

Special Essay

## Higher Education Internationalization in Taiwan: New Developments in the Context of Geopolitical and Social Changes

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— <Abstract> —

Internationalization has been a continuous effort in higher education in Taiwan. The symbolic policies to internationalize Taiwan's universities can be divided into two phases. The first phase, between 2006 and 2017, adopted the policy of building a world-class university program, successfully promoting research internationalization in Taiwan. The second phase, which started in 2018, combined multiple policies – specifically, encouraging English-medium teaching and learning, increasing international students and academics/professors, enhancing academic collaborations with Southeast Asian countries, and diversifying the study abroad scholarship programs into multiple channels – to continue the internationalization of higher education of Taiwan. Yet a potential challenge and side effect of internationalizing research in Taiwan's higher education is the weakening of local research. Taiwan recognizes the importance of balancing academic research with multiple methods of international collaborations and is pursuing the internationalization of its higher education system by diversifying approaches and policies.

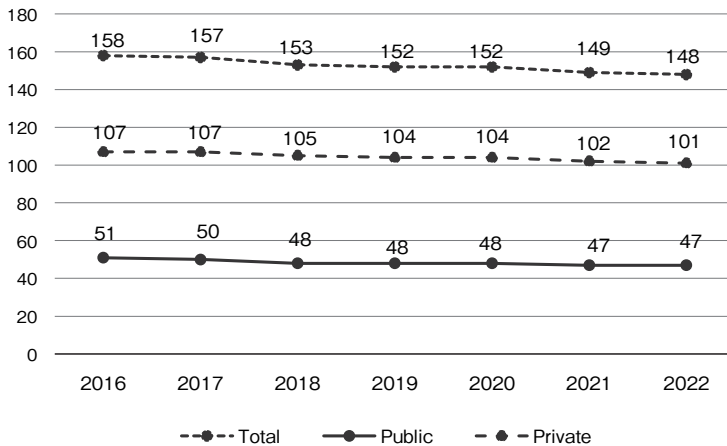
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## 1. Introduction

The history of Taiwan's modern higher education system can be traced back to the first modern university, National Taiwan University (國立臺灣大學), established in 1928 (National Taiwan University 2023a). Relevant studies have pointed out that the modern higher education system in Taiwan was influenced by China, Japan, and Western countries, especially the United States (Chan and Yang 2017, Hou *et al.* 2021). Figure 1, which depicts the trends in the number of higher education institutions (HEIs) in Taiwan, shows that, in 2022, there were a total of 148 institutions in Taiwan; 101 were private and 47 were public (Ministry of Education in Taiwan, 2023a). With the rapid expansion of HEIs, Taiwan is facing another important challenge as its total population is declining and the number of local students is decreasing (Wang 2003, Yang 2015).

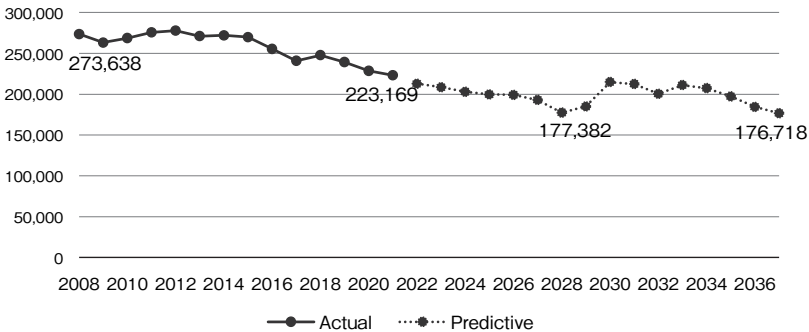


Source: Ministry of Education in Taiwan (2023a)

Figure 1 Number of higher education institutions in Taiwan, 2016–2022

Figure 2 illustrates the number of first-year domestic students at HEIs in Taiwan according to the Ministry of Education (2023b). The data show the actual number of first-year students and the predicted number students based on data on domestic graduates of senior high schools in Taiwan. The

data reveal that the number of first-year students (*i.e.* freshman in college) will decrease rapidly in the 2020s. Although the total number will subsequently increase significantly in 2030, the macro development of the shrinking number of domestic students is obvious, and a systematic transformation is necessary to increase the internationalization of higher education.

