sub-laws under The Group Insurance of Students at Schools at Senior Secondary Level or Below and Young Children at Educare Service Institutions Act (hereinafter referred to as the Student Group Insurance Act):
  - (1) K12EA promulgated the Provisions of the Organization and Operations of the Insurance Premium Negotiation Committee for Group Insurance of Students at Schools at Senior Secondary Level or Below and Young Children at Educare Service on April 12, 2019: The duties and operative procedures of the Insurance Premium Negotiation Committee are stipulated in Article 8 Paragraph 3 of the Student Group Insurance Act.
  - (2) K12EA promulgated the Measures for Settlement of Disputes for Group Insurance of Students at Schools at Senior Secondary Level or Below and Young Children at Educare Service on May 27, 2019: Disputes between beneficiaries and insurer shall be mediated in accordance with the provisions of these measures, as stated in Article 21 Paragraph 11 of the Student Group Insurance Act.
  - (3) K12EA promulgated the Measures for the Effective Claims and Management for Group Insurance of Students at Schools at Senior Secondary Level or Below and Young Children at Educare Service on July 1, 2019: These measures are supplemented by Article 6 Paragraph 4, Article 12, and Article 15 Paragraph 2 of the Student Group Insurance Act, which also specify the operations and management of executing these measures.

#### VII. Public Liability Insurance for schools and kindergartens:

1. The Public Liability Insurance was underwritten by MSIG Mingtai Insurance Company Ltd in 2019.
2. In Academic Year 2019/2020, 8,407 schools were covered by the Public Liability Insurance. The premium paid by each school was NT4,050, and the total premium paid nationwide was NT34.04 million.

#### VIII. Health Promoting School Program:

1. Results of the Health Promoting School Program in Academic Year 2019/2020:

- (1) A consensus meeting with 221 participants was organized between the Central Advisory Committee and the Education Bureaus (Divisions) of local governments.
  - (2) 2 professional development training sessions on health education at the national level were organized, with 308 people participating.
  - (3) K12EA consolidated the regional characteristics and needs of different administrative divisions and worked together with local governments to organize training programs on health promotion knowledge and skills. A total of 12 sessions were held in 11 counties and cities, drawing 1,047 participants.
  - (4) K12EA used information from the MOE Student Health Information System and Student Health Indicator Questionnaire to consolidate online data from various counties and cities. Based on this data, K12EA provided suggestions for improvement to the Education Bureau or Division in the 22 administrative divisions of Taiwan.
  - (5) Working with counseling committee members from both the central and local authorities, K12EA made at least 10 consultation and counseling visits to each county or city (3 to 5 visits each for the 3 counties located in the outlying islands). A total of 394 visits was made to the 22 administrative divisions of Taiwan.
  - (6) K12EA organized the Campus Health News Anchor Competition for schools at the senior high school level or below and the Pre- and Post-Test Effectiveness Evaluation Contest. 36 pre- and post-test effectiveness evaluations were selected across various health issues, and 14 winning campus news anchors received awards for their outstanding performance.
  - (7) K12EA organized a result showcase of the Health Promoting School Program for schools at the senior high school level or below. 485 people and representatives from 22 media partners attended the event.
  - (8) K12EA consolidated the key achievements of the Health Promoting School Program over the past years and issued 3 press releases on the program, generating more than 37 media reports.
  - (9) Continuation of efforts to maintain and improve the Taiwan Health Promoting School Program website (including updating information on various health issues, offering online courses, and publication of e-newsletters, etc.).
2. Provision of funding to local governments for the execution of the Health Promoting School Program. A total of NT30,905,000 was disbursed in Academic Year 2019/2020.
  3. Provision of funding to senior high schools for the execution of the Health Promoting School Program. A total of NT5,982,000 was disbursed to 236 schools in Academic Year 2019/2020.
  4. Oral Health Program for School Children:
    - (1) 6 teacher training sessions on oral health were conducted in Nantou County and other counties from January to October 2019, drawing a total of 328 participants.
    - (2) K12EA organized the 2019 Excellence in Oral Health Awards for schools. There were 11 winning schools, one of which was Xinwen Elementary School in Chiayi County.

(3) K12EA provided consultation services to 25 schools with an oral health focus in Academic Year 2019/2020. 131 experts and academic scholars were engaged to provide consulting services during their school visits.

5. Vision Care Program for School Children:

(1) 8 teacher training sessions on vision care were conducted in Hualien County and other counties from November to December 2019, drawing a total of 600 participants.

(2) K12EA organized the 2019 Excellence in Vision Care Awards for schools. There were 10 winning schools, one of which was Xizhou Elementary School in Miaoli County.

(3) K12EA provided consultation services to 25 schools with a vision care focus in Academic Year 2019/2020. 53 experts and academic scholars were engaged to provide consulting services during their school visits.

6. Good Posture Program:

(1) 6 Seed Teacher training sessions on good posture were conducted in north, central, and south Taiwan from March to November 2019, drawing a total of 841 participants.

