



A Comparison of Policies for International Education between Taiwan and South Korea

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ABSTRACT

In the face of globalization, Taiwan and South Korea promote international education in primary and secondary schools. The authors conduct a comparative study of international education and its policies in Taiwan and South Korea based on relevant theories and literature. This paper is based on the part of the findings from the comparative study. The purpose of the comparative study was to examine the similarities and differences in the international education policies of Taiwan and South Korea under different social and cultural environments. For the above purpose, methods used include document analysis and comparative research. Concluding remarks are made based on the results of the comparison of policies for international education between Taiwan and Korea.

Keywords: international education; comparative study; Taiwan; Korea

RESEARCH SIGNIFICANCE AND PURPOSE

In the face of globalization, education in various countries is facing significant changes. Globalization and its process continue to affect the education agenda (Emefa, 2012). The internationalization of education effectively narrows the subjectivism of most domestic education (Murphy, 2007). In order to enhance the internationalization of education, Taiwan and South Korea promote international education in primary and secondary schools (Cho & Palmer, 2013; Kwon, 2013).

Taiwan and South Korea are essential global electronic components and information technology manufacturing hubs, respectively (China Post, 2013; Investopedia, 2013). According to the International Monetary Fund (2020), Taiwan and South Korea are included in 39 advanced economies. Taiwan and Korea also share common cultural traits influenced by Confucian capitalism (Tu, 1996). Quong (2018) advocated that if systematic comparisons of models, constructs, and practices across societies can be adopted, knowledge in the field of educational research can be expanded. It is part of the reason for choosing South Korea and Taiwan as the scope of this study.

There are some comparative studies of international education (Ashton, Green, Sung, & James, 2002; Cheng et al., 2002; Green, James, Ashton, & Sung, 1999; Lee et al., 1994; McMullen et al., 2005; Nana et al., 2019; Park et al., 2016; Peng & Chu, 2017; Um, 1987; Zha, 2006). Research related to Korean international education includes a critical analysis of gender in Korea's international education and development (Lee, Yoo, & Hong, 2019); International, regional planning education experience: International regional planning education experience: learnings from Malaysia, Korea and Turkey study trips (Yigitcanlar, 2011). However, no direct comparative research on the international education policies of Taiwan and South Korea has been found. Based on this study's relevant theories and literature, a comparative study of international education and its policies in Taiwan and South Korea is conducted. The results of this study are expected to be used by Taiwan and South Korea to discuss and refine the relevant policies, measures, and systems of international education in the two countries and for academic and future research reference.

The results of this study can contribute to the knowledge and understanding of whether there are differences in the international education policies of Taiwan and South Korea under different social and cultural environments. Specifically, the research questions of this study include the following:

- (1) What is current Taiwan's primary and secondary international education and its policies?
- (2) What are the current international education and its policies in primary and secondary schools in South Korea?
- (3) What are the similarities and differences between Taiwan and South Korea in primary and secondary international education and policies?

REVIEW OF RELATED LITERATURE

Definition of International Education

International education is a specialized academic term used in many ways. When used with international and comparative education, it refers to the academic field of international comparisons between educational systems (Crossley, 2000). More recently, the term international education has been used to denote an educational ideology oriented towards internationalism and international-mindedness, as well as the education offered by international schools. International education issues are often discussed in related fields of comparative education. However, different terms have also developed in the theory and practice of international-mindedness education in international schools and other institutions (Cambridge & Thompson, 2004).

Epstein (1992) defined international education as an organized effort to bring together students, teachers, and scholars from different countries to interact and learn about and from each other. International education also involves working with students, staff, and international partners from diverse backgrounds worldwide, which requires attention to identity and community diversity (Capobianco, 2020). Crossley and Watson (2003) pointed out that international education aims to train students to work anywhere in the world, understand different countries, and have good relationships with people of different nationalities and languages. Thompson and Hayden (2004) believe that international education is related to achieving a greater degree of mutual respect and harmonious coexistence among countries. As Hill (2012) emphasized, it is about applying knowledge and skills to improve the world, practiced through empathy, compassion, and openness. International mindedness can be seen

as a precursor to international understanding, which refers to insight into what is valuable in other cultures beyond one's selfish and narrow interests (insight) and attitude development (Ravi, 2011). Fundamental to international thinking and understanding is the appreciation of cultural diversity within and between countries and the multiple perspectives that emerge from it. It is at the heart of intercultural education (Lourenço, 2019).

