接軌國際
Connecting with the World
鏈結全球

MINISTRY OF EDUCATION
教育部

SIEP
International Exchange
Handbook

TAIWAN

Instructions

The Ministry of Education released the "White Paper 2.0 on International Education for Primary and Secondary Schools" (hereinafter referred to as International Education 2.0) in 2020, expecting to respond to the needs of the times and further promote international education for primary and secondary schools. The vision of the International Education 2.0 is "connecting with the world ", with three main goals of "cultivating global citizens", "promoting education internationalization" and "expanding global exchanges", expecting to continue the implementation results of International Education 1.0, and integrate the resources of the administrative network to create an internationalization-friendly environment for primary and secondary schools.

International Education 2.0 achieves the goal of "cultivating global citizens" with the "School-based International Education Project" (hereinafter referred to as SIEP). Schools are encouraged to implement the SIEP according to their own circumstances and needs due to the different characteristics and resource conditions of each school, the practice may vary greatly. Schools can integrate community and teacher resources, as well as student needs to design SIEP from three aspects – curriculum development and teaching, International Exchange and School Internationalization.

This SIEP International Exchange Handbook was compiled by the National Taiwan Normal University team, commissioned by Ministry of Education. It provides schools with clear guidelines. Schools can gradually implement international education curriculum based on the content provided in the handbook. The handbook is mainly divided into four parts, namely, the development of IE, IE Toolkit Search Platform, resources and frequently asked questions. Provide information for those interested in applying for government grant for International Exchange. It is hoped that through the promotion of this handbook, we will cultivate global citizens who embody four essential aspects: demonstrating national values, respecting multiculturalism and international understanding, strengthening international mobility, and fulfilling global citizenship responsibilities.

Part I The Development of IE	• Providing the key points and steps for integrating SIEP with International Exchange which teachers should follow. • The complete toolkits for SIEP cases are provided on the Toolkit Search Platform of the International Education 2.0 for Primary and Secondary Schools website.
Part II IE Toolkit Search Platform	• Introducing the IE Toolkit Search Platform and search methods.
Part III Resources	• Listing resources for schools to use in developing International Exchange program.
Part IV Frequently Asked Questions (FAQ)	• Collecting questions schools may encounter during implementation and providing answers.

Contents

Part I Development of School-based International Education Project - International Exchange

I. The Purpose of the International Exchange Program

School-based international education projects (hereafter SIEPs) should align with the school's vision, emphasizing the autonomy and responsibility of school personnel, while continuously maintaining the plan-design-implementation-evaluation feedback loop as well as integrating school human resources and local resources. Schools may design SIEPs based on their own characteristics, needs, and conditions, while also integrating community and teacher resources.

When schools are integrating SIEPs with the National Curriculum (including the MOE-mandated curriculum and the school-developed curriculum), it is necessary to review school resources, analyze and confirm the expected goals and outcomes, as well as organize a task team. It also needs to include steps such as checking/selecting the Indicators of International Education Core Competencies, diagramming curriculum maps, planning and developing teaching activities and learning assessment, as well as implementing outcome evaluation (see Figure 1). The following will explain the implementation guidelines and key points of each step for developing SIEPs.
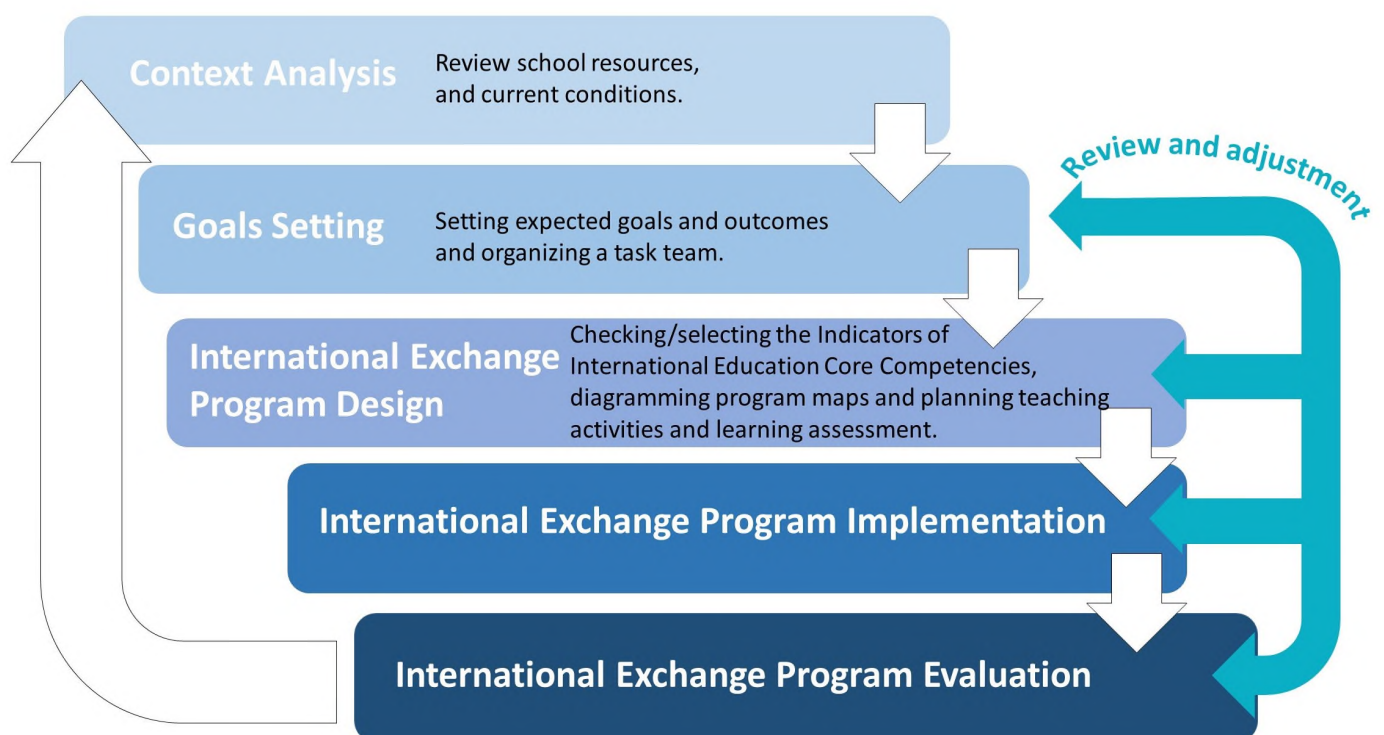

Figure 1 The steps for developing school-based international education projects

2. The Steps for Developing International Exchange Program

(1) Context Analysis

      1) Review School Resources

The development of SIEPs is no simple task and must be done according to the school's current conditions. Therefore, reviewing the school's existing resources, curriculum, and current implementation of school-based international education is an important basis for developing SIEPs in a new academic year.

When promoting SIEPs, schools can review school resources by examining currently featured courses and related curriculum projects. Schools should also analyze the backgrounds of teachers and students, including checking teachers' international education professional competency and their learning community, as well as students' multicultural background and inquiry-based learning capacity.

In addition, schools can review external resources, beginning from parents of students who are closest to the school and then expanding to the community in which the school is located, as well as to external organizations and associations. An example of reviewing school resources is shown in Table 1.

Table 1. An example of reviewing school resources

Aspects		Analysis
School Curriculum	Featured Courses	The school is the first foreign language high school in the country designated by the Ministry of Education, and the only school in Taoyuan City that comprehensively promotes second foreign languages (Japanese, French, German, Spanish) as compulsory courses. The school has formed alliances with the foreign language colleges of well-known domestic universities, promoting advanced foreign language courses for high school students, inviting international exchange students, and shaping a multi-language learning environment. Through these efforts, the school hopes to give students the ability to speak multiple languages and understand different cultures, ultimately achieving international standards.
	Related Curriculum Projects	The international exchange class, and special class for overseas children: 1. International exchange class: In order to promote foreign languages and cultivate an international vision, the school adopts innovative and diverse teaching methods to integrate humanities, cultures, customs, etc. into the curriculum, and discuss important global issues. 2. Special class for overseas children: It is planned to adopt the International Baccalaureate Diploma Program (IBDP) for 16 to 19-year-old students.
Teacher Professional Learning Community (TPLC)	International Education Professional Competency	1. A total of 8 teachers participated in the International Professional Knowledge Preliminary Course organized by the Ministry of Education. 2. A total of 7 teachers participated in the International Education in Primary and Secondary school Preliminary Course organized by the Taoyuan International Education Center.
	Operation of International Education-related TPLC	1. International Education and Resource Network (iEARN): English teachers participate in iEARN study activities and actively integrate international affairs into teaching and encourage students to participate in online communities. 2. IB community: The school has been selected as an IB candidate school and is currently actively preparing for various systems and teacher professional training. It is planned to be recognized by the IBO before the 2021 academic year and join the Alliance of IB World Schools.

Aspects		Analysis
Student Background	Multicultural Background	Emerging development areas attract many young and middle-aged people to move in. In addition to the gradual increase in the number of students, the backgrounds of students are also becoming more diverse, such as new residents, multinational companies, and cross-county cities, which constitutes the diversity of family and cultural backgrounds of the school's students.
	International Exchange Experience	1. The school co-organizes visits and activities every March with 6 municipal high schools in Taoyuan City and sister school Highland Park High School (inbound visit). 2. The school organizes internal exchanges every summer with high schools in Taoyuan City and Dallas Baptist University (DBU), a sister school in Taoyuan City. 3. The school cooperates and exchanges with Stuttgart High School in Germany every May to establish long-term international exchange partnership.
External Resources	Parental Involvement	The Parent's Association provides funds for disadvantaged students to participate in international exchange activities.
	Community and Organization	1. Large-scale public facilities: The school is close to many large-scale public facilities, such as the airport express, airport and Aerotropolis, high-speed rail, aquarium, baseball stadium, parks, shopping malls and industrial parks, etc., which provide teachers and students with many topics and fields. 2. Satellite city with convenient transportation: The school is located in the daily living sphere of Taoyuan, Taipei, Keelung, and Hsinchu, providing a wider hinterland for the school. 3. The emerging development area of ecology, leisure and city: The school is located in the emerging development area, surrounded by convenient and diverse urban facilities and ecological parks, which have both urban and leisure functions. In addition, the school is adjacent to the coastal area of Taoyuan, with multicultural traditional settlements, precious algal reef coasts and sand dunes, geoparks and other agricultural and industrial landscapes, which are community resources that are easily accessible to teachers and students. 4. Since the establishment of the school, the school has continuously cooperated with domestic and foreign educational organizations, including F + U Academy of Languages Heidelberg, Kodaira High School, Izumi High School in Japan, Incheon Foreign Language High School in Korea, private study (tour) institutions, Dunhuang Bookstore, and Rotary clubs, etc.

Source: Taoyuan Municipal Dayuan International Senior High School

2) Analysis of School Current Conditions

Based on the reviewing of school resources, schools should examine the current situations of international exchange development and teaching in the past two years.

It is required to select the key items of promoting international exchange and provide explanations in description to explain the implementation and the situation of international education (Table 2).

