White Paper 2.0

on International Education
for Primary & Secondary Schools

Foreword

Primary and secondary education is the cornerstone of talent cultivation in all countries. The quality and achievements of our country's primary and secondary education have become well-known internationally. A number of our international subject competence evaluations are among the best in the world, which is a strength that represents a great source of pride for Taiwan.

Education must keep pace with the times. With the accelerated development of internationalization and globalization, teachers, parents and students in primary and secondary schools in our country have expressed a strong demand for the development of internationalization in education. An increasing number of our primary and secondary school students wish to go abroad to travel, participate in exchanges or study, while more and more foreign students are interested in coming into our primary and secondary schools in Taiwan to participate in learning and exchange activities.

In order to comply with the trend of internationalization in primary and secondary education and to cultivate core competence of multiculturalism and international understanding in our students, the Ministry of Education established the 'Primary and Secondary Education Internationalization Office (PSEIO)' in April, 2019. Its task was to review the results of the implementation of International Education 1.0 and

re-examine the internal and external environments of primary and secondary school internationalization in order to formulate the White Paper 2.0 on International Education for Primary and Secondary Schools.

The vision of International Education 2.0 is 'Connecting with the World. ' 'Connecting with the World' means that the content, processes and results of primary and secondary education can be transferred to the educational systems of key foreign countries, allowing domestic and non-domestic students to study at home and abroad at any time. In the meanwhile, a more dynamic mechanism in building international partnership will be established by integrating domestic and overseas resources at all levels.

The future implementation of International Education 2.0 will be solidly based on *the Curriculum Guidelines of the 12-Year Basic Education,* and moves towards (i) popularization, (ii) integration of industry, academia, government agencies and private sector resources, and (iii) support for local governments. We do so with a view to providing a higher quality of internationalization in education, a friendlier international environment and more opportunities for international exchange among students. It is expected that the primary and secondary school internationalization of our country will reach new milestones through the efforts of International Education 2.0.

International Education 2.0 is already progressing smoothly this year. I appreciate the contribution of Member of the Control Yuan Fan Sun-Lu in coordinating cross-agency communication during her term as Political Deputy Minister of Education. Primary and secondary education authorities, scholars and experts, as well as representatives of educational institutions at all levels, have actively participated in the policy-making procedures. They have contributed positively to discussions and provided valuable advice in the promotion of internationalization in education. It was because of their investment and dedication that International Education 2.0 became more meticulous and comprehensive. My deep thanks go to those who played a role in the planning and let's look forward to the very success of promoting International Education 2 .0 with the joint efforts nationwide.

Wen Chung Pan

Minister

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Table of Abbreviations

Abbreviation	Full Name
IE	International Education
IE1.0	White Paper on International Education For Primary and Secondary Schools
IE2.0	White Paper 2.0 on International Education For Primary and Secondary Schools
IEA	International Education Alliance
IEAS	International Education Administrative Service
IECCG	International Education Central Consultation Group
IECP	International Education Cooperation Platform
IELCG	International Education Local Consultation Group
IERC	International Education Resource Center
IETW	International Education Taiwan
IEW	International Exchange Window
IPO	Input-Process-Output Indicator
PSEIO	Primary and Secondary Education Internationalization Office
SDGs	Sustainable Development Goals
SIEP	School-based International Education Project
SIEP-BC	School-based International Education Project-Bilingual Curriculum
SIEP-IE	School-based International Education Project-International Exchange
SIEP-NC	School-based International Education Project-National Curriculum
SIEP-SI	School-based International Education Project-School Internationalization

I

Photo Courtesy of Chiayi City Government.

Overview

Cultivating future talents with multi-cultural and global understanding in primary and secondary schools has become a pressing requirement under the trend of internationalization and globalization. In 2011, the Ministry of Education (MOE) proposed the 'White Paper on International Education for Primary and Secondary Schools' (hereinafter referred to as IE1.0) to cultivate talents equipped with international literacy and global perspectives. The expectation was that through education internationalization activities, internationalized talents with national identity, international literacy, global coopetition and global responsibility could be cultivated. The main promotion measure was providing subsidies to primary and secondary schools to implement the 'School-based International Education Project (SIEP).' This policy was an epoch-making operation in the history of primary and secondary education in our nation.

In accordance with international trends and to further promote the achievements of IE1.0, the MOE established the 'Primary and Secondary Education Internationalization Office (PSEIO)' in April, 2019, with the aim of reviewing the implementation results of IE1.0, and re-examing the current internal and external environments of the internationalization of primary and secondary schools. The 'White Paper 2.0 on International Education for Primary and Secondary Schools' (hereinafter referred to as IE2.0) has now been proposed based on the aforementioned re-examination. The implementation period of IE2.0 is from 2020 to 2025, a period of six years, with the vision of 'Connecting with the World.' The expectation is that through concerted efforts, primary and secondary education will achieve the three goals of 'Cultivating Global Citizens,' 'Promoting Education Internationalization' and 'Expanding Global Exchanges.'

II

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Education Internationalization Environmental Review in Primary and Secondary Schools
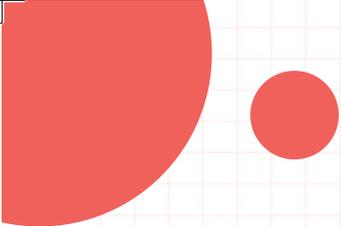
Internationalization and globalization are external drivers for education internationalization in primary and secondary schools at the current stage, and the needs of education internationalization and relaxation of the education legal system are the internal motivation for education internationalization in primary and secondary schools in our nation. The following four dimensions respectively explain the environmental factors that should be considered in IE2.0.

The Nation Is Still the Operational Unit of Internationalization

In the 21st century, with the accelerated development of internationalization, primary and secondary schools generally attach importance to IE and international exchanges. However, the nation is still the primary subject of international interactions, and policies led by the nation are to be followed for IE and international exchanges in primary and secondary schools.

A | IE receives attention from major countries in the world

With the promotion of the United Nations (UN) and international organizations, IE has received more and more attention from all countries. Since the 21st century, major countries in the world have proposed IE policies at the national level. Therefore, it is necessary to deepen the integration of IE into the courses. The

MOE will encourage schools to integrate IE into various domains and subjects, or design IE course modules so as to enhance both learning on foreign languages, global issues, cultural courses and utilization abilities on information and communication technology, thereby carrying out in-depth implementation of course internationalization.

B International exchanges in education led by nations have been popular

Since 1980s, the international exchanges and competition in education led by nations have been growing. In future, only by enhancing the people's international perspectives and cultivating the irreplaceable strengths and advantages of our nation can we continuously foster the international competitiveness of the nation. The future direction of the MOE is to expand international exchange networks, encourage schools to establish partnerships and implement diverse international exchange modes. Through these, students can expand their understanding and appreciation of different countries and cultures, thus enhancing their international perspective and competitiveness.

C Future Direction

As stated above, international organizations and governments of each nation are continuously providing guidance in the development of IE in primary and secondary schools. They are also teaching students to understand the world through

different cultural perspectives. Therefore, the two directions for future improvement are as follows:

Deepening the integration of IE into courses

The MOE will encourage schools to integrate IE into various domains and subjects, or design IE course modules so as to enhance both learning on foreign languages, global issues, cultural courses and utilization abilities on information and communication technology, thereby carrying out in-depth implementation of course internationalization.

Expanding international exchange partners and exchange modes

The MOE will encourage schools to establish international partnerships and implement diversified international exchange modes, including physical and online international exchanges to provide students with opportunities to gain knowledge of different countries and cultures through experiential learning, thus enhancing their international perspectives and competitiveness.

Globalization Fosters Education Competition and Cooperation

Globalization makes the education system of each country compete and cooperate at the same time. On the one hand, the education system of each country competes with one another; on the other hand, global sustainable development and cooperation also receive much attention from each country.

A Global educational competition facilitates student mobility

Market liberalization driven by globalization has an unprecedented impact on education in each country. For students, they must enhance their competencies of learning and working with a connected world. For schools, they must establish an immersive internationalization environment. For educational authorities, they must enhance their international perspective and professionalization of managing international affairs.