Based on the above, the definition of international education in this study is to cultivate students' international awareness and cross-cultural vision through relevant educational activities in their own country to facilitate mutual respect and harmonious coexistence with people from different countries.

The Relevant Theories

Regarding theories related to the internationalization of education, the first is spatial theories. Larsen and Beech (2014) argue that spatiality can provide comparative and international education research with a tool for critical analysis of educational patterns, processes, and phenomena. Most studies interpret educational internationalization from historical, economic, political, or educational perspectives. In contrast, the internationalization of education is analyzed through a spatial, network, and mobility theories and post-basic critiques. Post-foundational critical spatial theories can enrich the academic knowledge related to the internationalization of education. Therefore, from the perspective of spatial theory, internationalization can be defined as the transformation of schools through the movement of students, scholars, knowledge, courses, and institutions. Spatiality extends beyond national borders. It explains the multidimensionality and intersections of education internationalization (Tian & Ni, 2018). The second is the Intercultural Development Continuum/the Developmental Model of Intercultural Sensitivity (Jackson, 2015). The Intercultural Development Continuum (IDC) (Hammer, 2011; 2012) is an updated theoretical model of the Intercultural Sensitivity Development Model (Developmental Model of Intercultural Sensitivity, DMIS) (Bennett, 1993, 2012). It is used for selecting, sequencing, and coaching participants in course materials and activities to guide intercultural development. Under this framework, intercultural competence can be defined as the ability to change cultural views and adjust one's behavior appropriately to adapt to cultural differences and commonalities (Hammer, Bennett, & Wiseman, 2003). According to the Intercultural Development Continuity theory, people progress in acquiring intercultural competence. From ethnocentric to more racially developmental stages of equivalence (acceptance, adaptation, and integration) (Hammer, 2009; Hammer, Bennett, & Wiseman, 2003). Based on the above, spatial theory and developmental models of intercultural sensitivity can provide a theoretical basis for international education. They can also examine the relevant international educational activities and their nature.

When exploring the internationalization of education in Taiwan and South Korea, we can compare the development model of space theory and cross-cultural development continuation/cross-cultural sensitivity to examine the relevant international education activities and their nature in Taiwan and South Korea.

RESEARCH METHODS

The research methods include document analysis and comparative research.

Document Analysis

Most research requires an analysis of documentary evidence. Documentary analysis is sometimes auxiliary, used to supplement the information obtained through other research methods; sometimes, it is the most important or a single research method. It is a valuable method, especially when documentary analysis of academic archives and records can be of great value when access to research subjects is difficult (Cohen & Manion, 1992). This approach, derived mainly from historical methods, must focus on document selection issues and evidence identification. Documentation can be broadly classified into deliberate and inadvertent sources (Bell, 1993). The documents used in this study belong to the former, and the collected documents are mainly official policy documents and relevant statistical data. Therefore, this study uses document analysis as a supplementary research method to explore the current status of international education promotion.

Comparative Research

Comparative research is vital in understanding relevant policies to learn from other countries and generate a critical understanding of relevant policies and their development in one's own country (Noah & Eckstein, 1968). Whitty, Power, and Halpin (1998) emphasized that the level of comparison enhances the understanding of the context and characteristics of policies and, more importantly, explains the education process.

The specific research steps are described as follows:

1. Selected research questions: The core issue is the comparative study of international education in primary and secondary schools.
2. Define the research question: Take Taiwan and South Korea as the research scope, and conduct a comparative study of those, as mentioned earlier, primary and secondary stages of international education.
3. Data collection: Collect relevant official documents and materials on Taiwan and South Korea's primary and secondary schools' international education policies, supplemented by research reports, web materials, books, periodicals, and literature for data analysis. The obtained research data compare international education in primary and secondary schools in Taiwan and South Korea.
4. Description and explanation: Describe and explain the current policies and measures related to the internationalization of primary and secondary schools in Taiwan and South Korea
5. Comparative research: use balanced comparison (balanced comparison) and description comparison. When the information is relatively symmetrical, use a balanced comparison, and the comparison unit is "paragraph." For example, after one paragraph describes Taiwan, another paragraph describes South Korea's international education-related policies and measures and the promotion of the current situation.