Table 2 An example Current Situation Analysis

Internal Education Related Internal Exchange	Selection	Description
	Review school resources according to the selections	Describe the implementation in chronological order.
Internal Exchange Activities	■ Organize inbound visits for overseas teachers and students ■ Organize outbound visits for domestic teachers and students	1. Inbound visits for teachers and students from foreign schools: (1) The Taiwan-US-Japan International Vocational Education Seminar and Curriculum Exchange Implementation Plan of New Taipei City: Students can interact with foreign teachers through bilingual career exploration courses to improve their literacy in international communication. (2) Taiwan Rotary International Youth Exchange Program: By means of international exchange students in the class for cultural exchange and daily conversation in English, students can understand the importance of cross-cultural communication. 2. Outbound visits for teachers and students of domestic schools: (1) Japan Electronics College Internship Program 　　1) Students can understand the Japanese animation, fashion industry and the professional technology of Bunka Gakuen University. 　　2) Teachers can connect with Japanese technical and vocational education in multimedia animation and fashion, and jointly develop professional courses with experts and teachers from other countries. (2) 2018 Japan Multimedia and Information Application Technology Experience Program of New Taipei City Students can develop their own learning interests and career development through the professional course experience of Japan Electronics College. (3) International education trips for teachers and students to Japan in 2019: 　　1) Students can understand the Japanese animation, fashion industry and the professional technology of Japan Electronics College. 　　2) Teachers can connect with Japanese technical and vocational education in multimedia animation and fashion, and jointly develop professional courses with experts and teachers from other countries.

（Continued）

Internal Education Related Internal Exchange	Selection	Description	
	Review school resources according to the selections	Describe the implementation in chronological order.	
Internal Exchange Activities	■ Organize online activities for International Exchanges ■ Participate in global forums and competitions ■ Organize volunteer services for foreigners	(4) Study and exchange in French in 2019: 　1) Students experience and exchange the professional fashion design and production technology of Académie Internationale de Coupe de Paris (AICP). 　2) Learn about the ecology and development of the fashion industry in French through visits to corporates and schools. **3. Online activities for International Exchanges:** Watching the video 'Congratulations on Graduation of Japan Electronics College', students can appreciate international friendship. **4. International conferences and competitions:** (1) International Youth Project Design and Production Forum and Cultural Exchange Program of New Taipei City (2018-2019): 　1) Students can improve their skills in project design and production and improve their foreign language expression related to their majors. 　2) Students learn about the importance of cultural differences and international communication skills on the spot by receiving foreign teachers and students in classes for joint study and cultural visits. 　3) Teachers can improve their professional skills and international cooperation through exchanges with foreign teachers in various forums. **5. Volunteer service plan for foreigners:** Through the "AIESEC International Trainee Resident Cultural Exchange Program" (2018-2019), students can have cultural exchange and daily conversation in English with the incoming international trainees to understand the importance of cross-cultural communication.	
Forming Sister Schools	■ Asia (Country and School Name) Japan; Japan Electronics College	Country	Signature Year
		Japan	2019

Source: New Taipei Municipal Zhang-shu International Creative Technical High School

(2) Goals Setting

After comprehensively analyzing the school's resources and current situation and clarifying the advantages and disadvantages of the past development experience, the school should think about expanding exchange areas, adopting different communication methods, and deepening exchange activities, and develop the exchange plan for the next academic year.

The expected goals and outcomes can be outlined by using the Objective and Key Results (OKR) framework, to help the task team focus on the expected goals and propose concrete results corresponding to the goals.

Goals can provide the direction of implementation. The goals themselves are not necessarily precise and measurable, but they must be challenging and visionary, while also able to be transformed into concrete and measurable results. It is only when the goals are transformed from the ideal to the real that schools can review the implementation process and adjust it in a timely manner.

Tips

※ An Example of Development Analysis

Aspects	Current Situation	Development
Approach	Outbound visits in the past, and planning for inbound visits.	By linking to existing course resources, students can use what they have learned to promote international cooperation through visits and exchanges.
Development Path	Promoting culture exchange in the past and planning for deep exchange topics.	Integrate food and agriculture education to strengthen the professional connections between teachers and students of sister schools in exchange activities.
Exchange Topic	Focus on arts and languages.	The learning key point will be on the interaction between technology and humanities, further deepening the curriculum of international education in next academic year.
Integrate Relevant Project	The school has an existing project related to information and computer education.	ICT resources will be integrated into international education curriculum via the use of information technology platforms and devices, in order to expand students' international learn-

※ An example of expected goals and results

Goals	Key Results
Use technology to carry out connections to classrooms and exchange activities.	1. Each student participates in an international online platform. 2. Use ICT to engage in curriculum collaboration and inquiry learning with sister schools in other countries.

(3) Form a Team

Based on the reviewing school resources, the promotion situation and the development of communication, the school must form a team, consisting of the convener, executive secretary, teacher Professional Learning Community and administrative team, which involves the cooperation and integration of school-wide administrative and teaching staff. The team structure can be adjusted according to the needs and situation. An example is shown in Table 3.

Table 3 An Example of Forming a Team

Group	Title	Responsibilities
Convener	President	Serving as the chief supervisor of course arrangement, activity planning and execution of the student overseas service and study group.
Executive secretary	Director Of Academic Affairs	Assisting the development of courses and services for the teachers of the Africa Group.
Teacher Professional Learning Community	Africa Group Leader Jiun-Szn Chen	• Setting the direction of the annual international volunteer service course and leading the teacher Professional Learning Community. • Acting as the liaison, responsible for contacting with service units to understand their needs. • Assisting with visa, transportation, and other related preparation. • Formulating relevant tender specifications and requirements.
	Africa Group Teacher	• Designing relevant training courses based on the United Nations sustainable development goals. • Developing and understanding the history and geography of Lesotho in Africa and other related cultural knowledge courses. • Designing lesson plans for storytelling, photography, etc. • Responsible for the guidance and demonstration for the student education service course. • Reaching out and connect with relevant community resources. • Serving as the leader of designing and guiding group activities. • Developing student learning outcomes and assessments. • Guiding student achievement exhibitions.
Administration	Secretary	Applying for related project grants.
	Student Affairs Innovation Manpower	• Responsible for the meeting minutes of teacher Professional Learning Community meetings. • Serving as the administrative support for students' course needs. • Consolidating relevant data. • Documenting Student Achievement Exhibition.
	Director Of Accounting	Expense write-off

Source: Taipei Municipal Jingmei Girls High School

(4) International Exchange Program Design

1) Corresponding to the Comprehensive Goals of Indicators of International Education Core Competencies

The Indicators of International Education Core Competencies are constructed based on the four aspects of the International Education 2.0 for Primary and Secondary Schools, including "Demonstrating National Values", "Respecting Diverse Cultures with International Understanding", "Strengthening International Mobility" and "Fulfilling the Responsibilities of a Global Citizen". The indicators aim at providing guidelines for schools to develop IE, and also serve as benchmarks of students' learning assessment. The following sections will explain the Indicators of International Education Core Competencies and their application.

A. Aspects of Cultivating Global Citizens:

The White Paper 2.0 on International Education for Primary and Secondary Schools (IE2.0) identified four directions of cultivating global citizens, which then became the four aspects of the International Education core competencies in the Instruction Manual of Issue Integration of the Curriculum Guidelines of 12-Year Basic Education. The content of the International Education core competencies for each learning stage (Table 4) were developed with consideration to students' cognition development , and then were adapted for the Indicators of International Education Core Competencies (Table 5).

B. Instructions for Each Educational Stage:

The elementary school emphasizes learning based on self-perception and experience. The main focuses include acknowledging, perceiving, and establishing methods. The junior high school is geared towards social connections and issues, and the main focuses are to understand context and process, cultivate a sense of respecting differences, and use a variety of inquiry methods aligned with skills. The upper secondary school emphasizes thinking critically about real-life scenarios and events, actively caring for injustices caused by differences, and developing action strategies.

The content listed in each educational stage is the benchmark for reference, and a school is advised to adjust to its own context accordingly. For example, if a junior high school selects the indicator of "J1 Understanding the connection between the country's development and the world" for exchange development and learning assessment, it can also refer to the indicator of "E1" at the elementary school stage to check the students' prerequisite capacities. In this case, the school can also take the indicator of "U1" as the reference to the advanced learning performance.

C. How to use the Comprehensive Goals of Indicators of International Education Core Competencies:

The Indicators of International Education Core Competencies can be combined with the topics of the school's international education-related courses or activities, and transformed into corre-

sponding learning objectives, which can be used as the basis for assessing and checking students' learning achievements. For example, the program topic of National Dong Hwa University Experimental Primary School is "Young Back Packer, Traveling and Reading the Culture. An Exchange Program with Japanese School", and "Nation E1 Understand the cultural characteristics of home country and other countries in the world" is selected, and the Comprehensive Goals of Indicators of International Education Core Competencies can be transformed into "Figuring out cultural differences and showing respect among exchange activities'' according to the topic of the program as the learning objective. Please keep in mind that among the four aspects of the indicators, "Demonstrating National Values" is mandatory , and schools must select at least one indicator in this aspect as the basis for developing learning objectives.

Tips

※ Key Points of Writing Learning Objectives:

1. Describe what the student should learn, not what the teacher should teach.

2. "Actions or specific behaviors" that correspond to the Indicators of International Education Core Competencies, such as writing, describing, or explaining.

3. Writing the context or conditions of behaviors or actions, such as being able to use a computer to compare cases from different countries.

4. Be specific about the outcomes of behaviors and actions, such as being able to explain the content of an article or topic.

5. The criteria of behaviors and actions should be measurable, such as completing 90% correct answers or identifying more than ten countries, etc.

Table 4   Core Competencies of International Education (IE)

Core Competency Dimension	Core Competency Description	Content of Core Competencies		
		Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
Demonstrating national values	Students will develop an understanding of their national character, their nation's contributions to the world, as well as its level of international competitiveness, and the evaluation of their nation's performance in the global context; thus, they can build self-esteem and confidence in their own culture.	Recognize national culture and its global status. Develop a sense of national identity, and demonstrate a basic understanding and a sense of belonging to one's own culture.	Understand the developmental context of national culture and its relevance to global interactions. Build self-confidence in national culture, and then demonstrate a sense of national identity from a global perspective.	Think critically of any issues related to national identity, and analyze the nation's strengths and weaknesses in the global context. Assume individual responsibilities for one's own nation, and actively participate in the development of national culture.
Respecting diverse cultures with international understanding	Students will recognize the diversity of world cultures to the extent of understanding, respecting, and appreciating the value of different cultures in the world. Furthermore, they will be able to put the concept of world peace into practice.	Understand cultural diversity, and display a willingness and the ability to appreciate multicultural values. Develop cross-cultural skills of cooperating with and caring for multicultural groups.	Contemplate the formation of cultural and international differences, and analyze the benefits and challenges of diversity, in order to cultivate multicultural competence and international perspective. At the same time, confront the differences and work out solutions during collaborating among multicultural groups.	Explore multicultural situations within a global context. Understand the interactions, associations, and conflicts among multicultural groups, respect cultural diversity and support the concept of world peace from a global perspective. Actively initiate or promote cooperation among multicultural groups.

(Continued)

Core Competency Dimension	Core Competency Description	Content of Core Competencies		
		Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
Strengthening international mobility	Students will acknowledge the importance of global competencies, especially those in foreign languages, inquiry skills, critical thinking, application of information communication technology (ICT), and cross-cultural communication so that they can put these skills into action and devote themselves to lifelong learning.	Acquire basic language abilities and skills of information application and cross-cultural communication, generate motivation to explore global issues and cultivate problem-solving attitudes and strategies.	Understand and appreciate the importance of language knowledge, multi-inquiry and cross-cultural communication skills, and apply these skills in the international exchange activities.	Display a willingness and the ability to engage in global interactions. Be familiar with language use and approaches of international exchanges, and demonstrate the abilities for global mobility by mastering use of technology, information media and systematic methods.
Fulfilling the responsibilities of a global citizen	Students will understand and respect universal human rights and moral responsibilities; they will also empathize with the plight and situation of the disadvantaged around the world, understand global sustainable development, and implement the principles of sustainability in daily life.	Understand the impact of personal choices and behavior on society and the environment. Realize further the importance of moral responsibilities, social justice, and sustainable development. Cultivate global citizenship and the methods of participation, and implement them in daily life.	Observe and analyze the practice and challenges of global moral responsibilities and social justice. Comprehend and empathize with the plight and situation of the disadvantaged. Explore global sustainable development action plans and strategic practices.	Take the initiative in caring about the issues of global social justice and sustainable development. Recognize the importance of the interdependence of the global community, critically analyze the context of social injustice, and develop effective improvement strategies and implement them in daily life.