B Sustainable Development Goals (SDGs) are receiving attention from each country

In a globalized world, human beings are facing challenges of economic inequality and co-existence within the ecosystem. Less-developed countries (LDC) are in turmoil, and ecological imbalance causes extreme climate and natural disasters,
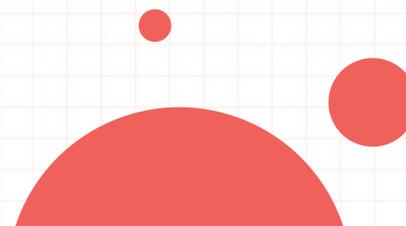
which leads primary and secondary education in each country to attach importance to embed sustainable development goals into their curricula.

C Future Direction

As stated above, globalization causes a great impact on primary and secondary schools in each country in terms of competition and cooperation, which are two sides of the same coin. Thus, the promotion of IE2.0 should actively respond to challenges posed by both sides, and the two main efforts in the future are as follows:

The cultivation elements of global competitive talents are injected into IE

Talent competition, in a globalized world, is a global phenomenon. Therefore, IE should incorporate abilities needed by future society into
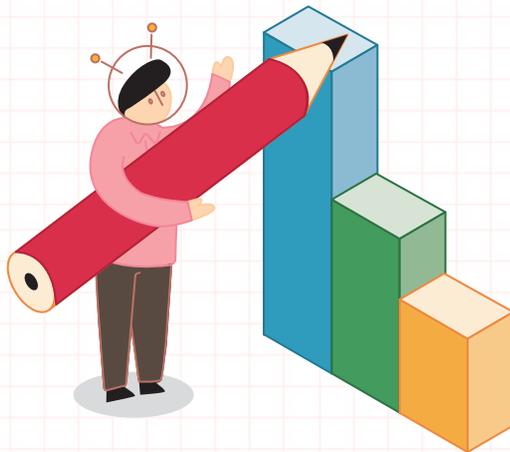
courses and teaching content, thereby effectively enhancing students' competitiveness. These abilities include foreign language proficiency, science and technology utilization abilities, critical and reflective thinking on global issues and cross-cultural communication.

Students are taught to fulfill their global citizenship responsibilities

Global sustainable development is crucial to the survival and development of human beings, and it is also an issue that nations should pay attention to. In future, global citizens must be equipped with concepts of global sustainable development, and therefore IE should include SDGs in students' study and practice content.

The Demand for Education Internationalization Has Been Significantly Increased

A survey was made to review the four dimensions of education internationalization of IE1.0. The results of the surveys are as follows:
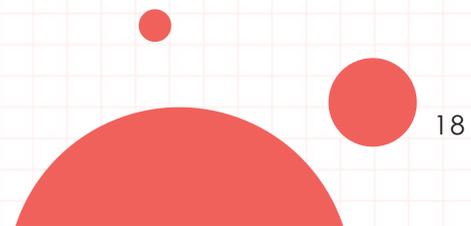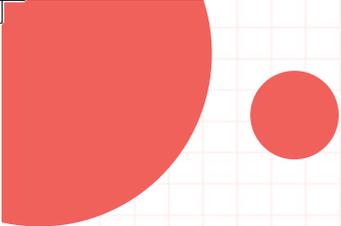
Curriculum development and teaching	The scale of integrating IE into the courses in primary and secondary schools is expanding year by year. In 2018, the number of participating schools reached 50.05% of total schools in our nation, and the percentage of schools studying IE through foreign language and cultural classes reached 52.03%.
International exchange	The frequency and scale of international exchanges of our primary and secondary schools are expanding year by year. The top 10 cooperation countries from 2011 to 2018, in descending order were: Japan, United States of America (USA), Korea, Singapore, Canada, Malaysia, United Kingdom (UK), Australia, Indonesia and Germany.
Teacher professional development	In 2018, the number of participating schools decreased to 29.96% of total schools in our nation. As of 2018, a total of 9,768 people obtained basic or advanced certificates in IE professionalization, accounting for about 4% of primary and secondary school teachers.
School internationalization	Most primary and secondary schools attach great importance to school internationalization. The percentage of participating schools in our nation has been roughly maintained at 64-67%.

A | Future Direction

As analyzed above, it was found in the survey results that in the past few years, apart from applying for the SIEP subsidies, more schools have implemented education internationalization through other funding. Therefore, more effort should be devoted to IE2.0 in the following two directions in future:

Assistance will be provided by distinguishing the needs of different groups

The Curriculum Guidelines of 12-Year Basic Education reduces the ratio of MOE-mandated courses and elective courses so as to provide flexibility in course development for primary and secondary schools. In future, with regards to teachers and schools with different internationalization conditions, implementation strategies and support systems of IE must be more complete to comprehensively motivate schools and teachers to participate.

Educational regulations for school internationalization have been further relaxed

Many education internationalization activities in our nation have made significant progress since 2018. In future, through relaxation of educational laws and regulations, more schools will devote themselves to IE thus continuously deepening education internationalization.

Educational Laws and Regulations Have Been Significantly Relaxed

In the past ten years, the government of each country has transformed its role in education from being a provider and director into a supporter and facilitator. In Taiwan, to advance with the times, the concept of 'educational rights' has been transformed from 'the right to receive education' to 'the right to learn.' In addition, each educational law and regulation has been relaxed toward the concept of student-centeredness. The laws and regulations that have been relaxed are as follows:

A The three laws of experimental education

During the four years between 2015 and 2019, the number of students in school-based experimental education increased by 24.3 times, reaching 7,334 people.

Additionally, the *'Blueprint for Developing Taiwan into a Bilingual Nation by 2030'* was announced by the Executive Yuan in December, 2018. The MOE is now researching and discussing relevant supporting measures so that the implementation of bilingual education within primary and secondary schools can be expected to be normalized.

B Curriculum Guidelines of 12-Year Basic Education

Core competency of the three dimensions and nine items are used as the main concept for course development of each domain in *the Curriculum Guidelines of 12-Year Basic Education*. Among these, the core competency of 'C3 Cultural and Global Understanding' emphasizes cultivating learners to respect and appreciate different cultures while strengthening their cultural identity and values, equipping themselves with global perspectives, showing active concern about global issues and international events so as to enhance global mobility.

C Future Direction

Therefore, it shows that the implementation of the three laws of experimental education and *the Curriculum Guidelines of 12-Year Basic Education* provides primary and secondary schools with opportunities to develop education internationalization. Under these circumstances, more effort can be devoted to IE2.0 in the following two directions:
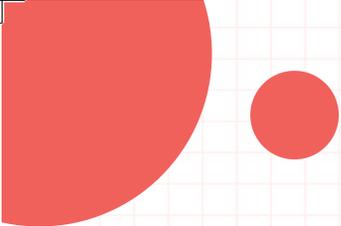
Promoting experimental education for the internationalization of curricula

The internationalization of curricula should be promoted on the basis of the relevant laws of experimental education, with reference to existing international certification courses and curricula in different countries and the advantages of courses in our primary and secondary schools. This will establish various types and different levels of innovative courses in internationalization modules, thereby driving reforms to courses in our nation, and shaping a unique brand of internationalized courses in our nation.

Promoting international education through in-depth courses integration

According to *the Curriculum Guidelines of 12-Year Basic Education*, IE should be integrated into various subject domains, or through a topic-based approach in a cross-disciplinary manner. It is hoped that through such integration, primary and secondary schools will be encouraged to design different levels and types of IE courses and teaching strategy models so as to conduct in-depth learning of global literacy.

MEMO

III

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Core Concepts, Vision and Goals for IE2.0

Core Concepts

The organization and promotion of IE2.0 are based on the following four concepts:

A Taking the Curriculum Guidelines of 12-Year Basic Education as a foundation:

Integrating global issues and multiculturalism into subject domains.
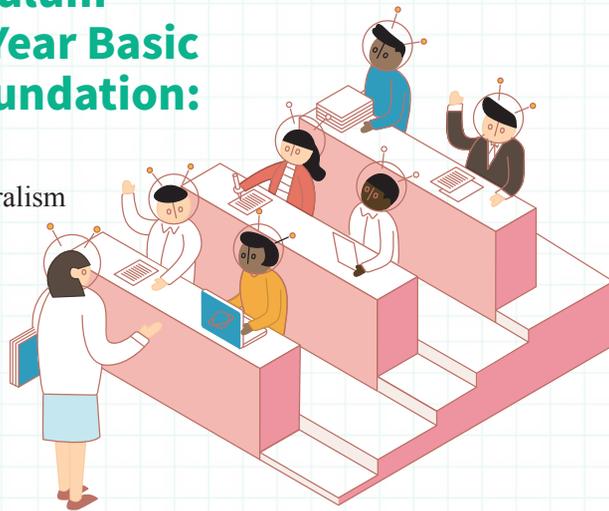
B Popularizing IE in primary and secondary schools:

Providing more resources to disadvantaged students in remote areas.