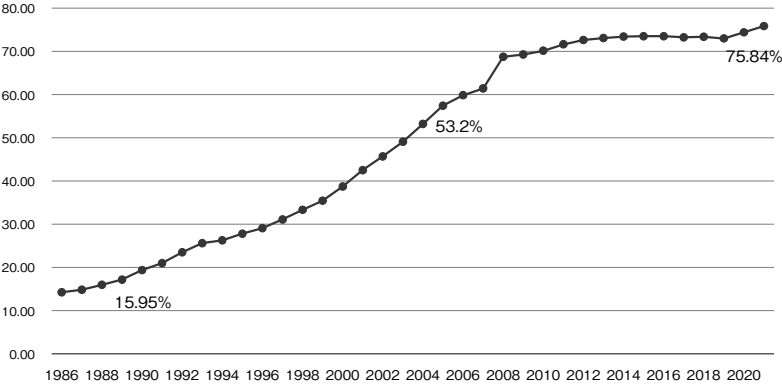


Source: Ministry of Education in Taiwan (2023b)

Figure 2 Number of Domestic First-year Students at HEIs in Taiwan from 2008 to 2037: A Comparison of Actual and Predicted Numbers

When describing higher education development, especially the expansion of higher education, the phases of higher education expansion theory (Trow 1972, 1999) divides higher education expansion into three phases: elite, mass, and universal. The elite phase refers to a higher education system whose net enrollment rate is lower than 15%; a focus on meritocracy and academics is characteristic of this phase. The mass phase refers to a higher education system whose net enrollment rate is between 16% and 50%. Finally, the universal phase refers to a system with a net enrollment rate higher than 51% that has to consider diversifying its institutions based on functions; emphasizing the systematic policy planning and conducting quality assurance are also important features of this phase. According to the data presented in Figure 3, Taiwan's higher education entered the mass

phase in 1988 and rapidly improved to the universal phase in 2004. The high-speed expansion caused problems, such as over-education, unprepared quality for internationalization, and unemployment issues for graduates. The most important current policies in Taiwan include enhancing quality, reducing total HEIs, meeting international standards, and attracting more international talents (Ministry of Education in Taiwan, 2013).



Source: Ministry of Education in Taiwan (2023c)

Figure 3 Net Enrollment Rates of Higher Education in Taiwan, 1986–2021

This article aims to achieve the following research purposes: (1) to describe the current context of higher education internationalization in Taiwan; (2) to describe the new policies of higher education internationalization after the end of the building a world-class university program in 2017; (3) to describe the new developments of higher education internationalization in Taiwan based on empirical statistical data; and (4) to discuss higher education internationalization themes (international research, international students, international academics/faculty, English-medium instruction at the university level, and study abroad) in Taiwan. However, a potential limitation of this research article is that it may not be able to cover all internationalization aspects due to limitations related to data collection, the length-of-manuscript constraints, and the increasing complexities of higher education internationalization.

## 2. Research Method

This research collected governmental statistics from diverse national datasets in Taiwan, including the statistical bureau of the Ministry of Education in Taiwan (教育部), the National Development Council of Taiwan (國發會), and the National Library of Taiwan (國家圖書館). This research also collected international publication data from the SCOPUS database. The analytical methods of this research article include a time-series analysis, a document analysis, and a literature review. The goal of this research article is to utilize diverse methods to analyze national and international data to depict at a macro level Taiwan's higher education internationalization according to different factors – specifically, international research, international students, international academics/faculty, English-medium instruction at the university level, and study abroad.