Table 5　Indicators of International Education Core Competencies

Dimension	Educational Stage		
	Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
Demonstrating national values	E1 Understand cultural characteristics of one's own nation and other nations in the world. E2 Develop a local identity with an international perspective. E3 Possess the ability to express the characteristics of one's own culture.	J1 Understand the relationship of development between one's own nation and other nations in the world. J2 Develop national awareness with an international perspective. J3 Take actions aligned with the national values of one's own nation.	U1 Understand the role and situation of one's own nation in international society from a historical context. U2 Acknowledge one's own responsibilities to the nation. U3 Participate in the sustainable development of one's own nation.
Respecting diverse cultures with international understanding	E4 Understand the diversity of world cultures. E5 Develop the willingness to learn about different cultures. E6 Distinguish between characteristics of conflict and amity.	J4 Understand the situation of cross cultures and global coopetition. J5 Respect and appreciate the values of different cultures in the world. J6 Assess scenarios of conflict and propose solutions.	U4 Analyze the position of one's nation in global coopetition. U5 Acknowledge the importance of cross-cultural reflection. U6 Propose an action plan and implement it in daily life to maintain world peace.
Strengthening international mobility	E7 Recognize different types of global competency. E8 Recognize the importance of developing global competency. E9 Participate in different types of international cultural activities	J7 Understand the important content of cross-language and inquiry learning. J8 Perceive the importance of foreign language acquisition and inquiry learning for the development of global competency. J9 Utilize cross-cultural communication skills to participate in international exchanges.	U7 Understand the multiple approaches of cross-language or inquiry learning. U8 Self-reflect on the learning process and results of global competency. U9 Communicate cross-culturally and engage in international collaboration.
Fulfilling the responsibilities of a global citizen	E10 Recognize universal human rights and moral responsibilities. E11 Empathize with the disadvantaged of the plight and situation in the world. E12 Observe global issues and then develop daily action plans to manage them.	J10 Understand the philosophy of global sustainable development. J11 Respect and protect the human rights and dignity of different cultural groups. J12 Explore global issues and conceive local action plans for sustainable development.	U10 Identify action strategies for global sustainable development. U11 Recognize the importance of the interdependence of the global community. U12 Possess the ability to develop global issues solutions and evaluate their efficiency.

2) Select the Type of Communication

There are five types of international exchanges: inbound exchange activities, outbound exchange activities, online activities for international exchanges, participating global forums and competitions, and volunteer services for foreigners. The school could choose and develop types of exchange depending on the promotion needs. The following will explain how to organize these five types of international exchanges.

A. Inbound Exchange Activities:

    a.   Workshop: a workshop (including international seminars or camps, etc.) focusing on the exchange and the growth of learning for international primary and secondary students.

    b.   Chinese Language and Cultural Courses: topic-based-learning of language and culture.

    c.   Professional Skills Exchange: topic-based-learning of professional skills.

    d.   Others: auditing classes, sister school exchanges or other activities that are suitable for international primary and secondary students to visit Taiwan for exchange.

B. Outbound Exchange Activities:

    a.   Overseas Experiential Learning: various learning activities for primary and secondary school students visiting overseas schools at the same level.

    b.   Overseas Technical Internship: Students in domestic technical vocational schools (including specialized programs in comprehensive high schools) study professional skills and related courses (including workplace ethics, culture, job opportunities, skill requirements, and internships) at overseas schools or training institutions to or experiential learning activities such as visits).

    c.   International Volunteer Services: international or regional institution activities, overseas volunteer activities, etc.

    d.   Sister School Exchanges: primary and secondary school students visit overseas sister schools to participate various learning activities.

    e.   Educational Topic Exchange: a topic-based exchange activity for international primary and secondary schools or educational topic-related institutions/units.

    f.   International Teacher-Student Exchange: Primary and secondary school students led by teachers to go overseas for more than one semester of exchange learning activities at the school at the same level that have signed a teacher-student exchange agreement.

    g.   Art and Sports Exchange: a special course with art and sports as the exchange program on-site learning.

    h.   Others: Courses or other exchange activities suitable for primary and secondary school students in the country.

C. Online Activities for International Exchanges:

    a.   Digital International Partner School: build an online communication platform for interactive learning, distance teaching, and multi-party communication and cooperation, or build an online video classroom for online seminars, speeches, or teaching. It provides a real-time online learning environment and conducts topic-based courses and exchange activities with overseas partner schools.

    b.   E-based Interactive Language Exchange: conduct foreign language and Chinese language exchange courses with partner schools.

D. Participating Global Forums and Competitions:

    a.   International conferences or competitions held by domestic primary and secondary schools: inviting international primary and secondary school students to participate in international conferences or competitions held by primary and secondary schools in Taiwan.

    b.   Domestic primary and secondary school students participate in international conferences or competitions: primary and secondary school students in Taiwan participate in international conferences or competitions.

E. Volunteer Services for Foreigners:

Volunteering services for foreigners, including cultural activities, teaching participation, professional skills, clubs and camps and other volunteer activities.

3) Exchange Activities Mechanism

It needs a comprehensive plan to be prepared for each stage of the activities so that the exchange activities can be conducted smoothly.

There are 3 stages of exchange activity: before exchange, during exchange, and after exchange. It includes 3 aspects in each stage: administration and partnership, curriculum and teaching implementation, assessment and adjustment (Figure 2). The key points of each stage will be explained below, and various types of communication activity will be listed for reference (Tables 6 to 10).
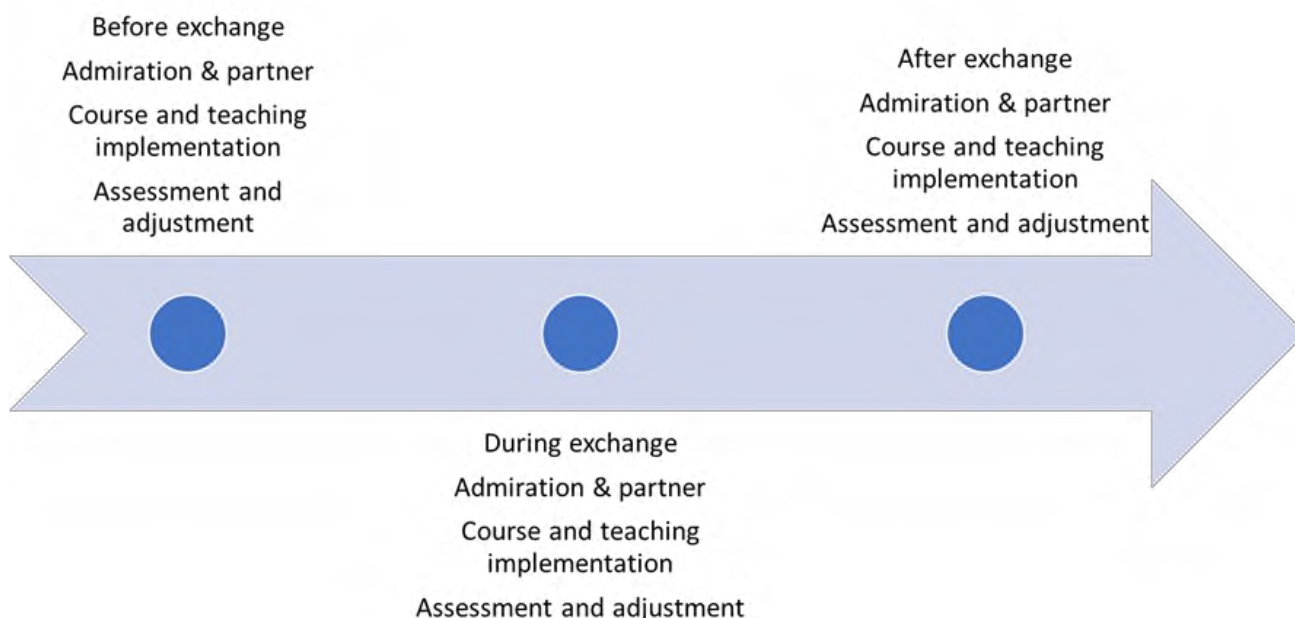

Figure 2 Exchange Activity Mechanism

A. Before Exchange:

The planning at this stage focuses on the related matters before the exchange, including forming an exchange administrative team, the planning and implementation of the pre-exchange courses, and the assessment of exchange activities. The explanation of the three aspects is as follows: the administration and partnership before the exchange, curriculum and teaching implementation, and assessment and adjustment.

a. Administration and Partnership: establish an administrative support team responsible for planning exchange activities from the school-based perspective, the overall activities and schedule, contacting exchange schools, and confirming their willingness and time for exchange.

b. Curriculum and Teaching Implementation: plan and implement pre-exchange courses, so that participants can deeply understand the history and culture of the exchange country. In addition, schools must discuss the topics and formats of the exchange program with the exchange school before the exchange activities, so that the activities can be carried out smoothly and deepen the students' international education literacy.

c. Assessment and Adjustment: The school proposes improvement methods for the above-mentioned plans, such as modifying the activity plan with reference to the review reports over the years, conducting assessment activities, inviting experts and scholars to share and suggest activities and courses, etc.

Table 6 An example of course planning before exchange

Stage	Course Contents and Activities	Subjects	Duration
Initiation	1. Invite foreign students to join the class in weekly class meetings. 2. Share cultural and artistic issues in international student countries.	Integrative Activities	2 sessions in December
	3. Issue integration in the implementation of society subject: Introducing religious and cultural differences between Taiwan and Europe and exploring cultural identity issues under globalization.	History	4 sessions in March
	4. Issue integration in the implementation of art subject: 1) Introduce the artistic techniques, using various materials in religious buildings, wall decorations, windows and roofs in Taiwan, Germany, and France. 2) Introduce the religious architectural styles in Taiwan, Germany, and France. 3) Guide students to cultural learning, trace culture from the development of modern art, and understand the inheritance and contradiction between trends and traditions. 4) Guide students to explore the artistic differences and particularities derived from Taiwanese, German and French religious cultures through "Global Observation". 5) Guide students to explore the diversity of Taiwan's religious culture through "Local Thinking".	Art History Chinese English	8 sessions in March