(2) K12EA organized the 2019 Excellence in Good Posture Awards for schools. There were 17 winning schools, one of which was Dalun Elementary School in Chiayi County.

(3) K12EA provided consultation services to 25 schools with a good posture focus in Academic Year 2019/2020. 50 experts and academic scholars were engaged to provide consulting services during their school visits.

IX. Strengthening first aid skills and knowledge among teaching and nursing staff:

1. To strengthen the first aid skills and knowledge of school nurses in caring for critically ill children, 2 training sessions for school nurses were conducted, drawing a total of 406 participants.

2. K12EA conducted first-aid education programs in schools in accordance with the regulations of the MOE School Emergency Care Management Program. 9 sessions were conducted, drawing a total of 514 participants.

X. Prevention and control of various infectious diseases such as dengue fever, enterovirus, and influenza:

1. K12EA carried out public health education programs on the prevention and cure of infectious diseases such as enterovirus, dengue fever, and influenza at national-level meetings of senior high school principals, workshops for educational administrators, General Affairs directors, Health Division directors, and healthcare workers, student affairs conferences, and seminars for school health professionals working in the education administrative departments of local governments.

2. K12EA worked with the Taiwan Centers for Disease Control to issue press releases on issues pertaining to infectious diseases and published them on the School Hygiene Section of the K12EA Division of Student Affairs and School Security website.

3. In response to the dengue fever epidemic, K12EA wrote to schools to urge them to carry out anti-epidemic measures and conducted inspections on senior high schools in severely affected counties.
4. In line with the policies of the Ministry of Health and Welfare, K12EA carried out centralized administration of seasonal flu vaccination in senior high school level or below in order to reduce the incidence of cluster infections on campus.

XI. Caring for disadvantaged students and lunch subsidies for financially disadvantaged students:

In Academic Year 2019/2020, the central government allocated NT2.1 billion to municipal, county, and city governments for them to provide lunch subsidies to schools for financially disadvantaged students in school. A total of 409,695 students received lunch subsidies in Academic Year 2019/2020.

XII. Supervising and monitoring the quality of school lunches and conducting joint inspections of school lunch vendors and food ingredient suppliers:

1. In Academic Year 2019/2020, K12EA carried out School Lunches and Campus Food Guidance school visits to elementary and junior high schools. 50 elementary and junior high schools were visited, and inspection checks were carried out on 31 vendors supplying school lunches and food ingredients.
2. In Academic Year 2019/2020, K12EA conducted regular spot-checks on public and private senior high schools under its jurisdiction, as well as provided advice on kitchen hygiene and food sales management in school cafeterias. Every school will undergo at least 1 spot-check. K12EA conducted spot-checks in 247 schools, with 3 schools visited more than once.

XIII. Provision of funding to elementary and junior high schools for the renovation of kitchens for the preparation of school lunches and the upgrading of equipment:

In Academic Year 2019/2020, 358 schools in 22 primary administrative divisions were given NT141.2 million for this purpose. NT74.61 million was also given to elementary and junior high schools to engage 192 nutritionists.

XIV. Supervision of the implementation of health checkups for students in senior high schools and below:

Elementary and junior high schools received NT350 per student as subsidies for the cost of health examinations. A total of 611,188 students received a total of NT213,916,000 in subsidies in Academic Year 2019/2020.

XV. Provision of funding to elementary and junior high schools under the jurisdiction of local governments to upgrade equipment in Health Centers: In Academic Year 2019/2020, a total of NT27,909,100 was disbursed to 442 schools in 22 administrative divisions.

XVI. Enhanced disaster prevention education and architectural security in schools:

K12EA organized an earthquake drill for all teachers and students in schools at the senior high school level or below on Taiwan's National Disaster Prevention Day, on September 21, 2019. 516 drills were carried out in senior high schools, 777 in junior high schools, 2,615 in elementary schools, and 3,855 in kindergartens, totaling 7,763 drills. In terms of participants, 728,817 participants took part in the drills carried out in senior high schools, 553,036 in junior high schools, 1,217,652 in elementary schools, and 374,755 in kindergartens, totaling 2,874,260 participants.

XVII. Prevention of school bullying and gang involvement among students:

1. The Friendly Campus Week was organized in September 2019 in schools below the senior high school level to remind students to "say 'no' to drugs", "say 'no' to school bullying", "say 'no' to revenge porn", as well as to prevent and handle violence in romantic relationships in school and to understand and respect the disabled. A total of 4,256,793 teachers and students participated in the program.
2. In October 2019, a general survey and a sample survey were conducted in schools at the senior high school level or below on the topic of campus life. 1,561,834 students took part in the survey.
3. In October 2019, K12EA organized 2 workshops, attended by 400 participants, on the prevention of student drug abuse and matters regarding campus safety. The objective of the workshops is to allow participating educators to pass on good practices and share experiences in the matter of the prevention of bullying on campus.
4. Schools at the senior high school level or below have signed the Agreement for Support in Safeguarding Campus Security with police stations, which helps in dealing with problems such as the involvement of malicious groups in schools.
5. Marshalls in schools at the senior high school level or below work with the police to carry out joint patrols. 38,044 joint patrols were carried out in Academic Year 2019/2020, and 18,215 students found in violation of the law were given warnings and advice.