## 3. Literature Review

### 3.1 Driving Factors of Internationalization of Higher Education

Important drivers of higher education internationalization include academic, economic, political, and social and cultural factors (de Wit 1999, de Wit and Deca 2020). In terms of academic factors, governments and universities tend to believe that pursuing internationalization can help higher education's international knowledge production. Governments in Asia promoted internationalization efforts in higher education to improve their universities' global rankings and international academic recognitions (Hammond 2016). In terms of economic factors, as a result of new public management, many governments in Asia reduced their public funding for higher education. Internationalization and its related activities were believed to bring economic benefits, such as collecting more tuition incomes, stimulating local economics, and increasing international human resources (Hudson 2016). In terms of political factors, in some circumstances education had been used as a political tool to enhance national identities (Vickers 2009). Internationalization efforts of higher education, such as

international exchanges and the admission of foreign students, can help build positive diplomatic relationships between nations (Lin and Chan 2023). In terms of social and cultural factors, students are believed to be able to learn global citizenship and international perspectives from activities relating to internationalization (Hanson, 2010). Students can also appreciate local culture and knowledge when they are studying abroad. De Wit (1999) noted that the rationales of internationalizing higher education have gradually shifted from political to economic rationales. Examples of political rationales are European countries replicating their higher education models on other continents and the United States trying to expand its cultural and knowledge influences through programs to attract talented students from other countries to study in the United States after World War II. By the 1990s, economic rationales had gradually become the main driver of internationalizing higher education, with strengthening industrial links and technology innovations as well as marketizing university programs and activities being the main new force of internationalization (De Wit 1999).

### **3.2 Motivations of Higher Education Internationalization from National Perspectives**

Universities are not the only ones motivated to internationalize; governments have also sought to internationalize higher education institutions for many reasons. Between the 1960s and 1990s, universities and higher education were considered important human power training providers; universities also served the local societal and national development purposes (Buckner 2016). After the 1990s, significantly more literature discussed the role of higher education in promoting the global knowledge economy and solving global common problems, such as climate change and poverty (Buckner 2016). Therefore, national and international goals related to higher education gradually became integrated. The current global trend of asking universities to work with different sectors to fulfill the United Nation's Sustainable Development Goals (SDGs) is an example (Alcántara-Rubio *et al.* 2022).

According to Buckner's (2017) analysis of documents on higher education internationalization, many governments in the world encouraged

universities to join internationalization activities after the 1990s. National motivations to internationalize their higher education could also achieve the goals that co-existed in national policies, such as admitting international students for high-skilled manpower preparation (de Wit *et al.* 2013). In East Asia, having higher global ranking universities can also help countries' national reputations (Deem *et al.* 2008, Marginson 2011).

#### **4. Stages of Main Higher Education Internationalization Policies in Taiwan**

##### **4.1 First Stage: Building World-Class Universities (2006–2017)**

Taiwan already tried to internationalize its education system through a series of educational reforms in the 1980s, with the most well-known and extensive policy of internationalizing higher education being the Developing International World-Class Universities and Top Research Centers (發展國際一流大學及頂尖研究中心) policy implemented by the Ministry of Education between 2006 and 2017. The main goal of this policy was to directly enhance the ranking and research outcomes of selected research-intensive universities in Taiwan. This policy was responding to the quickly increasing importance of global rankings of world universities that emerged in the 2000s, and it also highlighted the highly competition of scientific research amongst Asian countries. One famous book titled *World Class Worldwide: Transforming Research Universities in Asia and Latin America*, edited by Altbach and Balán (2007), described how Asian countries invested large sums of funding into higher education after the 2000s in order to join the ranking competition and knowledge economy. However, academics in Taiwan criticized this policy, asking whether internationalization equals ranking and international research. Chou (2014) used the term SSCI syndrome to describe Taiwanese scholars' struggles with using English to conduct research and produce academic publications.

## 4.2 Second Stage: Multiple Approaches to Internationalizing Higher Education in Taiwan (2018–)

As the first stage successfully increased the internationalization of research at universities, the number of critics among both academics and the public also grew. Criticisms have included that it could strengthen the resource divide between universities, exacerbating inequalities of access and quality among universities (Tang 2019). Researchers also argued that the internationalization of higher education should not be limited to research, as there is a need to highlight the importance of internationalizing teaching and learning at universities (Chou 2014).