C Integrating cross-domain resources:

Strengthening the integration of all resources of educational institutions and authorities at all levels.

D Encouraging educational authorities to play a key role:

Localizing the internationalized resources and linkage mechanisms.

Vision:
Connecting with the World

The vision of IE2.0 is 'Connecting with the World': the meaning of this vision is explained through the three dimensions of talent cultivation, environmental preparation and external mechanism (Figure 1).

A Talent Cultivation:

To cultivate talents with knowledge, skills and attitude to contribute and thrive in the international environment.

B Environmental Preparation:

To create a positive and friendly education internationalization environment.

C External Mechanism:

To gain access to more learning resources and opportunities by establishing international partnerships.
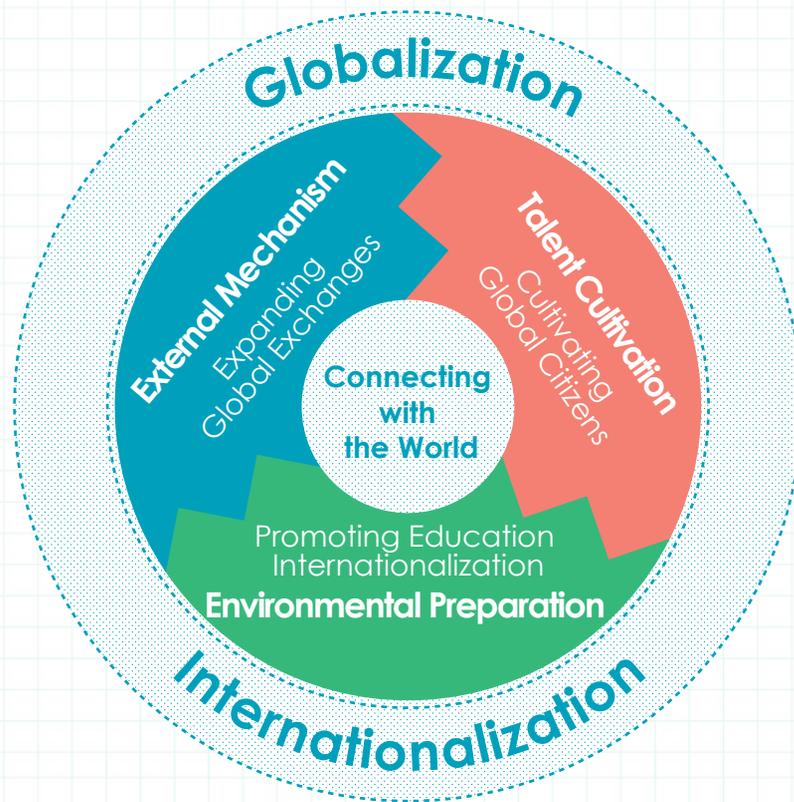
Figure 1 ／ IE2.0 Vision: Connecting with the World

The contents, processes and results of the primary and secondary education systems should enable transference and connection with the school systems of key international countries, thereby enabling domestic and non-domestic students to study in our country or overseas at any time.

The central government and educational authorities of local governments, schools, teachers and students in primary and secondary schools should establish partnerships and cooperate with organizations, institutions and enterprises that support education internationalization around the world.

Goals

The vision of IE2.0, 'Connecting with the World' is based on the realization of the three goals (i) 'Cultivating Global Citizens,' (ii) 'Promoting Education Internationalization,' and (iii) 'Expanding Global Exchanges,' which are explained as follows:

A Goal 1: Cultivating Global Citizens

Talents cultivated in primary and secondary schools must be equipped with the knowledge, skills and attitudes needed in the era of internationalization and globalization so that they can successfully adapt themselves to the future global environment (Figure 2). This is not different from the direction of cultivating 'internationalized talents with national identity, international literacy, global coopetition and global responsibility' in IE1.0.

Demonstrating national values

Talents possess an understanding of their national characteristics, their nation's contributions to the world, its level of international competitiveness as well as the evaluation of their own nation's performance in the global context, thus establishing self-esteem and confidence about their own culture.

♟ Respecting diverse cultures with international understanding

Talents should recognize the diversity of international cultures, from understanding and respecting to appreciating the values of different cultures in the world. Furthermore, they should be able to put the concept of world peace into practical action.

♟ Strengthening international mobility

Talents acknowledge the importance of developing internationalization competency, especially in foreign languages, inquiry and critical thinking, ICT application and cross-cultural communication so that they can put these skills into action and devote themselves to lifelong learning.

Figure 2／Goal 1: Cultivating Global Citizens

### 🏃 Fulfilling the responsibilities of a global citizen

Talents acknowledge and respect universal human rights and moral responsibilities, comprehend the plight and situation of disadvantaged people in the world, understand the concept of global sustainable development and its implementation in daily life.

B Goal 2: Promoting Education Internationalization

Students should study in a student-centered international environment which will make them aware that participating in education internationalization activities is positive and encouraging. It can contribute to the accumulation of learning achievements that enhance their global mobility.

IE1.0 was implemented only for domestic students, and education internationalization activities were limited to three goals: 'integration of IE and national curricula,' 'reception and exchange' and 'overseas exchanges and internship.'

IE2.0 extends participants to include foreign students: the implementation content has also been greatly expanded. For the integration of IE into courses, 'bilingual curricula' and 'international courses' programs have been added. For outbound domestic students, 'short-term study tours and student exchanges,' and 'studying abroad' have been added to programs; for inbound foreign students to our nation, inbound 'short-term study tours and student exchanges' and 'studying abroad' have been extended (Figure 3).
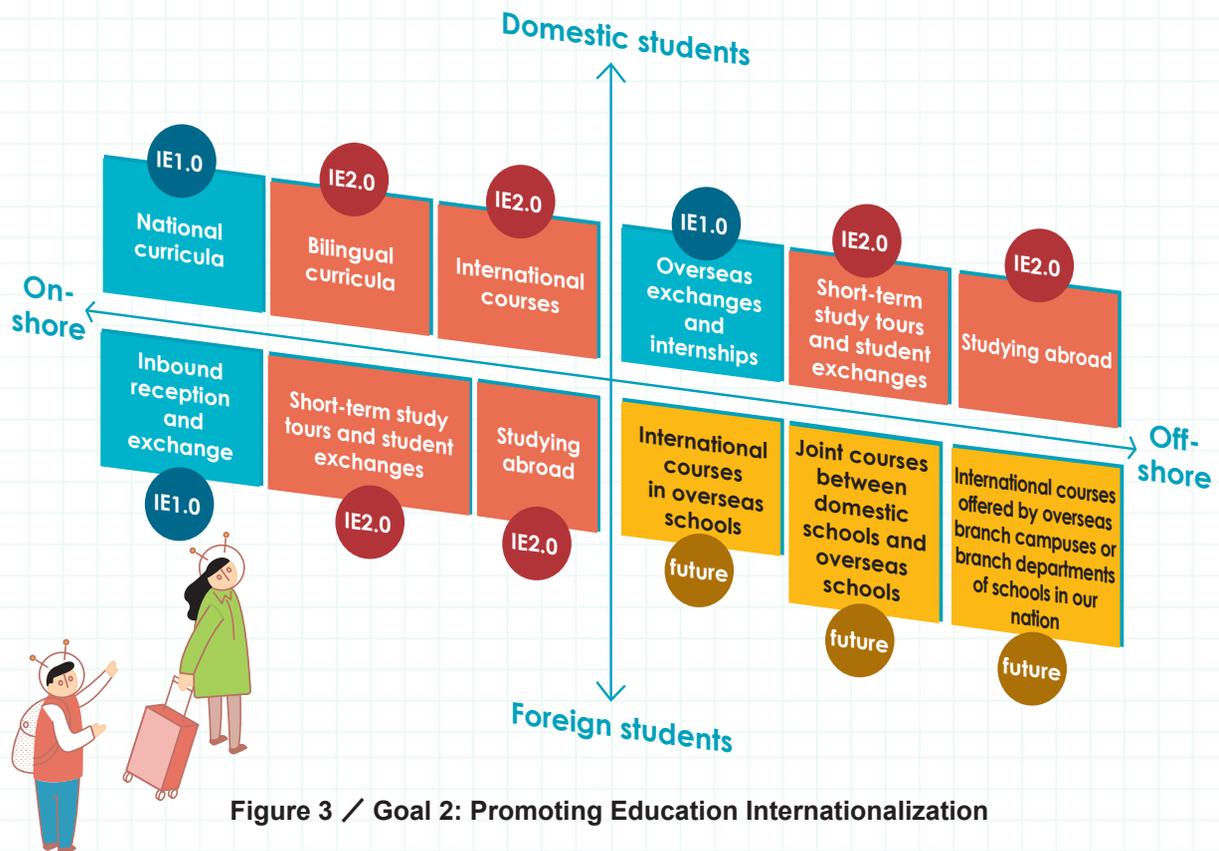
Figure 3 ／ Goal 2: Promoting Education Internationalization