Comparing Policies for International Education between Taiwan and Korea

International Education and the Relevant Policies in Taiwan

To lay a solid and solid international foundation for the people of Taiwan and to accumulate the innovation and action power to traverse the world in the future, the Ministry of Education first announced the Education White Paper "Internationalization of Primary and Secondary Schools" in April 2011 (Ministry of Education, 2011). This white paper reveals the vision and

goals of international education for primary and secondary schools as follows (Ministry of Education, 2011): The goal of international education for primary and secondary schools is to enable primary and secondary school students to understand the international community, develop international attitudes, and cultivate national identity, international talents with quality, global competitiveness and sense of global responsibility. International education for primary and secondary schools in Taiwan emphasizes the promotion of international education for primary and secondary schools based on the school standard. It is mainly reflected in four aspects: curriculum integration, international exchange, teacher professional growth, and school internationalization.

As mentioned, the Ministry of Education proposed the "White Paper on International Education for Primary and Secondary Schools" (later referred to as International Education 1.0) in 2011. As a result of the promotion, during the three years from 2017 to 2019, the competent authorities of primary and secondary education signed a total of 51 international memorandums. Of which 18% are foreign education authorities, 18% are universities, 56% are primary and secondary schools, and non-government organizations and non-profit organizations are enterprises, for a total of 8%. In 2019, 52% (12/23) of the primary and secondary education authorities formulated and promulgated medium and long-term international education policies or plans. The density of international exchanges in primary and secondary schools continues to increase, and the energy of internationalization of education is also growing yearly. The number of primary and secondary school students participating in international exchanges reached 41,618. In order to conform to the international trend, implement the concept of "spontaneity, interaction, and mutual benefit" in the 12-year national primary education, and cultivate students' core qualities of "multiculturalism and international understanding," the Ministry of Education further established the "Chinese Academy of Sciences" in April 2019.

"Primary and Secondary Education Internationalization Office" reviewed the implementation results of International Education 1.0, re-examined the internal and external environment of primary and secondary internationalization at the current stage, and proposed "Primary and Secondary Education International Education White Paper 2.0". The implementation period of International Education 2.0 is six years (2020 to 2025). With the vision of "connecting with the world and linking the world," it aims to achieve the three goals of "cultivating global citizens, promoting the internationalization of education, and expanding global exchanges" (Ministry of Education, 2020). In order to achieve the above three goals, three strategies and thirteen action plans are proposed, namely "improving school-based international education," "creating a friendly international environment," and "establishing an international bridging mechanism" (Ministry of Education, 2020). Table 1 compares International Education 2.0 and International Education 1.0 regarding the internationalization of primary and secondary education in Taiwan. Taiwan has specific strategies for promoting international education in primary and secondary schools. It has evolved from International Education 1.0 (the White Paper on International Education in Primary and Secondary Schools was proposed in 2011) to the current International Education 2.0 (the White Paper on International Education in Primary and Secondary Schools was proposed in 2020) 2.0). It has been pointed out that there will be concrete achievements in international education 1.0 from 2017 to 2019, and now there is a project office for the internationalization of primary and secondary education. There is a schedule plan from 2020 to 2025 to promote it more systematically.

Table 1 Comparison between International Education 2.0 and International Education 1.0

International Education 2.0	International Education 1.0
Vision: In line with international standards and link the world	Vision: take root and cultivate international talents in the 21st century
Goal 1: Cultivate Global Citizens a Demonstrate national value b Respect for multiculturalism and international understanding c Strengthen international mobility Fulfilling the Responsibilities of Global Citizens Goal 2: Promote the Internationalization of Education Goal 3: Expand Global Exchanges	Goal: Cultivate international talents with four characteristics a national identity b International Literacy c global competitiveness d global responsibility
Strategy 1: Improve school-based international education a Curriculum Development and Teaching b International exchange c Internationalization of schools Strategy 2: Create a friendly international environment a Promoting the international training of teachers and educational administrators b Review and revise international education regulations c Building an International Support Network Strategy 3: Establishing an International Connection Mechanism a Establish an international education promotion alliance b Establish an international education industry-government-student-civilian cooperation platform c Establish an international education resource center	Primary strategy: Emphasis on both depth and breadth a Strengthen the depth of international education: school-based, four tracks go hand in hand b Enhancing the Breadth of International Education: Global Vision, Expanding Dimensions Secondary strategy: resource integration and support system a Build a push mechanism b Integrate and promote resources c Carry out comprehensive quality control
Thirteen Action Plans 1) Advanced school-based international education 1. Advanced School-Based International Education - National Curriculum/Bilingual Curriculum Plan 2. Advanced School-Based International Education - International Exchange Program	Ten Action Plans 1) The school promotes an international education program 1. The school manages international education courses and teaching development plans 2. The school organizes international exchange programs 3. The school manages the professional growth plan for teachers 4. The school manages the school internationalization plan