Therefore, starting in 2018, the Taiwan government initiated a new comprehensive higher education funding policy called the Higher Education Sprout Project (HESP: 高等教育深耕計畫). This policy emphasized supporting bilingual facilities and software, creating internationalized campuses, and enhancing internationalization at home by recruiting more international students and academics/faculty in Taiwan. The Ministry of Education's policy document mentioned that Taiwan's universities should have "student learning as the core" and develop "connecting local, linking international, and leading higher education to face the future". Between 2018 and 2022, which was the first phase of HESP, all public and private universities had to maintain their quality and diverse developments as well as equal education rights for students. Meanwhile, certain national universities (*e.g.* National Taiwan University and National Tsing-Hua University) were expected to pursue international excellence and develop research centers (Higher Education Sprout Project 2023). The second phase of HESP, between 2023 and 2027, incorporates the SDGs, as universities should educate students the relevant key competences in the following areas: information technology, humanity, interdisciplinary, self-learning, international mobility, social engagement, and problem solving. The uniqueness of the second phase of HESP is to add a new international chapter (國際專章) into the institutional development plans, in which universities in Taiwan should prepare clear strategies for supporting the learning of foreign students, internship and employment opportunities for foreign students after graduation, human and administrative resources of



internationalization, and supports for foreign academics/professors (Ministry of Education in Taiwan, 2023d).

In 2017, in order to strengthen Taiwan's higher education collaborations with Southeast Asian countries, Taiwan's Ministry of Education started the New Southbound Talent Preparation Project (新南向人才培育推動計畫), in which it implemented three new strategies. The first strategy was the New Southbound Market Strategy; universities that joined this project were suggested to teach domestic students about language, culture, and industrial developments in Southeast Asia. In the second strategy, the New Southbound Pipeline Strategy, participating universities were encouraged to increase the number of international students from Southeast Asia, encourage Taiwanese students to study in Southeast Asia, and prepare more international affairs personnel specializing in Southeast Asian countries. In the third strategy, the New Southbound Platform Strategy, participating universities were encouraged to host more education forums in Southeast Asian countries, build more bilateral university alliances between Taiwan and Southeast Asia, and enhance the quality of Taiwan schools in Southeast Asian countries (Ministry of Education in Taiwan 2023e).

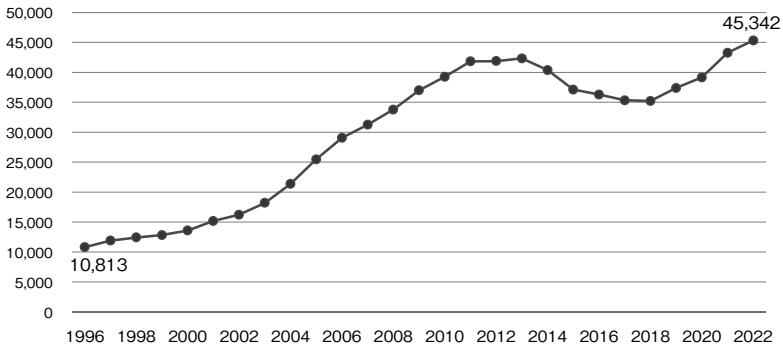
According to the Ministry of Education in Taiwan (2023f), international communication is a key competence for younger generations. Thus, it initiated the Project of Bilingual Learning for University Students (大專校院學生雙語化學習計畫), with two main goals: "core preparation" and "comprehensive enhancement". This policy promotes an increase of English-medium instruction courses at universities. The participating universities are divided into three levels: bilingual benchmark universities (雙語標竿學校), bilingual benchmark colleges (雙語標竿學院), and comprehensive enhancement universities (普及提升推動學校). Benchmark universities and colleges serve as the model of EMI education at universities and are asked to demonstrate greater achievements on internationalization.