C Goal 3: Expanding Global Exchanges

A national operation mechanism should be established to connect with educational authorities, which internally integrates resources and demands of internationalization in primary and secondary schools. Externally, it is the single contact point for overseas exchange and communication. On the one hand, it assists primary and secondary schools to find international partnerships. On the other hand, it simplifies the communication channel between foreign countries and our nation in conducting exchanges.

Integrating domestic and overseas resources

Nationwide international exchange network

Expanding global exchanges

Taiwan's embassies and representative offices
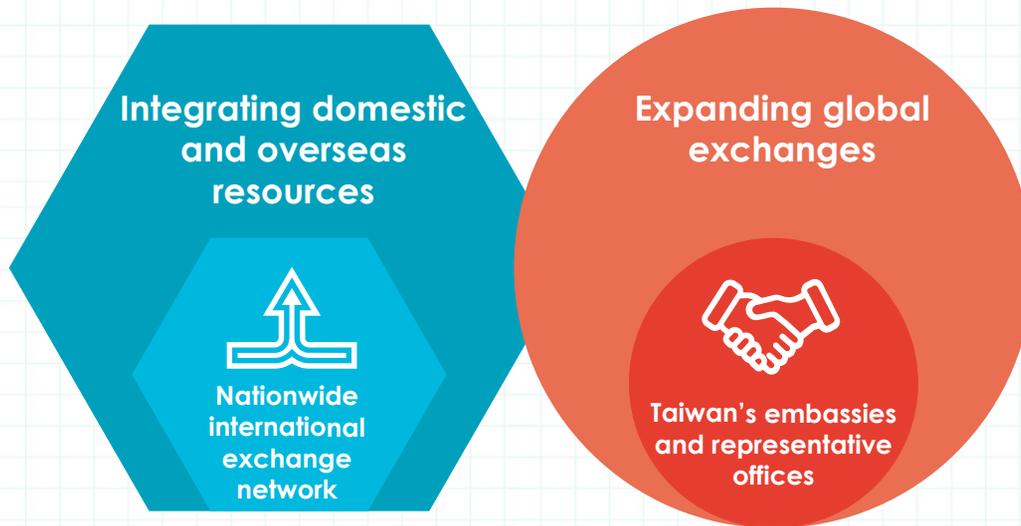
Figure 4 ／ Goal 3: Expanding Global Exchanges

IE1.0 has integrated domestic resources for its implementation strategy and conducted an integration of the budget. In IE2.0, the original integration of domestic and overseas resources should not only be strengthened, but also a global linking mechanism should be established. Internally, this mechanism integrates the resources related to education internationalization through the nationwide international exchange network in order to quickly respond to requests for overseas exchanges and cooperation opportunities. Externally, through our overseas offices, opportunities and resources for education internationalization in primary and secondary schools can be found and introduced while strategic alliance and exchange programs with our primary and secondary schools can be promptly publicized overseas (Figure 4).

MEMO

IV

Photo Courtesy of New Taipei City Government.

Strategies
and Action Plans
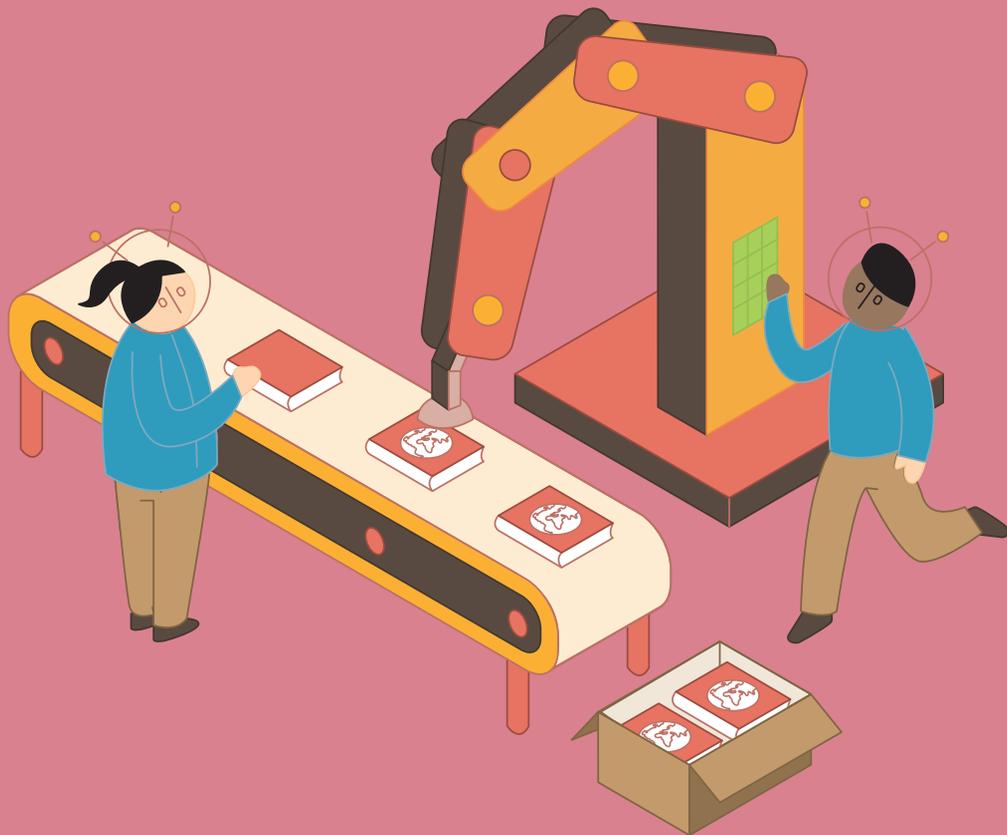
IE2.0 has three goals: 'Cultivating Global Citizens,' 'Promoting Education Internationalization' and 'Expanding Global Exchanges.' Therefore, it puts forward three strategies: 'Enhancing the SIEP,' 'Creating a Friendly Internationalized Education Environment' and 'Establishing International Linkage Mechanisms.' Hence 13 action plans have been created to achieve the goals of IE2.0.

Strategy 1: Enhancing the SIEP

IE2.0 adopts the strategy of 'Enhancing the SIEP' to achieve the goal of 'Cultivating Global Citizens.' On account of the different characteristics and resource conditions of each school, there might be variations in the implementation of this strategy in practice. Therefore, the promotion strategy is not to set the national standard of IE performance ratings but to encourage schools to manage the SIEP according to their own conditions and needs.

Four dimensions of SIEP of IE1.0 had been promoted simultaneously. These were: course integration, international exchange, teacher professional development, and school

Figure 5 ∕ Enhancing the SIEP of Three Dimensions

internationalization. However, from the review of the implementation of the SIEP in schools, it was found that it was difficult to control the quality of teacher professional development workshops organized by the schools. Therefore, in IE2.0, the teacher professional development will be planned, organized, and managed by the MOE. In future, the SIEP will promote three action plans through three dimensions: curriculum development and teaching, international exchange, and school internationalization (Figure 5).