3. Advanced school-based international education-school internationalization plan 2) Create a friendly international environment 4. Internationalized Empowerment Certification Program for Teachers and Educational Administrators 5. Internationalization regulations review and revision work plan 6. International Education Central Training Group Construction Project 7. International education local training group promotion plan 8. Construction plan for the International Education award system 9. International Education Information Network Construction Project 10. International education quality control and database construction plan 3) Establish an international connection mechanism 11. International Education Promotion Alliance Construction Plan 12. The promotion plan of the international education industry-government-student-civilian cooperation platform 13. International Education Resource Center promotion plan	2) Department of Education Assistance and Support Program 5. International Education Center Project 6. Professional growth plan for international education teachers 7. International Education Overseas Visit Program 8. International Education Curriculum Development Plan 9. International Education Information Network Project 10. International Education Excellence Award Program
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Source: Ministry of Education, 2020, p. 62

International Education and the Relevant Policies in Korea

Relevant laws and regulations on international education in primary and secondary schools in Korea. According to the Basic Law of Education in Korea, the provisions related to international education are Article 29 International Education, which stipulates as follows:

- (1) The country should strive to cultivate the international educational literacy and abilities that its citizens should possess as members of the international community.
- (2) The state formulates necessary policies for the school and social education required by compatriots who emigrate to foreign countries.

(3) To revitalize academic research, the country should formulate policies related to studying abroad and support related education and research activities abroad to understand our country and establish our identity.

(4) The country should cooperate with foreign governments and international agencies to formulate necessary policies.

In addition, Korea and Article 29 international education-related laws are listed as follows: "Special Act on the Establishment and Operation of Foreign Educational Institutions in Free Economic Zones and Jeju International Free City," "Special Act on the Designation, Operation, and Cultivation of Educational Internationalization Special Zones," "Act on UNESCO Activities," "Act on Educational Support for Overseas Nationals," "Regulations on Studying Abroad" (National Law Information Center, 2020).

The following is a description of Korea's departments related to international education. The position in charge of international education affairs in the Korean Ministry of Education is the International Cooperation Officer. In 2018, the Ministry of Education of South Korea made significant organizational adjustments, transferring the business of junior and secondary education to the Municipal Department of Education on a large scale. And so on to strengthen the functions, especially the composition of the "Planning and Adjustment Office," the Higher Education Policy Office, and the School Innovation Support Office (Jang, 2017/12/07). The Moon Jae-in government has expanded the "Planning and Adjustment Office" to establish a policy planning officer and an international cooperation officer. The international cooperation officer has an international education cooperation department, an education internationalization department, and an overseas compatriots education department responsible for international education. For policy promotion, the Ministry of Education comprises three offices, four bureaus, ten officials, and 49 departments (Ministry of Education in Korea, 2020). National Institute for International Education (NIIED), affiliated with the Korean Ministry of Education. Under the International Cooperation Officer of the Korean Ministry of Education, the International Education Cooperation Division, Education Internationalization Division, and Overseas Compatriots Education Division are responsible for promoting international education policies. The actual implementation and implementation of policies is the National Institute of Education, the predecessor of the National Institute of International Education (NIIED), which was established at Seoul National University. It was initially established to study abroad for overseas Korean Chinese in Japan. In 1977, Seoul National University officially established the "National Education Institute Abroad" (재외국민교육원), and in 1992 it was reorganized into "International Education Advancement Institute" (국제교육진흥원). In 2008, it was officially established under "The National Institute of International Education" with the Order No. 20897 of the Supreme Commander. The National Institute of International Education (NIIED) was established to cultivate talents suitable for the era of globalization and is responsible for the Internationalization of Korean education with the support of the Ministry of Education. Its main business includes (1) establishment, recruitment, and management of international students; (2) implementation of the Global Korean Scholarship (Global Korean Scholarship); (3) holding the Korean Proficiency Test (TOPIK) to strengthen the popularization of Korean in the world; (4) Educational development cooperation and international educational exchanges; (5) Educational support for compatriots abroad; (6) Foreign language education support. The organizational structure of