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（Continued）

Stage	Course Contents and Activities	Subjects	Duration
Transition	1. Field visits and inquiry teaching: 1) Visit important temples and monuments in Taiwan, such as Longshan Temple and the Sansia Tzushr Temple, etc., by observing the three-dimensional and two-dimensional artworks inside and outside the temple buildings, to understand the inherent cultural characteristics of Taiwan's artistic design and colors and invite external lecturers to share their thoughts on two temples, and well-known churches in German and French. (6 sessions) 2) Visit the Taiwanese artist's visual creation exhibition and invite external lecturers to give a talk to the students. It will enhance students' appreciation ability through guidance, appreciate the visual creation of Taiwanese artists and explore the methods of visual creation. (6 sessions) 3) Organize the teaching activities of the architectural structures and forms of video records related to the temples and monuments in Taiwan. Serving as guides, students introduce the creation. Invite lecturers of the Rotary Club of Taipei to discuss the issues of Eastern and Western culture and art. (6 sessions) 4) Visit the Taiwan Visual Art Photography Exhibition, invite visual creators to give lectures, and conduct courses related to the understanding and application of color science. (6 sessions) 2. Practical courses: 1) External lecturers teach the applied techniques of three-dimensional sculpture creation. (4 sessions) 2) External lecturers teach visual image creation (photography) techniques. (10 sessions) 3) External lecturers teach visual art thematic creation and post-processing of images. (6 sessions) 4) External lecturers teach art topics: the application of painting and observation creation. (6 sessions)	Art academic and skills	50 sessions in February to May
Wrap-up	1. Capstone project: Divide the class into 5-6 groups. Each group will take the "way of light" as the research topic and international or global issues as the scope to explore the similarities and differences between European and Taiwanese religious and cultural related artworks and explore economic and social factors, and impacts. The reports are presented in the form of works, texts, talks, etc. (8 sessions) 2. Present and publish: Instruct students to create visual images and color paintings and demonstrate their learning results, and display and publish their results in public areas of the school (such as exhibition halls and activity centers) after class or on weekends to facilitate students' creative sharing. (12 sessions)	Art subject	20 sessions in July to November

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Stage	Course Contents and Activities	Subjects	Duration
Before exchange	1. Organize pre-departure cultural study after-school (including Saturday and Sunday): 1) Invite social science teachers, foreign affairs personnel in Taiwan or international students to conduct cultural courses, so that participating students can understand the daily life etiquette and culture of the exchange country. 2) Invite social science teachers to guide students to introduce their own culture and features to facilitate cultural sharing. 2. Arrange English teachers to guide students and improve students' familiarity with professional English, daily conversation and vocabulary after school. 3. Arrange art teachers to guide students to organize light and shadow special presentations and works of Taiwanese temple architecture and cultural creation to facilitate cultural sharing and presentation.	Society subject Art subject English	Around 16 sessions 1 month before internal exchange

Source: Taipei Municipal Zhong-zheng Senior High School

B. During Exchange:

This stage of planning focuses on connecting exchange units, preparing teaching materials and equipment, implementing exchange activities and evaluating the exchange process. The explanation of the three aspects is as follows: administration and partnership, curriculum and teaching implementation, and assessment and adjustment.

a. Administration and partnership: The administration and partnership team prepare materials, designs and souvenirs for teaching activities, and communicate with partners to facilitate implementation of teaching tasks upon arrival (or reception) at the exchange school.

b. Curriculum and teaching implementation: Implement exchange courses, students complete teaching tasks and worksheets, and partner teachers conduct international education topic-based exchanges.

c. Assessment and adjustment: After the daily exchange activities, students discuss experience and improvement of activities, and adjust the exchange method according to the situation to meet the learning goals of international education.

Table 7 An example of exchange course planning

Date	Course/Activity	Location
Jul 10 (Fri)	Departure	Taoyuan Airport
Jul 11 (Sat)	Arrival	Dusseldorf International Airport Essen, Germany

Date	Course/Activity	Location
Jul 12 (Sun)	**Course 1 Workshop: Become an Artist I:** Students are divided into 2 classes – VR painting class and dance technology class. After entering the class, students complete mini tasks and have a discussion to share their creative experience and compare it with Taiwanese art creation.	Essen, Germany Hochschule der bildenden Künste Essen Folkwang Universität der Künste
Jul 13 (Mon)	**Course 2 Workshop: Become an Artist II:** 1. Students are divided into three classes – design, painting and dance. After entering the class, students complete mini tasks and have a discussion to share their creative experience and compare it with Taiwanese art creation. 2. The professor explains the roles of Gesture and Tone in European and Chinese artistic creation and the cultural contents conveyed and guides students to explore the cultural influence on artistic expression and the elements of cultural characteristics. 3. Organize an Art Party on the shore of Lake Baldene with the topics of Gesture and Tone and share Taiwanese cultural creations and student creations.	Essen, Germany Hochschule der bildenden Künste Essen Folkwang Universität der Künste
Jul 14 (Tue)	**Course 3 Art Safari Art Safari:** 1. Visit the Essen Regional Art Museum and the Red Dot Design Museum. 2. Invite local artists to explain the interactive skills of eye-hand coordination. **Lesson 4 Urban Sketchbook:** 1. Tour of Cologne Cathedral. 2. Sketch the light and shadow of Cologne Cathedral.	Essen, Germany Hochschule der bildenden Künste Essen
Jul 15 (Wed)	**Course 5 Workshop Ways of Art I:** 1. Students are divided into four classes – design, photography, typography and dance. 2. The second Art Party will be held at Zurich University of Art with the topic of light and shadow, to share the thematic presentations on Taiwanese art and cultural creation and students' creations.	Zurich University of Art
Jul 16 (Thu)	**Course 6 Workshop Ways of Art II:** 1. Students are divided into four techniques: design, photography, typography and dance. After entering the class, students complete mini tasks and have a discussion to share their creative experience and compare it with Taiwanese art creation. 2. The second Art Party will be held at Zurich University of Art with the topic of light and shadow, to share the thematic presentations on Taiwanese art and cultural creation and students' creations.	Zurich University of Art
Jul 17 (Fri)	**Lesson 7 Art Sketchbook:** 1. Urban pop sketches. 2. Explore the impact of the pandemic on European life.	Milan, Italy

（Continued）

Date	Course/Activity	Location
Jul 18 (Sat)	**Course 8 Art Stage:** 1. Urban cultural experience. 2. Explore the impact of cultural innovation and transformation on European and Taiwanese life.	Florence, Italy
Jul 19 (Sun)	**Course 9 Workshop Cultural Experience:** 1. Introduction to Italian culture. 2. Conduct sketch master class/dance master class.	Florence University of the Arts (FUA)
Jul 20 (Mon)	**Course 10 Art Stage:** 1. Urban cultural experience. 2. Explore the impact of cultural innovation and transformation on European and Taiwanese life.	Milan, Italy
Jul 21 (Tue)	Arrival	Taiwan

Source: Taipei City Municipal Zhongzheng Senior High School

Table 8 An example of exchange course planning

Date	Course/Activity	Tutor	Location
2020/8/2	• Visit: Asian Civilizations Pavilion, St. Andrew's Church, Merlion Park, Esplanade, Clarke Quay • Experience: take a water taxi, special refreshment - kaya toast	Singapore tour guide	Singapore
2020/8/3	• Class exchange: Singapore Zhonghua Secondary School (8:20~16:00 all day) • Visits: Nanyang Technological University, public housing estates	Teachers of Zhonghua Secondary School	Singapore
2020/8/4	• Class exchange: Singapore Zhonghua Secondary School (Morning) • Experience: Tour Singapore with schoolmates - Chinatown, Kampong Glam, Little India, Lau Pa Sat Market (afternoon)	Teachers of Zhonghua Secondary School Singapore tour guide	Singapore
2020/8/5	• Class exchange: Singapore Pei Hua Secondary School (Morning) • Experience: Tour Singapore with schoolmates - Gardens by the Bay, Marina Barrage Exhibition Hall (afternoon)	Teachers of Zhonghua Secondary School	Singapore
2020/8/6	Visit and experience: Universal Studios, SEA Aquarium	Singapore tour guide Group leader	Singapore
2020/8/7	• Class exchange: Fong High School Malacca (full day) • Experience: Jonker Antique Street, Stadford House, Clock Tower, Christ Church, Ancient Castle, St. Paul's Church, Tricycle Tour Old Town, Kuala Lumpur Alor Street Night Market	Teachers of Pay Fong High School Malacca	Malaysia
2020/8/8	Visit: Petronas Towers, Petronas Discovery Centre, High Court, Merdeka Square, Kuala Lumpur City Gallery, Central Market, Chinatown	Malaysian tour guide	Malaysia
2020/8/9	• Visit: Putrajaya, Masjid Putra • Experience: traditional costumes	Malaysian tour guide	Malaysia

Source: Taipei City Municipal Long Men Junior High School

Table 9 An example of exchange course planning

Day	No.	Time/Duration		Activity	Location
Day 1	1	08：50	10	• Welcome, study buddy matching • Performance	Library
	2	09：00	20	• Principal's speech • Itinerary introduction • Group photo with the principal and chief	Library
	3	09:20	10	Study buddy guides students on class activity	5th grade classrooms
	4	09:30	90	• Meet and greet, immersive classroom learning • Introduction, tour	5th grade classrooms
	5	11：15	40	• Special course experience • Physical education exchange (football activities)	Activity Center
	6	11:55	90	Lunch break	5th grade classrooms, Principal's Office
	7	13:30	40	• Immersive classroom learning • Microbit smart car and Egame teaching exchange	5th grade classrooms, computer lab
	8	14:20		End of the first day	Library
Day 2	1	07:50	10	Assemble at Rueisiang Primary School	Library
	2	08：00	40	• Student morning meeting • Introduce visiting teachers and students • Exchange pennants and souvenirs	Playground, commanding station
	3	08:40	80	Immersive Classroom Learning	5th grade classrooms
	4	10：10	40	• Immersive Classroom Learning (Group 2) • Cross-cultural cooperation MAKER course experience (Group 1)	5th grade classrooms, computer lab C
	5	11：15	40	• Immersive Classroom Learning (Group 1) • Cross-cultural cooperation MAKER course experience (Group 2)	5th grade classrooms, computer lab C
	6	11:55	90	Lunch break	5th grade classrooms
	7	13:30	40	Immersive Classroom Learning	5th grade classrooms
	8	14：20		End of the second day	Library
Day 3	1	08：00	15	Assemble at Rueisiang Primary School	Library
	2	08：15	40	Immersive Classroom Learning	5th grade classrooms
	3	09:05	145	Take the light rail, Visit Asia New Bay Area	Light rail, Pier 2
	4	11:30	40	Lunch break	5th grade classrooms
	5	12:10	10	• Issue study certificate • Exchange gifts • Goodbye and look forward to seeing you again	Entrance of Zhongxiao Building, commanding station

Source: Rueisiang Primary School

Table 10 An example of Exchange Course Planning

Day	Country	Location	Tasks	Learning Key Points
Day 1	Taiwan	Taoyuan Airport San Francisco	Taiwan Taoyuan Airport → San Francisco Airport, USA Arrives at San Francisco on the same day	1. Going through immigration 2. Social etiquette 3. Team building
Day 2	Unite States	San Francisco	• Visit to Taipei Economic and Cultural Office in San Francisco • Visit the Exploratorium, the San Francisco Science Discovery Museum • Visit SFMOMA, the San Francisco Museum of Modern Art	Cultural experiences (economics, science, art)
Day 3	United States	San Jose	• Visit the Computer History Museum • Corporate Tour - Intel Museum • Visit Google Park & Apple Park Visitor Center	1. Historical and cultural experience 2. Corporate visit experience
Day 4	United States	San Jose	• Visit Saratoga Senior High School • Visit Los Gatos Senior High School • Metro ED Vocational Education Center: Student Technical Vocational Education Study • Visit Delta Electronics	1. School exchange experience 2. Career Center Experience
Day 5	United States	San Jose	• Metro ED Vocational Education Center: Student Vocational Education Workshop • Signed the Memorandum of Education Cooperation between New Taipei City and Metro ED School District • Fashion Show in SVCTE (Silicon Valley Career Technical Education)	1. School exchange experience 2. Career Center Experience
Day 6	United States	San Jose	• Visit Castilleja High School • Metro ED Vocational Education Center: Student Technical Vocational Education Study	1. School exchange experience 2. Career Center Experience
Day 7	United States	Palo Alto	Stanford University Tour	1. School exchange experience 2. American cultural experience
Day 8	United States	San Jose	City exploration	1. Tourism Marketing Promotion 2. Problem-solving skills and teamwork development

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Day	Country	Location	Tasks	Learning Key Points
Day 9	United States	San Jose	• Metro ED Vocational Education Center: Student Technical Vocational Education Study, Graduation Ceremony • Corporate visit – SuperMicro • Corporate visit - Sparqtron	1. Career Center Experience 2. Corporate visit experience
Day 10	United States	San Francisco	UC Berkeley University Tour	1. School exchange experience 2. American cultural experience
Day 11	United States	San Francisco	San Francisco Airport→ Taiwan Taoyuan Airport	1. Going through immigration 2. Social etiquette
Day 12	Taiwan	Taoyuan Airport	Taiwan Taoyuan Airport → Banqiao City Hall	1. Airplane etiquette 2. Cultivation of group cooperation

Source: New Taipei Municipal Zhang-shu International Creative Technical High School

C. After the exchange:

The planning at this stage focuses on the publication of the communication results and the review of the overall communication activities. The explanation of the three aspects is as follows: administration and partnership, curriculum and teaching implementation, and assessment and adjustment after the exchange.

a. Administration and partnership mechanism: Conduct questionnaires to understand the gains and reflections of teachers and students in the activities and conduct parent-teacher-student and administrative review meetings. In addition, the school continues to maintain relations by sharing photos and results with the exchange schools.

b. Curriculum and teaching implementation: Students can share their learning results through various methods such as worksheets, presentations, videos or interactive games, and get interested in international issues and conduct more in-depth exploration of issues.

c. Assessment and adjustment: Review the overall activities (including pre-planning, communication process and results), and produce a report as a reference for future international exchange-related activities.