Action plan 01	SIEP- National Curriculum (SIEP-NC)/ SIEP- Bilingual Curriculum (SIEP-BC)
Purposes	**A** Encouraging schools to integrate IE into courses according to their conditions and needs. **B** Providing regulations and resources to schools to efficiently manage this plan, and to ensure the quality of integrated courses.
Promotion measures	**A** Revising the practical content of 'integrating IE topics in Primary and Secondary Schools' (the same objectives as 'Grade 1-9 Curriculum Indicators for Core Competency of IE'). **B** Collecting data on student learning objectives for the SIEP (the same operational definition as in IE1.0) and establishing an information search and retrieval system. **C** Developing resources for the SIEP curriculum development and teaching (including websites, books, and tool kits), and establishing a resource review mechanism. **D** Establishing and maintaining SIEP-NC and SIEP-BC tool kits and an information search and retrieval platform for student learning objectives. **E** Editing and establishing practice manuals of the SIEP curriculum development and teaching. **F** Organizing and promoting the common and differentiated courses related to teacher professional development on teachers' competence in designing IE-integrated courses and evaluation of students' IE competence. **G** Training, selecting and recommending advisory specialists of IE-integrated courses and IE competence evaluations.

Action plan

02

SIEP- International Exchange (SIEP-IE)

Purposes

(A) Encouraging schools to implement IE through international exchange activities according to their conditions and needs.

(B) Providing regulations and resources to schools to conveniently manage this plan, and to ensure the quality of international exchange.

Promotion measures

(A) Revising the practical content of 'integrating IE topics in Primary and Secondary Schools' (the same objectives as 'Grade 1-9 Curriculum Indicators for Core Competency of IE').

(B) Collecting data on student learning objectives for the SIEP (the same operational definition as in IE1.0), and establishing an information search and retrieval system.

(C) Developing resources for SIEP-IE (including websites, books, and tool kits), and establishing a resource review mechanism.

(D) Establishing and maintaining SIEP-IE tool kits, and an information search and retrieval platform for student learning objectives.

(E) Editing and establishing practice manuals of SIEP-IE.

(F) Organizing and promoting the common and differentiated courses related to teacher professional development on teachers' competence in designing international exchange courses and evaluation of students' IE competence.

(G) Training, selecting and recommending advisory specialists in the areas of IE and international exchange for IE competence evaluations.
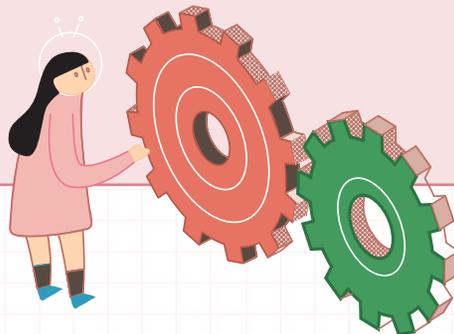
Action plan

03

SIEP- School Internationalization (SIEP-SI)

Purposes

Ⓐ Encouraging schools to establish an appropriate environment of education internationalization according to their conditions and needs.

Ⓑ Establishing clear indicators of school internationalization, and providing regulations and resources to schools to efficiently manage the plan, and to ensure the quality of school internationalization implementation.

Promotion measures

Ⓐ Establishing indicators of school internationalization (including the following six dimensions: internationalization goals, campus internationalization, personnel internationalization, administration internationalization, curricula internationalization and international partnerships.)

Ⓑ Developing resources for SIEP-SI (including websites and tool kits), and establishing a resource review mechanism.

Ⓒ Establishing and maintaining an information search and retrieval platform for SIEP-SI tool kits.

Ⓓ Editing practice manuals of SIEP-SI.

Ⓔ Organizing and promoting a coherent mechanism for subsidies, as well as the accreditation and awards of SIEP-SI.

Ⓕ Organizing and promoting the common and differentiated courses of school internationalization that are related to teacher professional development.

Ⓖ Training, selecting and recommending advisory specialists for school internationalization.

Strategy 2: Creating a Friendly Internationalized Education Environment

IE2.0 adopts the strategy of 'Creating a Friendly Internationalized Education Environment' to achieve the goal of 'Promoting Education Internationalization.' This strategy aims to provide easy access to professional development for teachers and educational administrators, remove regulatory obstacles on education internationalization for students, and provide necessary assistance to all IE promoters. A friendly internationalized education environment can not only facilitate education internationalization in primary and secondary schools, but also is an essential condition to successfully achieve strategy 1, 'Enhancing the SIEP,' and strategy 3, 'Establishing International Linkage Mechanisms.'
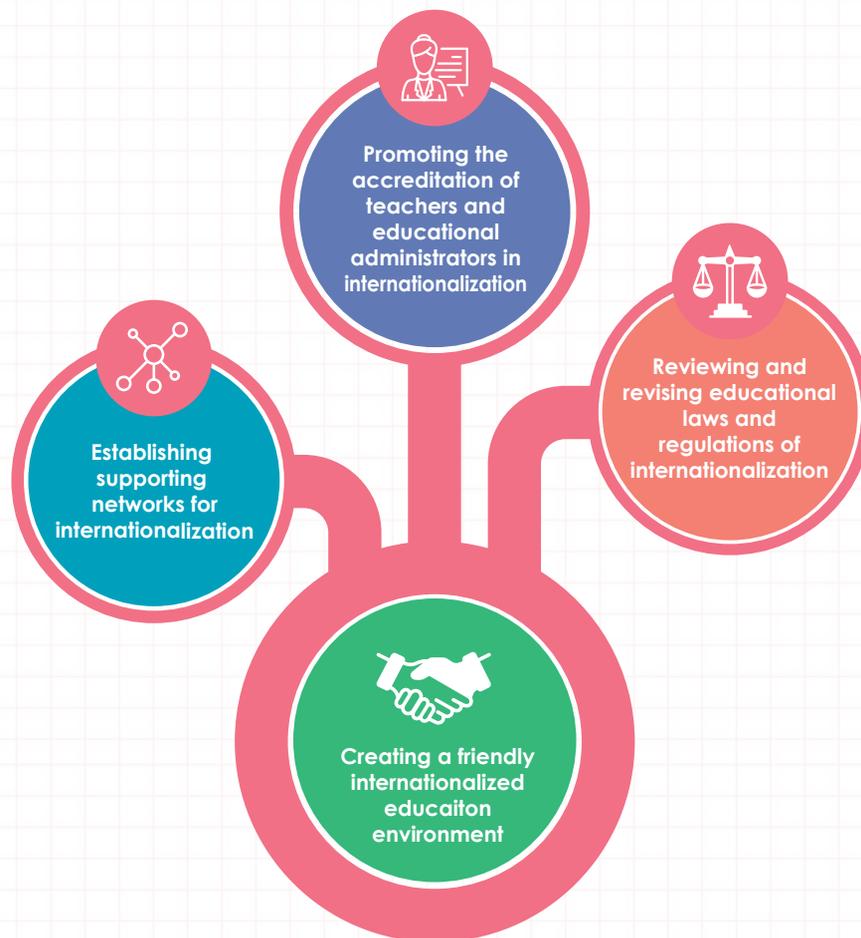
Figure 6 ∕ The Three Dimensions of Creating a Friendly Internationalized Education Environment

The establishment of IE2.0 is based on the supporting system of IE1.0. Furthermore, it creates a friendly internationalized education environment in which the seven action plans from three dimensions: 'promoting the accreditation of teachers and educational administrators in internationalization,' 'reviewing and revising educational laws and regulations of internationalization,' and 'establishing supporting networks for internationalization' can be carried out (Figure 6).

Action plan

04

Programs of promoting the accreditation of teachers and educational administrators in internationalization

Purposes

Ⓐ Establishing clear goals for IE professional development, accreditation, and supporting measures in order to strengthen teachers' professional competencies in delivering education internationalization.

Ⓑ Conducting competency analysis of administrators of educational authorities in internationalization in order to promote accreditation and professional competency.