the National Institute of International Education (NIIED) has a dean and three departments, including the Department of Planning and Adjustment, the Department of Internationalization of Higher Education, and the Department of International Education Cooperation. A total of about 100 relevant employees are employed. Three meetings included the Study Abroad Advisory Committee, the International Education Exchange Review Committee, and the Global Korean Scholarship Committee (NIIED, 2020).

Finally, the international education professional units of local governments in South Korea are explained. The following mainly lists the organizations related to the promotion of international education in the metropolitan city (equivalent to the six capitals) representing Seoul Special City and North Chungcheong Province (equivalent to the province): Seoul Special City Department of Education (교육청) includes one office, three bureaus, seven officers, and 12 departments, and has 29 affiliated agencies (8 directly affiliated agencies, four life study centers, 17 libraries). International education business includes Global citizenship education, short-term overseas study, and long-term overseas study.

The Chungcheongbuk-do Office of Education has an international education team with five members. Businesses include foreign language training programs, foreign teacher management, international exchange programs, and multicultural education programs (education of North Korean defectors). There is also the Chungcheongbuk International Education Institute (충청북도국제교육원 /Chunggcheongbuk do/ International Education Institute). It can be seen from the work items in the school autonomy department that are mainly responsible for international education business (see Table 2) the formulation and promotion of local international education plans are the main business. In particular, the operation guidance of the Institute of International Education. International education exchanges also manage foreign language high schools and foreign teachers.

Table 2 Chungcheongbuk-do International Education Personnel and Operations

Chungbuk-do Office of Education education supervisor 김병우	School Self-government Section	Responsible for business
	김귀현	1. International education implementation plan formulation and operation 2. Manager of junior high school English education and second foreign language business 3. Operation of Chungbuk Global Leadership Camp 4. Cheongju Foreign Language High School Operation Guidance 5. Formulation and promotion of multicultural implementation plan for student education assistance 6. North Korean Defectors Academic Education Review Committee runs 7. Chungbuk International Education Institute (충청북도국제교육원 /Chunggcheongbuk do/ International Education Institute) operation guidance
	김문수	8. Native English/Chinese Assistant Teachers 9. English Conversation Professional Lecturer Business 10. International exchange business planning and operation 11. French Cretay Department of Education Exchange Program 12. Hanoi City Department of Education Exchange Program 13. Overseas Koreans (Korean) Invitation Program 14. Other Faculty and Student International Exchange Programs 15. Overseas educational institution visits and agreement (MOU) signing business 16. Interpretation service 17. International education publicity and homepage management
	타밀러	18. Native English Assistant Lecturer Professional and Study Support 19. Native English Assistant Lecturer Statistics / Current Situation Management and Administrative Operations 20. English Education Major and International Education Business Support 21. Data translation and production

Source: Chungcheongbuk-do Office of Education (2020). International Education. Retrieved from <https://www.cbe.go.kr>.

THE COMPARISON

In Taiwan, no specific law is enacted for international education; however, the relevant documents are in place. In contrast, there are laws for international education in Korea, which are made up of Article 29 International Education, the Basic Law of Education in Korea. It comprises White Paper on International Education for Primary and Secondary Schools and White Paper on International Education for Primary and Secondary Schools (2.0), as shown in Table 3.