D. Communication Activities Framework:

This handbook refers to schools with excellent performance in developing international exchanges. According to the five types of international exchanges, it provides a framework as a reference for exchange activity. Schools must develop appropriate exchange courses based on this framework and the spirits of school-based education, and the following stages explains the planning of administration and partnership, and teaching implementation, assessment and adjustment mechanism respectively.

a. The inbound exchange activity for teachers and students of foreign schools: Before the exchange, the school must contact the sister school to discuss the topic and content of the exchange, and invite experts and scholars to provide suggestions on relevant plans. During the exchange, the school must contact and receive teachers and students from the sister school, and jointly implement exchange activities. After the exchange, the relevant results will be published, and the overall exchange plan will be reviewed.

Tips

※ Inbound

stages	Before Exchange	During Exchange	After Exchange
Administration and Partnership	• Build and maintain sister school relationships • Administrative team planning and coordinating visiting activities	• Contact and host sister schools • Organize school-wide awareness campaigns for sister schools	• Review and reflect on visiting activities • Maintain sister school relationship
Curriculum and Teaching Implementation	• Meet with sister schools and discuss exchange plans • Discuss with course representatives in the field of and professional community for international education teachers	• Implement exchange courses • Students participate in lessons and complete assigned learning tasks	• Collect feedback on the class exchange from the professional community of international education teachers • Plan to publish results
Assessment and Adjustment	• Conduct executive team review meetings • Invite experts to advise on exchange activities	• Adjust communication activities according to the actual situation on a rolling basis • Daily itinerary review	• Review the overall event planning and arrangement • Collect feedback from teachers, students, and parents participating in activities

b. The outbound exchange activity for teachers and students to visit foreign schools: Before the exchange, the school contacts the sister school to discuss the topic and content of the exchange and organize the exchange student selection and pre-departure training courses. During the exchange, the school contacts the sister school to carry out the exchange activities. And after the daily activities, the school discusses and records the exchange experience of the day. After the exchange, the school publishes relevant results, and understand the teachers' and students' experience the exchange activities through questionnaires and conversation, so as to review the overall exchange plan.

Tips

※ Outbound

stages	Before Exchange	During Exchange	After Exchange
Administration and Partnership	• Organize Administrative Support System • Plan the overall international exchange schedule	• Contact activity unit • Prepare teaching materials, equipment and souvenirs for activities	• Understand the benefits of activities through questionnaires and interviews • Organize parent-teacher-student and administrative review meetings
Curriculum and Teaching Implementation	• Plan and implement pre-departure courses for international exchange • Discuss with partner schools how the course will be conducted	• Implement exchange courses • Instruct students to complete the teaching activity worksheet and related homework	• Publish results • Integrate communication activities
Assessment and Adjustment	• Refer to previous activity results and suggestions, revise exchange activities for this year • Invite experts to advise on courses	• Adjust visiting activities according to the actual situation • Hold a review meeting to share activity results and improvements	• Understand the students' experience and feelings of participating in the activities through the questionnaire • Review the overall event planning and arrangement

c. Exchange activity for international online exchange programs: Before the exchange, both parties must build an online teaching platform or online video classroom, conduct online video seminars or real-world teaching, and provide an online real-time communication learning environment to communicate with overseas students. The partner school organizes topic-based courses and exchange activities. During the exchange, the school confirm the progress and upload the results of the weekly implementation to evaluate the learning results. After the exchange, the school publish project results and review the overall exchange plan.

Tips

※ Online

stages	Before Exchange	During Exchange	After Exchange
Administration and Partnership	• Form an administrative team for international communication • Build an online exchange platform	• Confirm the progress and implementation of the weekly lessons of the class • Contact with exchange units	• Understand the students' experience and feelings of participating in the activities through the questionnaire
Curriculum and Teaching Implementation	• Planning an exchange pre-departure course • Prepare relevant teaching materials	• Students perform weekly project assignments • Upload weekly results to the cloud	• Publish results • Integrate communication activities
Assessment and Adjustment	• Evaluate how and when the overall event is planned • Evaluate how class lessons are conducted	• Regular assessment of student learning outcomes	• Review the overall plan and arrangement • Collect the experiences and reflections of teachers and students participating in the activities

d. Exchange activity for participating in international conferences and competitions: Before the exchange, the school contacts the exchange to discuss the schedule and content of the event and organize pre-departure courses for students participating in the conferences and competition. During the exchange, the school implements exchange tasks and reviews the exchange situation on the day. After the exchange, the school publishes results and reviews the overall exchange plan.

Tips

※ International conferences and competitions

stages	Before Exchange	During Exchange	After Exchange
Administration and Partnership	• Form an administrative and training team • Organize briefings for parent, create groups	• Perform active tasks • Contact with relevant units • Prepare relevant facilities and equipment	• Parent feedback and communication • Organize results presentation
Curriculum and Teaching Implementation	• Plan a pre-departure course • Plan performance training sessions	• Participate in camps and forums • Complete communication tasks	• Record students' reflections through diaries, videos, etc. • Organize the school achievement presentation
Assessment and Adjustment	• Collect reflections and feedback from leading teachers and administrative teams • Organize administrative team sharing sessions	• Review itinerary and make adjustments on a rolling basis	• Collect teachers and students' experience in participating in activities • Review the overall communication plan

e. Exchange activity for foreigner's volunteer services at school: Before the exchange, the school contacts the sister school to discuss and confirm the form and content of volunteer services. During the exchange, the school receives visiting volunteers, implements volunteer activities and observes students' learning. After the exchange, the school publishes results and reviews the overall exchange plan.

Tips

※ Foreigner's volunteer services

stages	Before Exchange	During Exchange	After Exchange
Administration and Partnership	• Contact the volunteer service school and confirm the number of volunteers • Plan the schedule and method of communication	• Host visiting volunteers • Arrange campus tour for exchange volunteers	• Farewell to exchange volunteers • Organize review meetings
Curriculum and Teaching Implementation	• Confirm the form of volunteer service • Prepare the materials and equipment required for the exchange course	• Introduce students and exchange volunteers to each other • Perform volunteer services • Write exchange dairy	• Publish student exchange results
Assessment and Adjustment	• Assess administrative and course preparation matters	• Assess weekly volunteering results • Assess student learning outcomes	• Collect questionnaire feedback • Evaluate the overall activities

4) Designing Learning Assessment

Learning assessment should line up with implementation of teaching activities, which present students' learning achievements. The assessment results can also be used as a reference for schools to understand learning performance.

There are several key points in the development and implementation of assessment. First, the assessment design must be based on the learning objectives and correspond to the Indicators of International Education Core Competencies. Second, the assessment must be able to examine multiple dimensions of learning performance, so as to align with the Core Competency of the Curriculum Guidelines of 12 Year Basic Education. Finally, a clear and precise system for feedback of the assessment results must be established as the basis for reviewing and adjusting teaching activities.

The three key points mentioned can be achieved through the design of multiple assessments and rubrics. Schools can use multiple assessments to examine different forms of learning performance and literacy in different areas corresponding to learning objectives. The design of the rubric makes the grading standard, transparent, and specific. On the one hand, it can exchange activities structured and concrete. On the other hand, it can improve the reliability and validity of the teacher's grading, so that the teachers and students can clearly understand the learning status and results. Possible approaches to implementing learning assessments and their development explain as follows.

A. The Method of Multiple Assessment:

Competency is a comprehensive performance. Thus, the three common learning performance dimensions (understanding and reflective thinking, attitudes and values, and skills, implementation and participation) indicate respectively a partial aspect of the competency, but should not be considered independently or in isolation. Each dimension of the learning performance is dynamic and procedural in daily life practice. Each dimension also involves different levels of inquiry and practice.

In order to authentically assess students' multi-dimensional competency performance, teachers should make good use of multiple assessments, plan formative and summative assessments appropriately, as well as review and adjust teaching activities based on different types of assessment results.   In addition, the design of the assessment must correspond to the Comprehensive Goals of Indicators of International Education Core Competencies and the transformed learning objectives, so as to check whether students have achieved the set learning objectives. An example is provided in Table 11 on the next page.

Tips

Type of Assessment	Method
※ The Method of Multiple Assessment	
Practical Assessment	Exchange production, cross-cultural comparison, performance and appreciation, practice
Oral Assessment	Oral presentations, interviews, peer interaction reflections
Portfolio Assessment	Exchange experience and records, meeting and competition records, questionnaire

Table 11 An Example of Student Learning Assessment

Comprehensive Goals of Indicators of International Education Core Competencies	Learning Objective	Learning Assessment
E3 Possess the ability to express the local cultural characteristics of our country.	E3-1 Students can introduce to foreign friends the local characteristics of their country and the community (at least 5 items). E3-2 Students can show a willing and generous attitude towards introducing the characteristics of their home country.	1. Students' reflection notes and observation diaries (self-assessment form). 2. Live video of students' exchanges with teachers and students of sister schools (practical assessment).
E5 Develop a willingness to learn about different cultures.	E5-1 Students can perceive and tell the similarities and differences of each other's cultures (3 items each) during the school visit and the host family experience. E5-2 Students actively show interest and enthusiasm for different cultures during their overseas visits.	1. Students take the "Reception Family Challenge" worksheet (paper-and-pencil assessment) before the trip. 2. Students explain how they interact with sister school partners and homestay family members through video (practical assessment). 3. Students' reflection notes and observation diary (self-assessment form).
E9 Participate in the school's international cultural activities in multiple ways	E9-1 Visiting students can perform special cultural performances, interact with teachers and students of sister schools and Japanese host families, introduce the characteristics of Taiwan to foreign friends, complete the urban exploration of Osaka, explore the local climate and food characteristics of Hualien and Osaka, and express their research. Experience and other different ways to participate in international exchange activities. E9-2 Non-visiting teachers and students can participate in international exchange activities by participating in the publication of exchange results, interacting with students in the exchange group, etc.	1. During the pre-departure training, team members work together to achieve tasks and give feedback to each other (peer evaluation). 2. After the exchange activities, students will compile their study results, post their results in posters in the cultural corridor, and make presentations in weekly meetings (document evaluation, oral evaluation). 3. Students collect and compile training course notes, reflection notes during the itinerary and other materials, edit them into a book of exchange results, and display them in the library and publish them in the school journal (file evaluation).
E12 Observe global issues in life and develop strategies for action.	E12-1 Students can name the importance of local ingredients to environmental sustainability. E12-2 Students can introduce the natural environment of Hualien and Osaka and list their special ingredients (at least 3 items). E12-3 students can use local ingredients to make flavored food and share it with foreign friends in exchange activities.	1. Participate in topic-based inquiry (peer evaluation) during pre-departure training. 2. Students use local ingredients to make special foods and communicate with their sister school partners (practical evaluation).