Promotion measure 1

For teachers

Ⓐ Organizing and establishing IE empowerment and accreditation mechanisms for teachers.

Ⓑ Editing implementation manuals of IE empowerment and accreditation for teachers.

Ⓒ Establishing course frameworks and content of IE for the empowerment of teachers, which include common and differentiated courses.

Ⓓ Cultivating, training and accrediting lecturers and advisory specialists of IE empowerment courses for teachers.

Ⓔ Establishing a standardized regional implementation mechanism of IE empowerment courses for teachers.

Ⓕ Promoting and aiding regional IE cultivation workshops for teachers.

Ⓖ Managing accreditation of IE professional cultivation workshops for teachers.

Promotion measure 2

For educational administrators

A Organizing and establishing internationalization empowerment and accreditation mechanism for educational administrators.

B Editing implementation manuals of internationalization empowerment and accreditation for educational administrators.

C Establishing course frameworks and content of internationalization empowerment courses for educational administrators.

D Cultivating, training and accrediting lecturers of internationalization cultivation courses for educational administrators.

E Managing internationalization empowerment workshops for educational administrators.

F Managing accreditation of internationalization empowerment for educational administrators.

Action plan

05

Program for reviewing and revising laws and regulations of internationalization

Purpose

Reviewing and revising relevant laws and regulations jointly by the MOE and local educational authorities in order to create a friendly environment for primary and secondary schools to conduct education internationalization.

Promotion measures

A Inspecting relevant laws and regulations for implementing education internationalization in primary and secondary schools.

B Reviewing and recommending regulations to be revised annually according to the order of priority.

C Convening advisory specialist meetings to revise laws and regulations of internationalization.

D Compiling manuals for the classification of laws and regulations of internationalization.

E Organizing promotional events of laws and regulations of internationalization.

Action plan

06

Program for International Education Central Consultation Group (IECCG)

Purpose

Planning and implementing the IECCG scheme.

Promotion measures

Ⓐ Establishing the IECCG implementation plans.

Ⓑ Editing and establishing the implementation manual of the IECCG and the IELCG.

Ⓒ Submitting annual work plans to the International Education Alliance (IEA).

Ⓓ Consulting each educational authority on the establishment of the IELCG.

Ⓔ Organizing workshops for committee members of the IELCG.

Ⓕ Auditing annual work plans of the IELCG.

Ⓖ Assisting with the execution of the IELCG annual plans.

Ⓗ Assisting the IELCG in solving problems.

The **IECCG** is composed of scholars, experts and representatives of local consultation groups invited by the MOE. This group aims to provide assistance for the establishment and operation of the IELCG and examine and supervise annual work plans for all consultation groups in our nation.

The **IELCG** is to be established by each educational authority. This group aims to provide each school with empowerment workshops, consultation and assistance in promoting the SIEP.

Action plan 07

Program for International Education Local Consultation Group (IELCG)

Purpose

Assisting with the establishment and operation of the IELCG.

Promotion measures

A Defining templates of the IELCG's implementation plan.

B Managing the empowerment and training of IELCG working groups.

C Assisting the IELCG in managing workshops for teachers' IE empowerment.

D Assisting the IELCG in managing SIEP consultation and assistance.

E Assisting the IELCG in establishing and promoting the study and development groups on SIEP.

Action plan 08

Program for establishing the International Education Achievement Award system

Purpose

Organizing and conducting the selection, awarding and promotion of International Education Achievement Awards.

Promotion measures

A Establishing implementation directions for International Education Achievement Awards.

B Organizing annual work on promoting International Education Achievement Awards.

C Managing events for International Education Achievement Awards.

D Managing promotional events for International Education Achievement Awards.

E Reviewing and revising implementation directions of International Education Achievement Awards.

Action plan

09

Program for establishing the IETW2.0 website

Purpose

Establishing and maintaining the IETW2.0 website in order to enhance the implementation effectiveness of policies.

Promotion measures

A Establishing promotional documents and dynamic information regarding IE2.0.

B Developing an information network for the SIEP (NC/BC/IE/SI).

C Establishing SIEP tool kits and an information search and retrieval platform for student learning objectives.

D Establishing a specific webpage for the SIEP subsidy (application, examination, determination and verification).

E Establishing a specific webpage for registration and accreditation of IE cultivation courses.

F Establishing a specific network for International Education Achievement Awards.

G Establishing a specific network for the IELCG, the IEAS and the IERC.

H Establishing a database of laws and regulations of education internationalization.

I Establishing a platform for exchanges between domestic and foreign primary and secondary schools (International Exchange Window, IEW).

Action plan
10

Program for establishing IE quality management and database

Purpose

Coordinating educational authorities to assign schools to act as an International Education Administrative Service (IEAS), to assist with policies promotion, administrative operation of subsidies, effectiveness evaluation and conduct general surveys on internationalization.

Promotion measures

A. Editing the implementation manual of the IEAS.

B. Managing the IEAS working groups' empowerment and training.

C. Managing the compilation and the follow-up review of the national SIEP subsidy.

D. Assisting the IEAS in submitting annual work plans.

E. Assisting the IEAS in managing the compilation and the preliminary review of the SIEP subsidies in its jurisdictions.

F. Assisting the IEAS in managing the effectiveness evaluation of IE2.0.

G. Assisting the IEAS in conducting surveys on education internationalization in primary and secondary schools.

H. Assisting the IEAS in establishing and maintain IE databases and the platforms for sharing resources in its jurisdictions.

Strategy 3: Establishing International Linkage Mechanisms

IE2.0 has adopted the strategy of 'Establishing International Linkage Mechanisms' to achieve the goal of 'Expanding Global Exchanges.' The MOE will, in conjunction with each educational authority, establish a network that is connected to the world, internally coordinating international exchange strategies of each educational authority, and externally acting as the official contact for international exchanges for primary and secondary schools.

Externally acting as the official contact for international exchanges for primary and secondary schools.

International Education Alliance

International Education Cooperation Platform

Internally coordinating international exchange strategies for each educational authority.

International Education Resource Centers
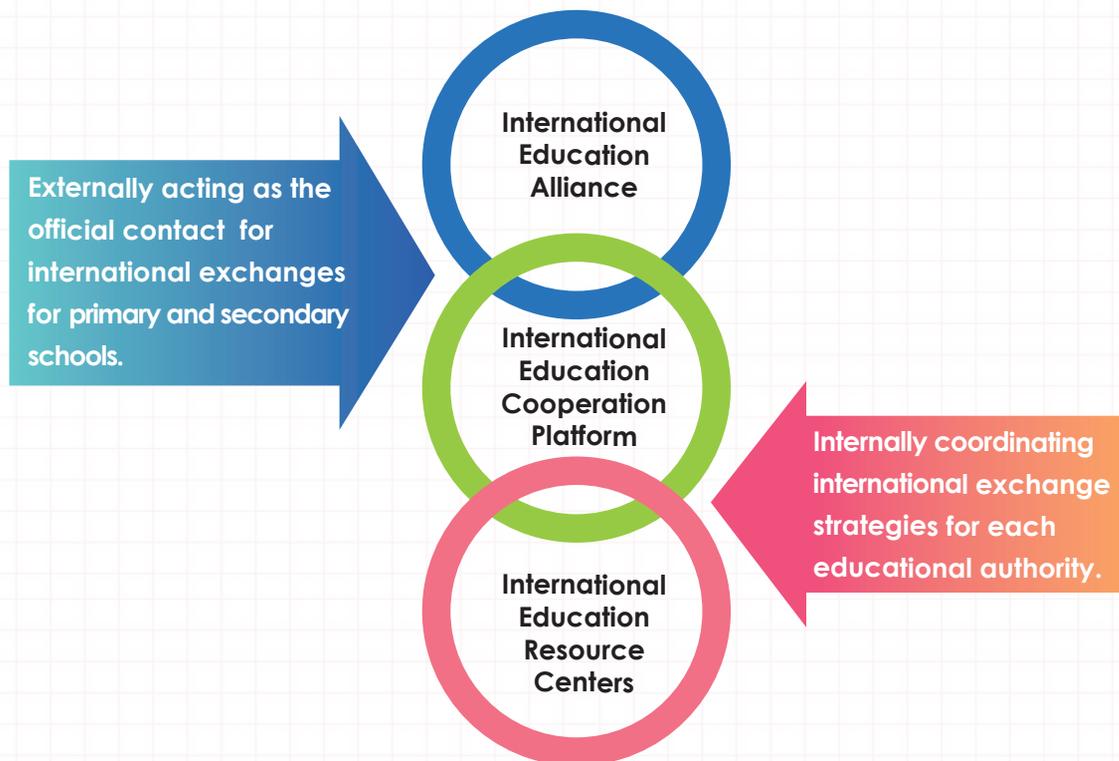
Figure 7／Establishing International Linkage Mechanisms

The joint collaboration of each educational authority provides the foundation of IE2.0, which not only strengthens the integration of international resources, but also assists each educational authority in introducing foreign resources and establishing rapid, convenient and effective international communication channels. The international linkage mechanisms consist of three levels: the International Education Alliance (IEA), the International Education Cooperation Platform (IECP), and the International Education Resource Centers (IERCs). The IEA is at the national level; the IECP is a cooperation platform which connects the public and private sectors; the IERCs are local level systems established by local educational authorities (Figure 7).