XVIII. Prevention of drug abuse among students:

1. Clinical urine screening was conducted in Academic Year 2019/2020 by schools at the senior high school level or below in various administrative divisions using rapid test kits. 44,521 students were tested, and 1,552 tests were sent for clinical screening, out of which 43 students (2.77%) tested positive.
2. Urine tests were carried out in Academic Year 2019/2020 and 9,961 students in senior high schools and below were tested. The test results were positive for 54 students, i.e. 0.54% of all the students tested.
3. K12EA conducted the 2020 Anti Drug Abuse training workshop titled "Love Triumphs" from July 31 to August 2, 2019, which seeks to guide teachers on how to prevent drug abuse among their students. A total of 80 participants completed the training.
4. In Academic Year 2019/2020, 28 senior high schools across the country incorporated a "Drug-Free Workplace" segment into their orientation program.
5. In Academic Year 2019/2020, 3,401 iterations of the Anti-Drug Workshop for Educators were held in senior high schools across the country.



6. In Academic Year 2019/2020, 6,685 talks on "Preventing Drug Abuse among Students" were conducted in senior high schools across the country.
7. The first drug abuse prevention and urine screening talk of 2019, targeted at students in senior high schools and below, was conducted on April 3, 2019. The second such talk was conducted July 22, 2019, in conjunction with the sharing session of the Love and Care Program.
8. Initiatives for the prevention of drug abuse among students were kick-started in Academic Year 2019/2020. Schools of all levels were encouraged to create unique Drug-Free and Healthy Campuses and roll out initiatives that are student-centric and school-based in accordance with local needs. MOE has disbursed more than NT\$11.81 million to 171 schools to build drug-free campuses and enhance the effectiveness of anti-drug campaigns in schools.
9. The Campus Drug Prevention Gatekeeper Seed Teacher Program and the Anti-Drug Ambassador Campaign (the volunteers, affectionately known as "Story Mommies", spread anti-drug messages in classrooms) continued to be carried out in Academic Year 2019/2020. These programs seek to build positive relationships between students and their families and strengthen students' independent thinking skills and sense of judgment. These skills help to build resilience among the students when it comes to saying "no" to drugs, which in turn prevents drug abuse. K12EA disbursed grants to subsidize the provision of 15 workshops for 2,105 parents who signed up to be anti-drug ambassadors.
10. Anti-drug classroom workshops were conducted in 41,942 classes in Academic Year 2019/2020 for older elementary school students and junior high school students. According to statistics reported by various counties and cities, 21,938 such workshops were conducted in junior high schools, and 22,578 in elementary schools, totaling 44,516 workshops (106.14% coverage).
11. The Student Guidance Workshop for Senior High School Students was held successfully on November 21 and 22, 2019, for 120 participants.
12. K12EA worked with Kiwanis International to organize a nationwide Anti-Drug Poster Competition in Academic Year 2019/2020. The competition is a platform for society to show its anti-drug stance, and it also allows participating entities to network and build relationships so as to strengthen their solidarity. The anti-drug message can thus be further strengthened and disseminated to bring the entire Taiwanese society on board.
13. MOE collaborated with the British Council on their Theatre in Education project, titled "SMASHED", in Academic Year 2019/2020. Under the SMASHED project, professional theater actor-educators guide students on a journey to reflect on and discuss issues faced by students in Taiwanese schools, which are then worked into newly developed scripts. In this way, the educational affordances of theater can be tapped on to advocate for important causes such as anti-bullying, gender equality, and combating materialism. A total of 30 workshops were held.

XIX. Strengthen security services for students renting premises off-campus:

1. In the first semester of Academic Year 2019/2020, 3,652 house visits were made to students living in rented premises.
2. In the first semester of Academic Year 2019/2020, 2,729 premises for rental passed the safety evaluation, including those with 10 beds or more, 5 beds or less, and those that have been sub-leased by the landlord. For premises identified to have room for improvement, parents have been notified; alternatively, house owners have been

requested to upgrade their premises. These measures have been put in place to ensure the safety of students renting off-campus accommodation.

XX. Promotion of occupational safety and health management on campus:

1. 218 people participated in the Workshop on Occupational Safety and Health Management on Campus on April 26, 2019.
2. From May to October 2019, 16 workshops on occupational safety and health management on campus were held. These joint workshops providing consultation and guidance to school clusters drew a total of 925 participants.
3. NT\$5,214,000 was disbursed in grants to Seed Schools with a niche in occupational safety and health management to assist them in improving risk identification and evaluation.