Source: National Dong Hwa University Experimental Primary School

B. Rubric Design

Rubrics, also known as grading scales or assessment indicators, concretize the assessment criteria. Schools can outline the learning performance to be measured through descriptions and planning of performance levels and dimensions .

Rubrics can express teachers' expectations before implementing the assessment, and help teachers structure and specify the exchange design. Rubrics also make the assessment criteria transparent and explicit, and improve the reliability and validity of the assessment. For students, rubrics may allow them to participate in the design and formulation of the assessment, increase the fairness of the assessment by letting them understand the assessment criteria in advance, as well as increase their understanding of personal strengths and weaknesses based on their scores for each indicator. Overall, the design of rubrics facilitates the implementation of exchange and assessment, identifies how well students are learning, and eventually provides evidence of the growth of students' international education competencies.

There are seven key steps for developing rubrics (please refer to Figure 3).

Tips

※ Rubric example – Assay on city exploration

|	Score 3	Score 2	Score 1
Planning	Decides exotic city exploration plan theme and designs Inquiry questions.	Decides exotic city exploration plan theme and designs exploration question, but the questions are irrelevant to the theme.	Does not decide exotic city exploration plan theme nor design exploration question.
Language practice	Has conversations with 3 foreigners or store clerk in a fluent foreign language.	Has one conversation with 1 foreigner or store clerk in an un-fluent foreign language.	Does not have a conversation in a foreign language.
Cross cultural reflection	Shows cross cultural reflection with 3 specific examples on cultural differences.	Shows a little cross cultural reflection with 2 specific examples on cultural differences.	Does not show cross cultural reflection with no cultural difference example.
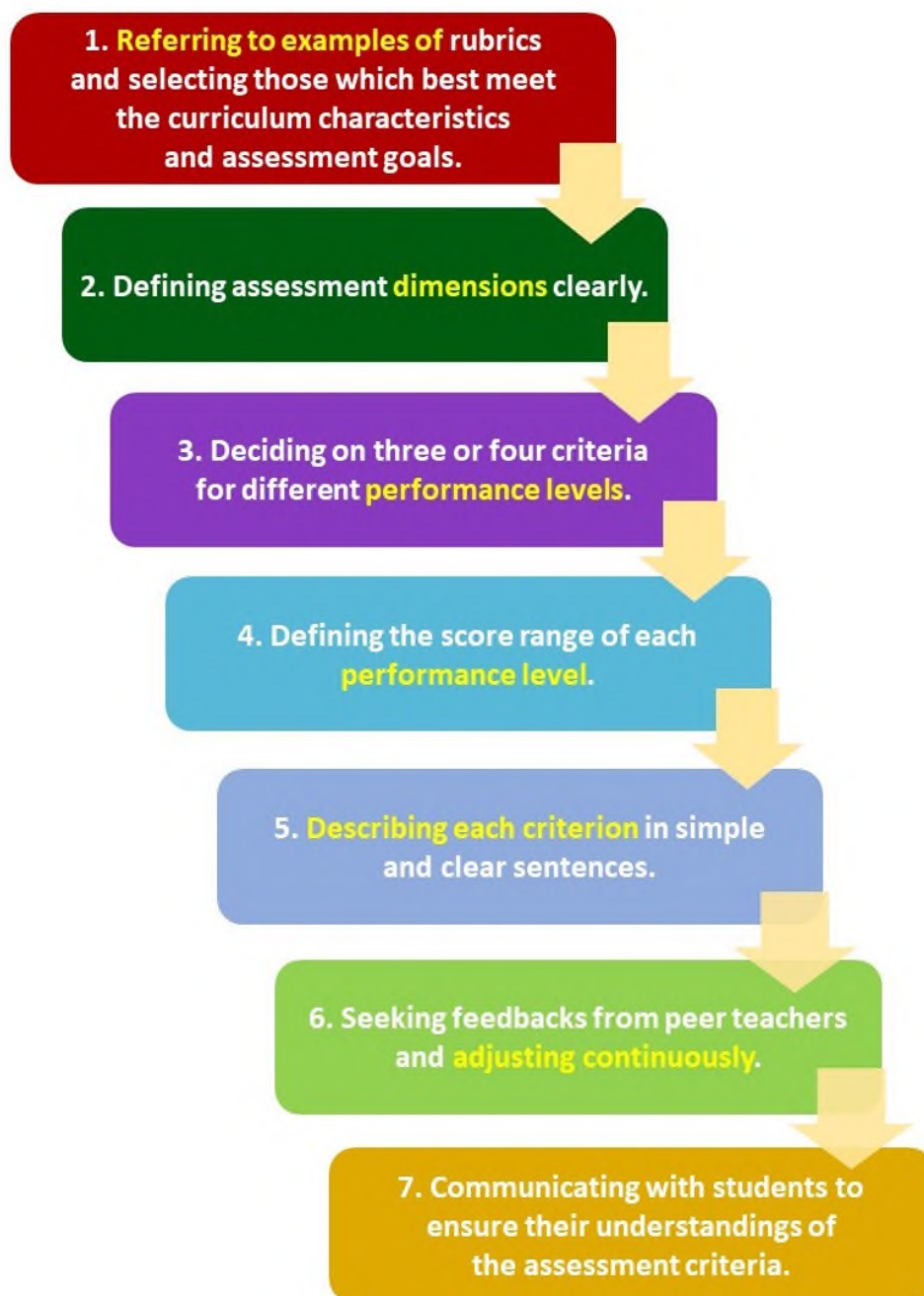
Figure 3 The steps in establishing a rubric

(5) Implementation of the Exchange Program

The implementation of the exchange program is the practice of program design. In order to actually implement the planning and achieve the goals and key results, the implementation must include the establishment of a solid partnership, the integration of internal and external resources, the integration of the exchange program with the curriculum plan, and the implementation of learning assessment. The key points of implementation will be explained below.

1) Establish a Solid Partnership

When schools interact with partner schools, they must establish a solid relationship. Through mutual communication and cooperation, they can jointly plan an exchange program of equality and mutual benefit, and through long-term exchanges between the two parties, stabilize the development of international exchange activities.

There are three indicators to check whether the two parties have established a stable relationship. First, whether to formulate a long-term and effective strategy for international cooperation between schools. Second, whether to sign international sister schools to maintain long-term exchange relationships. Third, whether to build the partnership of a joint degree program in order to align with the inter-school partnership.

2) Integrate Internal and External Resources of the School

School-based international exchanges start with situational analysis, reviewing resources inside and outside the school, and then use existing resources to develop the goals and key achievements of the annual exchange program, so that the school takes advantage of the featured exchange program.

There are two indicators to check whether the internal and external resources of the school have been integrated. One is whether various school resources are effectively used in exchange activities. The other is to confirm whether the school resource planning is implemented in all grades and curriculum areas.

3) Exchange Program Integrating Curriculum Program

When developing a school-based international exchange program, the pre-departure curriculum can be integrated into the school-based international education curriculum. By integrating into the existing curriculum, the benefits of the exchange program can be extended to each student.

There are two indicators to check whether the exchange program has integrated the curriculum plan. One is whether the exchange activities are integrated with the international education curriculum. The other is whether the exchange activities are implemented in different areas.

4) Implementing Learning Assessment

Learning assessment includes formative assessment and summative assessment. The implementation of formative assessment must be multiple assessment and must balance the domains of learning of different literacies. In exchange activities, the implementation of formative assessment is usually used as the instruction and progression to the summative assessment. Therefore, when implementing the formative assessment, the planning of the summative assessment must be taken into account in order to examine the students' learning performance in stages and adjust the teaching content in a timely manner.

5) Dynamic adjustment

   Exchange implementation is a dynamic process, so continuously making adjustments according to context is necessary for responding to the practical demands of teaching and for achieving the exchange objectives.

   Integrating the four key points above, schools can adjust actions from three aspects. First, in terms of exchange partnerships, it should continuously review whether the exchange strategy is effectively implemented to maintain the spirit of equality and mutual benefit. Second, in terms of exchange activities, the content of exchange activities can be adjusted by means of cooperative review. Third, in terms of student learning, the results of student learning assessment can be used to improve the exchange courses, so that the exchange activities can be closer to the learning needs of students.

Tips

※ Checklist for the implementation of the exchange plan: Check the implementation of the exchange plan based on the implementation priorities and indicators.

Implementation Key Point	Indicator	Check	Reflection
Build Solid Partnerships	1-1 Formulate the school's international cooperation strategy		
	1-2 Establish international sister schools		
	1-3 Establish an international joint degree program (high school)		
Integrate Inside and outside Resources	2-1 Effective use of various school resources in exchange activities		
	2-2 Implement the exchange plan in all grades and fields		
Exchange Program Integrate Curriculum Program	3-1 Integrate exchange activities in international education courses		
	3-2 Integrate exchange activities in different fields		
Implement Learning Assessment	4-1 Implement multiple assessment		
	4-2 Balance domains of learning of different literacy		
	4-3 Take both formative and summative assessments into account		
Action Adjustment	5-1 Ensure whether the exchange and cooperation strategy is effectively implemented and in line with the spirit of equality and mutual benefit		
	5-2 Adjust communication activities through cooperative review		
	5-3 Review the results of student evaluations and communicate with them for course improvement		

(6) Effectiveness Evaluation

According to "Reference Principles for the Implementation of Curriculum Evaluation in National Secondary Schools and National Primary Schools" and "Reference Principles for the Curriculum Evaluation Mechanism of Senior Secondary Schools" of the Ministry of Education, schools should establish and implement a curriculum evaluation mechanism to ensure the effectiveness of curriculum implementation. The school continuously reviews the development and effectiveness of the curriculum to identify strategies for improvement.

When planning to conduct an evaluation, schools should consider issues such as the choice of evaluators and data collection methods. The following provides further details on these two points of consideration.

1) School Curriculum Assessors

Evaluators include internal and external evaluators. When conducting an evaluation, schools should consider who they should choose as evaluators, and appoint the appropriate candidates based on the evaluation aspect content, and stage of curriculum development.

Internal evaluators can be chosen from members of the school's (cross-) domain subject teaching and research committees, teacher professional learning communities, and specialized teachers. External evaluators can be teachers invited from other schools or other expert scholars.

Internal and external evaluators have different strengths and serve different purposes. Internal evaluators are usually more aware of the context and visions of the school's curriculum development than external evaluators. Therefore, they are suitable for evaluating and reviewing the teaching implementation process. Schools can utilize feedback provided by internal evaluators to continuously adjust curriculum plans. Meanwhile, external evaluators have the advantage of an outside perspective, allowing them to review the overall implementation from a more holistic viewpoint.

2) Methods of Collecting Evaluation Data

Course evaluation includes three levels: course design, course implementation and course effect. The curriculum design level can evaluate the curriculum plan, teaching materials and learning resources; the curriculum implementation level can evaluate the preparation measures and implementation situation; the curriculum effect level can evaluate the results of students' diverse learning.