Action plan

11

Program for establishing the IEA

Purposes	Ⓐ Assisting in the organization, execution, review and enhancement of international linkage mechanisms.
	Ⓑ Assisting in the establishment of the IEA and the organization of the annual work.

Promotion measures	Ⓐ Establishing and revising the regulations regarding the establishment of the IEA.
	Ⓑ Establishing the database of the IEA committee members.
	Ⓒ Assisting in general affairs and contacts when convening the IEA meetings.
	Ⓓ Managing the IEA resolution matters.
	Ⓔ Editing the IEA annual work reports.

Action plan

12

Program for promoting the IECP

Purpose

Organizing and promoting the mechanism of the IECP.

Promotion measures

(A) Establishing the IECP implementation plans.

(B) Editing implementation manuals of the IECP and the IERC.

(C) Submitting annual work plans to the IEA.

(D) Establishing an external contact window for primary and secondary schools.

(E) Coordinating and managing pilot overseas visits and pilot reception activities for inbound partnerships.

(F) Organizing and promoting the matching mechanism for inbound and outbound international exchanges.

(G) Establishing and promoting groups for international exchange.

(H) Establishing and promoting the platform for international exchanges (International Exchange Window) (IEW).

(I) Organizing and promoting workshops for international exchanges (including host families).

(J) Managing IE international conferences.
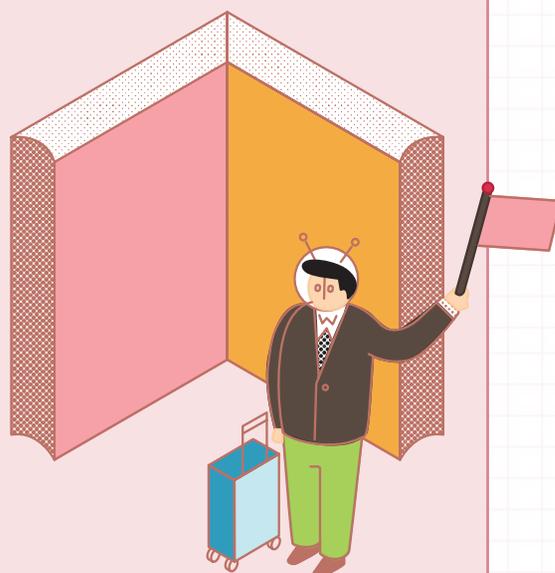
Action plan

13

Program for promoting the IERCs

Purpose

Aiding each educational authority in the establishment and subsequent operation of its IERC.

Promotion measures

A Producing the templates of IERCs' annual implementation plan.

B Managing the IERCs working groups' empowerment and training.

C Assisting the IERCs in submitting annual work plans.

D Assisting IERCs in establishing and manage study and development groups for international exchange.

E Assisting IERCs in operating the platform for international exchanges (IEW).

F Assisting IERCs in coordinating and manage pilot overseas visits and receptions.

G Assisting IERCs in managing cooperation programs' matching activities.

H Assisting IERCs in managing workshops for international exchanges (including host families).

I Assisting IERCs in managing the compilation and the preliminary review of the cooperation subsidy in its jurisdictions.

V

Estimated Budget and Promotion Timeline of IE2.0

The promotion period of IE2.0 is 6 years. For the first year, in 2020, an estimated budget of NT$100 million has been allocated, which will increase annually according to the scale of implementation, reaching NT$ 250 million by 2025.

In 2020 the applications of SIEP for each school have already been submitted and approved according to the regulations regarding IE1.0 subsidy. Therefore, action

Strategy	Action Plan No.	Year
		Name of action plan/budget
Enhancing the SIEP	1	SIEP- National Curriculum (SIEP-NC)/SIEP- Bilingual Curriculum (SIEP-BC)
	2	SIEP- International Exchange (SIEP-IE)
	3	SIEP- School Internationalization (SIEP-SI)
Creating a Friendly Internationalized Education Environment	4	Programs of promoting the accreditation of teachers and educational administrators in internationalization
	5	Program for reviewing and revising laws and regulations of internationalization
	6	Program for International Education Central Consultation Group (IECCG)
	7	Program for International Education Local Consultation Group (IELCG)
	8	Program for establishing the International Education Achievement Award system
	9	Program for establishing the IETW2.0 website
	10	Program for establishing IE quality management and database
Establishing International Linkage Mechanisms	11	Program for establishing the IEA
	12	Program for promoting the IECP
	13	Program for promoting the IERCs

Table 1 ／ Estimated Budget in 100 million NT dollars and Promotion Timeline of IE2.0

plan 1 and action plan 2 will commence to be implemented in 2021. Action plan 3 will be launched after the six indicators for school internationalization have been determined by the pilot project: it was first piloted in 2020 and will be officially implemented in 2022. The achievements and awards will be evaluated after the implementation of action plan 8 in 2021; therefore, this action plan will be officially implemented in 2022 (Table 1).

2020	2021	2022	2023	2024	2025
1	1.4	1.8	2	2.2	2.5
	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓
Pilot project	Pilot project	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓

VI

Organization and Framework for Promoting IE2.0
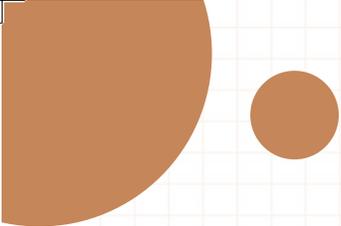
The organization of IE2.0 promotion includes four levels: nation, the MOE, local educational authorities, and schools. The composition of units and missions are described as follows:

Level of Nation

The level of nation is the topmost level for promotion and is composed of two units. The missions they are responsible for are as follows:

A International Education Alliance (IEA)

The convener of the IEA is the Minister of Education, and the vice-convener is the Deputy Minister of Education. Members include representatives of local educational authorities as well as those from industry, government agencies, academia, and the private sector. Its missions are to act as an external contact point at the central government level in our nation, and as a platform for each educational authority to share IE experiences.

B Policy Development Team of the IEA

The convener of the policy development team of the IEA is the Deputy Minister of Education, and the vice-conveners are the Director-General of MOE's K-12

Education Administration, the Director of the Department of International and Cross-strait Education, and the Executive Secretary of the PSEIO. Members include representatives of educational authorities, of the IECCG and of members from the IECP, who represent industry, government agencies, academia, and the private sector.

Its missions include reviewing the important resolutions related to IE, supervising the direction of IE and allocating resources for international exchanges in primary and secondary schools.

Level of the MOE

The level of the MOE is the second level for promotion, and is composed of five units. The missions they are responsible for are as follows:

A Primary and Secondary Education Internationalization Office (PSEIO)

The Executive Secretary of the PSEIO is appointed by the Minister of Education. Both MOE's Deputy Director-General of the K-12 Education Administration and the Deputy Director of the Department of International and Cross-strait Education hold the concurrent posts as the Deputy Executive Secretary. Members of the office are assigned by the aforementioned administration and department.
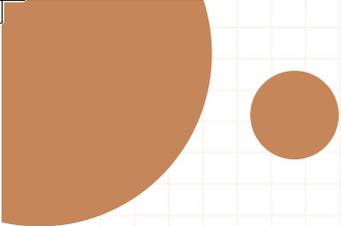
There are three missions for the PSEIO:

- acting as the planning and consulting unit of IE2.0;
- taking on the position of the Department of Secretarial Affairs of the IEA;
- taking responsibility for promoting the operation and implementation of IE2.0.