Table 3 Relevant regulations or policy documents of Taiwan and South Korea

Country	Regulatory or Policy Document	Explanation	Source
Taiwan	White Paper on International Education for Primary and Secondary Schools	The content of the White Paper on International Education for Primary and Secondary Schools is divided into five chapters: Chapter 1, Introduction, Chapter 2, Current Situation and Problems of International Education for Primary and Secondary Schools, Chapter 3, International Education Promotion Strategies for Primary and Secondary Schools, Chapter 4 International Education Promotion Plan for Primary and Secondary Schools, Chapter 2 The five chapters look forward.	http://web.sanhsin.edu.tw/office/pd/web/%E5%9C%8B%E9%9A%9B%E6%95%99%E8%82%B2/%E4%B8%AD%E5%B0%8F%E5%AD%B8%E5%9C%8B%E9%9A%9B%E6%95%99%E8%82%B2%E7%99%BD%E7%9A%AE%E6%B8.pdf
	White Paper on International Education for Primary and Secondary Schools (2.0)	Education for Primary and Secondary Schools are as follows: 1. Preface; 2. International Education; International Education 2.0 Estimated Funding and Promotion Schedule; VII. International Education 2.0 Promotion Organizational Structure; VIII. International Education 2.0 Key Performance Indicators; Nine. Conclusion; XI. Appendix.	https://ws.moe.edu.tw/001/Upload/3/refile/6315/77269/697a59c8-c60e-471b-821e-27f33af85079.pdf
Korea	Basic Law of Education in Korea	Policies at the central level concerning the promotion of	

		international education, according to Article 29 Ministry of Education's higher education internationalization strength improvement and support organization improvement plan (고등교육의 국제화 역량제고 및 지원조직 개선방안)	
	Special Act on Establishment and Operation of Foreign Educational Institutions in Free Economic Zones and Jeju International Free City	Especially the Incheon International University City Project	
	Special Act on the Designation, Operation, and Development of Educational Internationalization Special Zones	The latest policy for primary and secondary schools 2018-2022 Education Internationalization Special Zone New Regulation Designated Plan (2018 ~ 2022 년 교육국제화특구 신 규지정 계획)	

The Relevant Government Agency

Taiwan is dedicated to promoting international education in primary and secondary schools through the Primary and Secondary Education Internationalization Project Office. In comparison, in South Korea, a government department to Promote International Education in Primary and Secondary Schools is the International Cooperation Officer, Korean Ministry of Education, and an agency entitled the National Institute of International Education, to be seen in Table 4.

Table 4 Taiwan's and Korea's government departments or agencies for promoting international education in primary and secondary schools

	Department/Agency	Explanation	Source
Taiwan	Department of International and Cross-strait Education, Ministry of Education in Taiwan	Equivalent to the International Cooperation Officer of the Korean Ministry of Education	https://depart.moe.edu.tw/ed2500/
	Primary and Secondary Education Internationalization Project Office)	Established in April 2019, it reviews the implementation results of International Education 1.0, re-examines the internal and external environment of the internationalization of primary and secondary schools at the current stage, and proposes the "White Paper on International Education 2.0 for Primary and Secondary Schools".	
Korea	International Cooperation Officer, Korean Ministry of Education	The International Cooperation Officer consists of the International Education Cooperation Section, the Education Internationalization Section, and the Overseas Compatriots Education Section, which is responsible for promoting international education policies.	http://english.moe.go.kr/sub/info.do?m=0105&s=english_
	National Institute of International Education (NIIED)	Korea's dedicated organization promotes the internationalization of education. There is a dean and three departments, including the Planning and Adjustment Department, the Higher Education Internationalization Department, and the International Education Cooperation Department. There are also three committees: the Publicly Funded Study Abroad Advisory Committee, the International Education Exchange Review Committee, and the Global Korean Scholarship Committee.	http://www.niied.go.kr/eng/index.do
	Seoul Metropolitan Office of Education		
	Chungcheongbuk-do Office of Education		

The Relevant Policies

In Taiwan, the White Paper on International Education for Primary and Secondary Schools was released in 2011, and White Paper on International Education for Primary and Secondary Schools (2.0) in 2020 has led the measures and implementation of international education in primary and secondary schools. In comparison, in South Korea, the government agency of NIED has taken responsibility for promoting international education at the national level, and the offices of education have been in charge of their international education at the local level.

CONCLUDING REMARKS

Based on the results, this paper puts forward three conclusions as follows:

First, Taiwan only has a mission-based international education project office; in contrast, Korea has a National Institute of International Education responsible for promoting international education policies.

Secondly, Taiwan has the "White Paper on International Education for Primary and Secondary Schools in Taiwan," a clear guideline for promoting international education for primary and secondary schools. South Korea does not have a similar white paper. However, Korea has central and local governments responsible for promoting national and local international education.

Finally, both countries have made continuous efforts in the internationalization of education and made some progress. Taiwan has changed from the White Paper on International Education for Primary and Secondary Schools in Taiwan to 2.0. Resource injection is helpful for international education in primary and secondary schools.

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