Schools can use multiple methods, such as document analysis, observation, interviews, surveys, conference dialogues and discussions, and learning achievement assessments, to collect credible data at all levels to understand course history and quality.

Chang, C. Y., & Hwang, J. J. (2001). On the school-based curriculum evaluation: An approach of enduring school-based curriculum development. Curriculum & Instruction Quarterly, 4 (2), pp. 85-110.

Tips

※ Data collection methods for evaluation:

Data Collection Method and Explanation	
Analyzing exchange plans	• Understanding the exchange development goals to use as a reference for evaluation. • Defining the scope of data collection, such as plans, meeting records, etc.
Analyzing student performance	• Understanding the effectiveness of exchange implementation. • Randomly selecting samples of students' homework/tests.
Observing meetings	• Understanding the exchange development process. • Using observation record forms.
Observing classes	• Understanding the exchange implementation process. • Using observation record forms.
Interviewing students	• Obtaining students' perspectives. • Drafting an interview outline and randomly selecting students to interview at a scheduled time.
Interviewing teachers	• Obtaining teachers' (including participants and non-participants) perspectives. • Drafting an interview outline and randomly selecting teachers to interview at a scheduled time.
Conducting Surveys	• Understanding the opinions and feelings of members of the school (including participants and non-participants). • Referring to relevant documents to design a questionnaire and conduct a general survey.

Source: Adopted from Chia-Yu Chang & Jeng-Jie Huang (2001)

Table 12 An example of Key Performance Indicators and Data Collection

Evaluator	The number of People	
International Education Community Member	12	
Curriculum Core Team Member	18	
External Expert	5	
Exchange Partner School Team Member	20	
Exchange Student's Parents	32	
Expected Result	Key Performance Indicators	Data Collection Method
1. During the course, students can be exposed to issues such as environmental sustainability and energy, understand the current development status of home country and other countries, and pay attention to the interdependence of the global environment.	1-1 Students discuss global environment and sustainability issues in groups, compare the impact of natural ecological environment policies of different countries on the global environment, make students pay attention to global warming, environmental climate change and other issues, and cultivate caring for the earth and the natural ecological environment sentiment. 1-2 Students are divided into groups to compare the current situation of environmental protection in Singapore, Malaysia and Taiwan, and put forward action plans to solve environmental problems and implement them in life. The research results are displayed in the form of posters, and the guide is explained at the International Education Achievement Exhibition.	1-1 Student group report (observation notes), study assessment. 1-2 Posters of the International Education Achievement Exhibition.
2. Students enrich their learning experience through international exchange activities, and then understand, respect and appreciate different cultures, and acquire cross-cultural communication skills, making international education closer to life.	2-1 Through international exchange activities such as video communication, overseas visits, and class study together, students will be guided to understand the meaning of international exchanges, and then understand the local environment and international competition and cooperation through cultural experience and observation. 2-2 Through visiting partner schools, students can understand the differences in educational systems and cultures in different countries, and actively pay attention to Taiwan's development in the international community and the interaction with the world.	2-1 During the weekly meeting, students share their experience of visiting partner schools and cultural exchanges. 2-2 Students write and give feedback. 2-3 Feedback from teachers, administrative team and parents.

（Continued）

Expected Result	Key Performance Indicators	Data Collection Method
	2-3 The visiting teachers and students can understand the basic social etiquette, food, clothing and other international etiquette, and introduce the characteristics of Taiwan to foreign teachers and students in English and improve their foreign language communication skills.	
3. Issue integration into the teaching curriculum, expand the international perspective of teachers and students, and cultivate students' team dynamics and international sentiments in cooperation with others.	3-1 Improve teachers' understanding of international education, and use "the more localized, the more internationalized" as the curriculum topic to integrate the teaching ability of international education. 3-2 Course is international literacy-oriented to guide students to extract information and charts related to global warming issues from research or reports in different countries, and deeply analyze data and understand its cause-and-effect relationship through group cooperation, so that students can empathize with the issues of global environment and sustainability from different perspectives, and look. In addition, the school cooperates with partner schools Pei Hwa Secondary School and Chung Hwa Secondary School in Singapore on topic-based video courses to strengthen students' cross-cultural communication skills and cultivate their macroscopic vision of analyzing global issues and their spirit of globalization and internationalization. 3-3 It stimulates students' enthusiasm and initiative in learning through course teaching, student learning outcomes, and parent feedback, course design that are deeply rooted in local experience or students' daily life. 3-4 Organize teacher workshops, where teachers who participate in overseas exchange activities share international exchange experience with colleagues, and regularly conduct international study sharing or discussions on the integration of international education issues into course materials in the teaching research meeting to enhance teachers' international education and teaching knowledge.	3-1 Map of international education characteristic courses developed in various fields. 3-2 Records of video activities of the topic-based courses in cooperation with partner schools, and student worksheets for exploring global environmental sustainability issues. 3-3 Communication and feedback from teachers, administrative team and parents. 3-4 Briefings and teaching plan design results of teachers in various fields participating in international exchanges.

Source: Long Men Junior High School

Part II International Exchange Toolkit Search Platform

The International Exchange Toolkit search platform collects the resources available to promote international education courses, and establishes a review mechanism for continuous updates, providing modules for schools to promote international education. Through the sharing of successful experiences. Users can utilize these success stories to design an international education curriculum that aligns with their school's characteristics and students' needs, so as to broaden students' international perspective.

The platform is located in the "SIEP International Exchange " of "International Education 2.0" of the Ministry of Education (Figure 4). After users enter the "International Exchange Toolkit Search Platform", they will connect to "Learning Objective Search", "International Exchange Toolkit Search" and "Course Resource Search" to provide users toolkits for searching The "Learning Objective Search" is to search for course toolkits corresponding to learning objectives based on the Descriptors of the Dimensions for Primary and Secondary International Education.

"Course Toolkit Search" is to search for courses by education stage, course type, method of execution and key concepts of international education courses, etc. Users can select the corresponding category through the drop-down list to obtain related resources (Figure 5). Presentations, videos, etc., search for the related course kits. Schools can follow the above three search methods to search for curriculum toolkits that meet their needs.

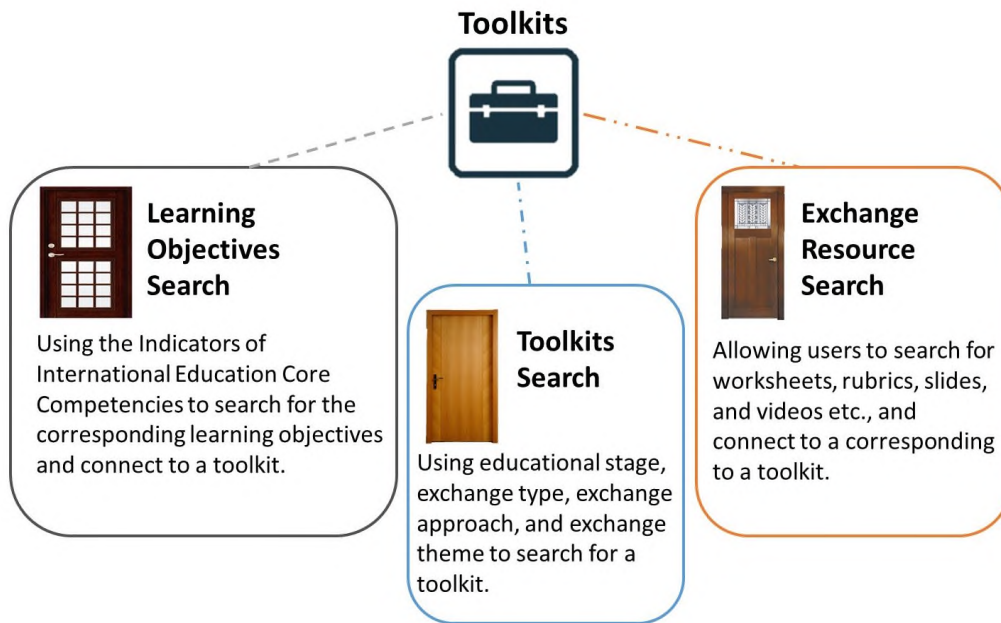Figure 4 The location of Course Toolkit Search Platform

Figure 5 The searching method of International Exchange Toolkit

There are 3 approaches in the international exchange toolkits search: educational stages, exchange mechanism, and region of exchange partner. Educational stages include elementary, junior high school, and senior high school. Exchange mechanism includes inbound, outbound, online, international conferences and competitions, as well as foreigner's volunteer services. Regions of exchange partners include Asia, Europe, America, Australia and Africa (Figure 6).
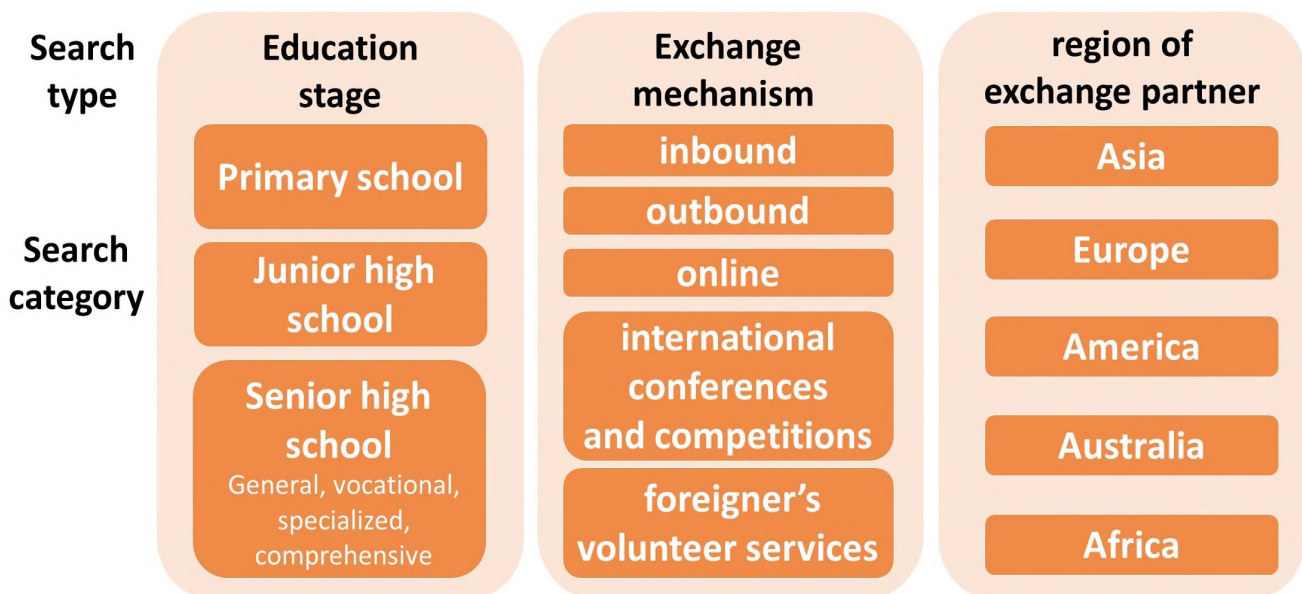
Figure 6 Search Type and Search Category of the Course Toolkits

Part III Resources

I. Ministry of Education and domestic resources

(I) International Education 2.0 for Primary and Secondary Schools

https://www.ietw2.edu.tw

The International Education 2.0 for Primary and Secondary Schools of the Ministry of Education provides the latest information on the promotion of International Education 2.0 policies, including information on teacher training courses, SIEP application system and three tracks of international education resources – curriculum development and teaching, international exchanges, school internationalization, and the information about the international exchange window (IEW).