The main operations include:

- assisting the K-12 Education Administration in managing commissioned programs of IE2.0;
- carrying out the work in the Department of Secretarial Affairs of the IEA;
- conducting each action plan of Strategy 3 of IE2.0.

B The K-12 Education Administration, Ministry of Education

The K-12 Education Administration has primary responsibility for IE. Its mission is to promote the policies and action plans of IE2.0. The main operations include:

- conducting each action plan of the Strategy1 and Strategy 2 of IE2.0;
- allocating subsidies of the SIEP and promoting the cooperation programs of the IECP;
- approving and managing commissioned programs of IE2.0;
- supporting personnel and budgets of the PSEIO.

C Department of International and Cross-strait Education, Ministry of Education

The Department of International and Cross-strait Education is the main co-organizer unit of IE2.0. Its mission is to promote the international connection of primary and secondary schools, and its main operations include:

- facilitating the PSEIO to implement the international linkage mechanisms;
- providing and matching resources and opportunities for overseas international exchanges;
- promoting and matching strategies of international exchanges alliance programs;
- supporting personnel and budgets of the PSEIO.
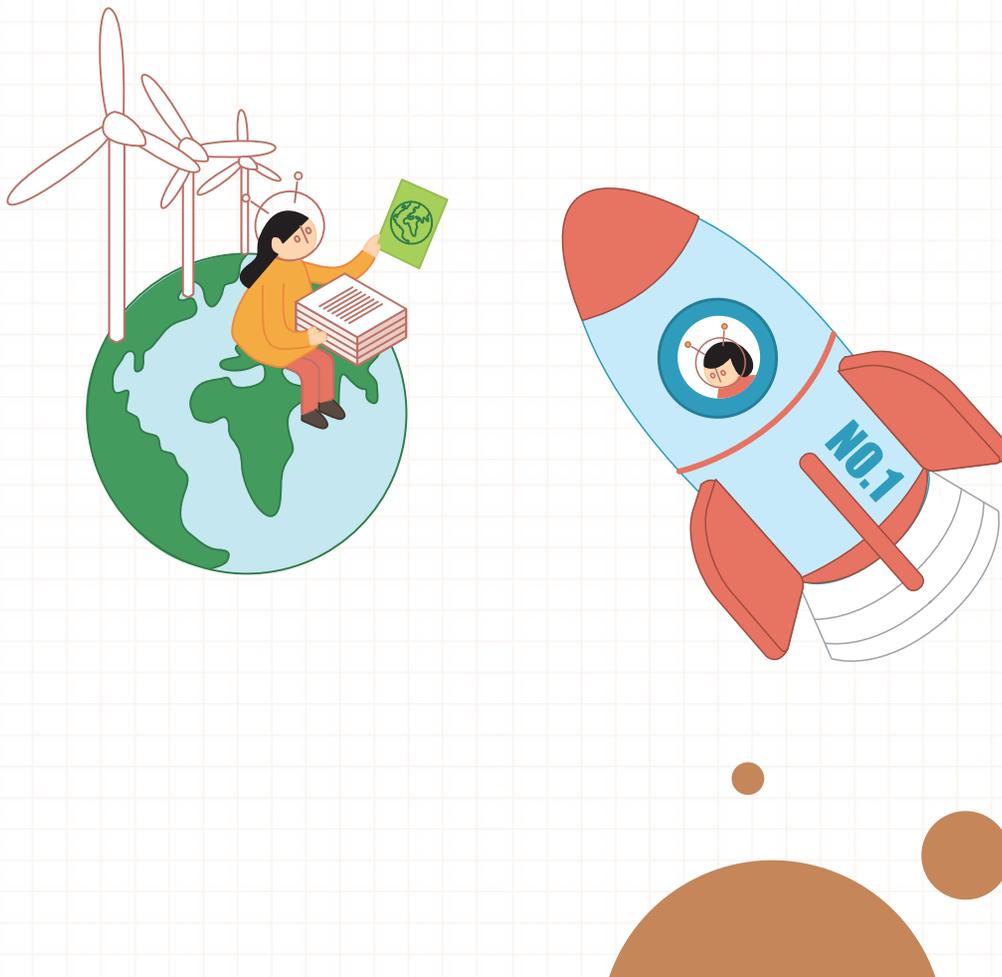
D International Education Central Consultation Group (IECCG)

The IECCG is the advisory and assistance mechanism of IE convened by the MOE. Its missions include assisting with the establishment and operation of the IELCGs, and reviewing and supervising annual plans for consultation groups in our nation.

E International Education Cooperation Platform (IECP)

The IECP is a cross-domain cooperation mechanism of the MOE. Its two missions include assisting in the establishment and operation of the IERC, and developing, promoting and matching resources and opportunities for education internationalization. Members will be chosen from the industry, the government agencies, academia, and the private sector.

Level of Each Local Educational Authority

Each local educational authority is the third level for promotion, and three subordinate agencies will be established.

A Members included in these units are:

The MOE (the K-12 Education Administration), education bureaus of municipal governments, and education departments of county and city governments.

B The IELCG, the IEAS, and the IERC

Each local educational authority assigns commissioned schools to undertake the relevant work of the IELCG, the IEAS, and the IERC, and to aid in promoting the operation of IE2.0.

Level of Schools

The level of schools is the fourth level for promotion, composed of primary schools, junior high schools, senior high and vocational high schools, and experimental education schools and institutions. Their mission is to carry out programs in IE2.0.
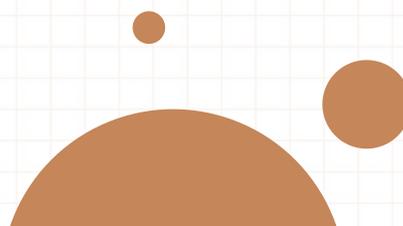
VII

Photo Courtesy of Kaohsiung City Government.

Conclusion
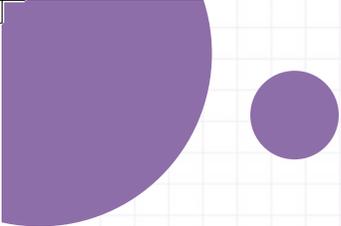
As the world enters the 21st century, internationalization and globalization have brought unprecedented influence and great challenges to the dimensions of politics, economy, culture and society of each country while our society continues to change rapidly.

Issues of aging, low birth rate, rapid development of information and communication technology and the internet, economic structure transformation, increasingly vigorous social democratic participation and ecologically sustainable development have received much attention. How to educate primary and secondary school students in our nation so that they can successfully study and be competent in the future global environment has become an important and urgent topic.

Article 2 of *the Educational Fundamental Act* in our nation proclaims: 'People have the right to education.' The ultimate goal of education is to 'cultivate modern citizens with a sense of national identity and international perspectives.' To achieve this goal, 'the country, educational institutions, teachers and parents alike shall share responsibilities.' The organization of IE2.0, with a student-centered concept, will guide all educational authorities to work together towards the three goals of 'Cultivating Global Citizens,' 'Promoting Education Internationalization' and 'Expanding Global Exchanges' to implement declarations and expectations contained within *the Educational Fundamental Act* with concrete actions.

Looking forward to the future, primary and secondary education is the fundament on which the country's establishment, development and strength relies. The expectation is that through the efforts of IE2.0, primary and secondary education in

our nation will obtain the following three benefits:

A Sustainable development

Primary and secondary education will be in line with the trends of internationalization and globalization and integrate related aspects into its national education with a view to quality education in the generation of globalization.

B Demonstrating achievements internationally

Primary and secondary education fully demonstrates its spirit and action of internationalization through an encouraging environment jointly constructed by the three frameworks of teacher professional development, relaxation of the legal system and a national support mechanism.

C Transnational learning

Through the joint efforts of industry, government agencies, academia, and the private sector, primary and secondary education will introduce international exchange partnerships by the establishment of international linkage mechanisms so that students will be provided with more opportunities for transnational learning.