Homepage of the International Education 2.0 for Primary and Secondary Schools

(II) The Department of International and Cross-Strait Education

https://depart.moe.edu.tw/ed2500/Default.aspx

The Department of International and Cross-Strait Education of the Ministry of Education has jurisdiction over the Division of International Cooperation, Division of Cross-Strait Affairs, Division of Overseas Study, Division of Exchange and Reception, Division of Overseas Chinese and Foreign Students Affairs, and Division of Overseas Taiwan Schools and Chinese Language Education. The website includes the new southbound education, international cooperation, cross-strait and overseas students affairs, overseas study, foreign guests' invitations and visits, overseas Taiwan schools, Chinese language education, Hong Kong and Macao culture and education, and education for children of Taiwanese businessmen in mainland China.

Homepage of the Department of International and Cross-Strait Education

(III) The Bureau of Consular Affairs

The Bureau of Consular Affairs of the Ministry of Foreign Affairs is affiliated to the Ministry of Foreign Affairs. The website provides information on how to apply for passports, visas and documents, and information for overseas travel and emergency assistance services for foreigners.

(IV) French Office in Taipei

The mission of the French Association in Taiwan is to promote exchanges between France and Taiwan, especially in the fields of economy, culture, education and technology. The organization of the association includes the Office of Press and Public Relations, the Office of Academic Cooperation and Culture, the Office of Administration, the Office of Economics and the Office of Commerce.

Homage of the Bureau of
Consular Affairs

Homepage of the French Office in Taipei

II Internal learning platform

(V) German Institute Taipei

https://taipei.diplo.de/

The mission of the German Association in Taiwan is to maintain and promote relations between Germany and Taiwan, especially in the cultural and economic fields. The website includes consular and visa services and presentations on various topics (e.g. foreign policy, economy, culture and education, energy policy in Germany and the EU, tourism in Germany, etc.).
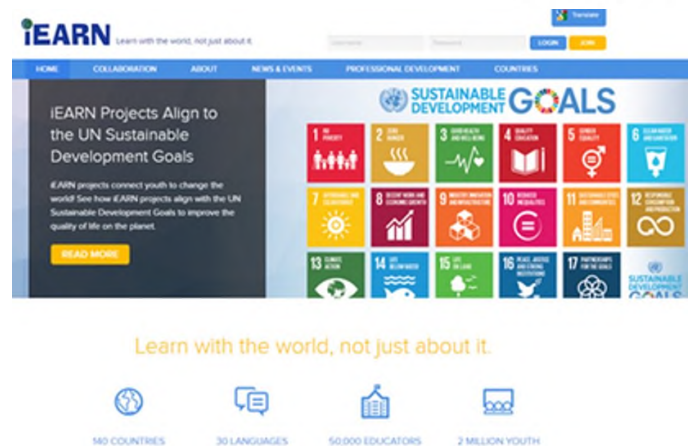
(I) iEARN

https://www.iearn.org/

iEARN (International Education and Resource Network) is the world's largest non-profit world network education organization, providing a wealth of professional development resources, such as workshops, professional development courses and project-based learning. At present, more than 130 countries and 30,000 schools have participated. The purpose of its establishment is to arouse learners' concern for the world, and to strengthen the responsibility of global citizenship through the cooperation between people from all over the world.

Homepage of German Institute Taipei

Homepage of the iEARN

(II) Schools Online

Schools Online is a platform created by the British Council to connect schools and teachers around the world, providing resources and assistance for the "Classroom Connection" project. This platform has information on more than 40,000 schools around the world, and provides certification for schools to promote international education, teaching resources and teacher professional growth courses for teachers from all over the world to communicate and share with each other.

(III) ePals

ePals is the first website to integrate translation tools, and the interface used is both easy-to-use and secure. In addition to reducing the language barrier of users, it is also convenient for users to operate. The purpose of ePals is to combine technology learning and global learning, and to establish continuous exchange, interaction and communication in classrooms around the world to promote the development of learning. Therefore, this website is characterized by making partners, establishing teaching guides and video aids, and using objects to serve as the basis for the arrangement of website materials, using texts, videos, and pictures to present diverse teaching resources such as projects, forums, media cabinets, and online resources.

Homepage of the Schools Online

Homepage of the ePals

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III Teaching Resource Platform

(IV) Global Nomads Group

The Global Nomads Group focuses on the connection between the world and the classroom, and its biggest feature is the interactive program of global issues. The group explores and promotes the cultural awareness and understanding of young people aged 12-18. It also organizes video conferences and public gatherings to provide young people with opportunities to discuss international issues, so that young people can live up to their roles and become global citizens.
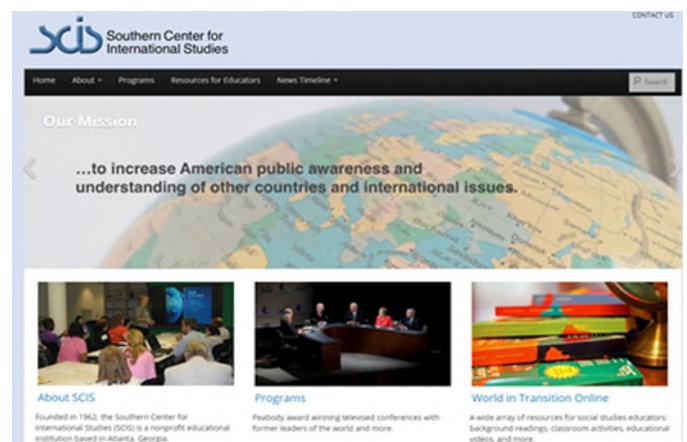
(I) Southern Center for International Studies

The Southern Center for International Studies is a non-profit educational organization founded in 1962. Its purpose is to provide information and diverse activities related to awareness and understanding of other countries in the world, international issues and the global environment, including teacher training workshops, conferences for international experts and world leaders, publications and panel discussions. Users can acquire knowledge in the world and international events since 1999, and stimulate their interest in learning about the changing world through the rich teaching materials and videos provided on this website.

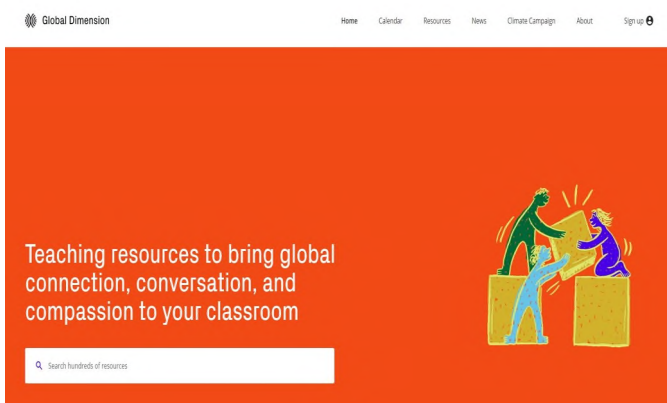Homepage of the Global Nomads Group

Homepage of the Southern Center for International Studies

(II) Global Dimension

The biggest feature of Global Dimension in the UK is that it has rich teaching resources, providing teachers as reference to integrate into teaching. Learners can realize their responsibilities as global citizens and develop the required skills to make appropriate decisions and actions by exploring complex global issues. This website is clearly categorized and combined with the strength of the community and the country, it provides teachers with the choice of trial teaching resources. Teachers can easily find the resources they want through convenient search and can also increase opportunities to explore global development with through the connections between domestic resources and partner schools.

(III) Asia Education Foundation

In order to promote mutual understanding between Australia and the Asia-Pacific region, Asia Education Foundation focuses on issues related to Australia and Asia-Pacific and provides teachers' reference courses and international exchange resources in the form of toolkits. In terms of courses, it provides introductions, teaching activities, teaching notes and related resources. In terms of international exchanges, it provides related resources such as school visits, corporate visits, online conferences, Asian courses, youth forums, student participation experiences, and event videos.

Homepage of the Global Dimension

Homepage of Asia Education Foundation

(IV) Rubric Maker

Rubric Maker provides examples of assessment standards for various educational stages and multiple assessment methods. It helps teachers develop appropriate assessment standards according to their assessment design needs through the establishment of a database. Teachers can use this website to find examples as reference and use the assessment system to select assessment-oriented materials and develop curriculum assessment standards.

Rubric Maker

Sign In   Join

Everybody wins when your students know exactly what you are looking for!

Create custom assessments for student work

Rubrics help you articulate your expectations, defining what will be assessed, and describing how it will be evaluated. Clearly expressing what excellence looks like helps students understand what they need to do to succeed.

Homepage of the Rubric Maker

Part IV Frequently Asked Questions (FAQ)

Q: What is the purpose of the Indicators of International Education Core Competencies?

A: The Indicators of International Education Core Competencies is based on the four goals of cultivating global citizens as outlined in the White Paper 2.0 on International Education for Primary & Secondary Schools: "Demonstrating national values", " Respecting diverse cultures with international understanding", "Strengthening international mobility", and " Fulfilling the responsibilities of a global citizen". It aims to provide the basis for the promotion of school-based international education in primary schools and secondary schools.

Q: Does the Indicators of International Education Core Competencies need to correspond to the educational stage?

A: The Indicators of International Education Core Competencies listed in each educational stage are the benchmarks for that stage. Schools can refer to the "Curriculum Guidelines of 12 Year Basic Education" and "About Issue integration Instruction Manual" and adjust them across stages according to individual promotion situations.

Q: What is the purpose of student learning objective search platform?

A: "Student Learning Objective Search Platform" is an online search platform built for teachers to set student learning objective. The platform collects student learning objective of promoting international education resources in primary and secondary schools and categorizes them so that teachers can search for the SIEP toolkit.

Q: What kind of assistance can the Toolkit Search Platform provide for schools?

A: The Toolkit Search Platform is a platform built to provide models for schools to promote SIEP. Users can transform and design curriculum that meet the school's features and students' needs through the sharing of successful experiences, and further expand students' international horizons.

Q: Does the handbook only explain the process of applying for SIEP subsidy?

A: The content of the handbook provides the steps and key points of the school's development of the comprehensive process of school-based international education. It is not only designed for the process of applying for subsidies. Therefore, schools that have not applied for SIEP subsidies can also refer to this handbook to develop school-based international education.

Q: What are the similarities and differences between the "International project-based learning exchanges" and "combining international exchange" in the integration of Curriculum and the "online activities for international exchanges" in international exchange?

A: The former "International project learning exchange" and "Combined international exchange" refer to the implementation method with "Curriculum development" as the core mechanism. An example is as follows:
1. "International project-based learning and exchange" means that schools develop courses through various international project-based learning platforms (such as iEARN, Schools Online); International exchange.
2. "Combining international exchanges" emphasizes the joint development of topic-based courses with international sister schools; "Organizing online activities for international exchanges" only refers to the planning before, during and after the online exchange with international sister schools to ensure that both parties establish a complete friendship.

※ Other frequently asked questions will be posted on the website of the International Education 2.0 for Primary and Secondary Schools (www.ietw2.edu.tw). Please visit the website for more information.

Q: What channels can schools use to find exchange schools?

A: Schools can find suitable schools for exchange through the International Exchange Window (IEW) of the International Education 2.0 for Primary and Secondary Schools (www.ietw2.edu.tw) or through the National Taiwan University of Science and Technology. Schools can also contact the Taiwan International Educational Trip Association 2.0 to assist in finding exchange partners.

※ Other frequently asked questions will be posted on the website of the International Education 2.0 for Primary and Secondary Schools (www.ietw2.edu.tw). Please visit the website for more information.

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