## 5. Four Dimensions of Internationalizing Higher Education in Taiwan

### 5.1 First Dimension: Internationalization of Research

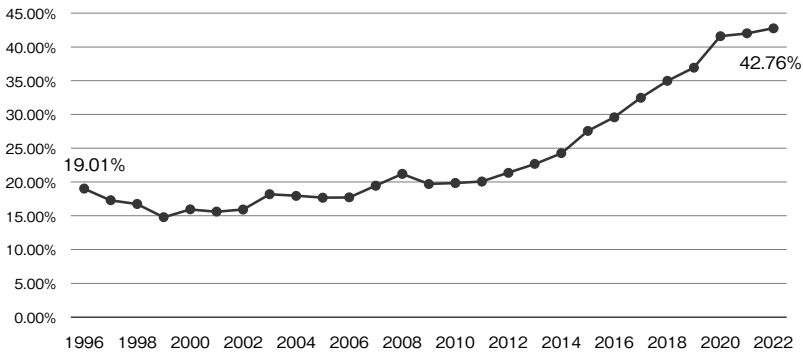
Figure 4 and Figure 5 present factual data from international publications collected from the Scopus database to demonstrate the development of Taiwan's total international research publication numbers between 1996 and 2022. These publications include citable research documents from the Scopus dataset. As the figure indicates, the whole system of higher education in Taiwan has grown its international publication numbers since 1996 and showed particularly significant growth between 2003 and 2012. However, after 2012, it decreased, before increasing once again after the government's efforts to build a world-class university; the numbers even increased significantly during the COVID-19 pandemic. The impact of the government's higher education policies is one potential factor contributing to such growth; another is strong influences of globalization trends on governmental policies after 2000. Universities in Taiwan were asked to establish international standards in terms of faculty recruitment and promotion (Chou and Chan, 2016). Another important piece of data that can help depict the internationalization of research in Taiwan is the macro changes of percentages of international research collaboration, which indicate the percentage of research documents written by authors with more than one country affiliation. The research outputs of those in higher education in Taiwan not only moved toward publishing in international journals, but cross-country collaborations in research also significantly increased.

## Higher Education Internationalization in Taiwan



Source: SCImago (2023)

Figure 4 Total Number of International Research Publications in Taiwan, 1996–2022



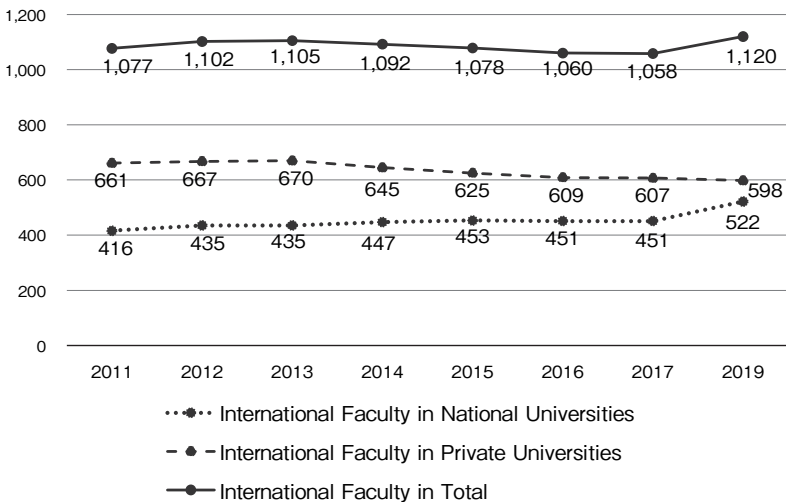
Source: SCImago (2023)

Figure 5 Percentage of International Research Collaborations in Taiwan, 1996–2022

Another important academic development was the impacts of internationalizing research outputs on domestic publications. According to the data from the NCL Taiwan Periodical Literature (2023), The total number of research articles published in domestic journals in Taiwan peaked with 103,014 articles in 2004, but dropped to 21,831 by 2022. These data revealed the huge impact of internationalization trends on domestic publishers.

## 5.2 Second Dimension: Internationalization of Faculty

The number of international academics are gradually increasing in the higher education systems of Asia. Hiring international academics is also an important national policy for internationalizing teaching and learning at universities in Asia (Huang and Welch, 2021). The Taiwan government utilized policy initiatives to encourage universities in Taiwan to recruit academics who were foreign nationals and have international academic experiences. Relevant policies include the contents of the second phase of HESP and the Jade Mountain Project (玉山學者計畫), whose goal is to offer additional funding and international standard salary packages for research-intensive universities in Taiwan to recruit qualified international academics. Figure 6 summarizes data collected from the Department of Statistics of the Ministry of Education in Taiwan showing that the total number of faculty members with foreign citizenship who were employed at universities in Taiwan. The total number of international academics was stable from 2011 to 2017. However, in 2019, the number of international academics at national universities significantly increased.



Source: Department of Statistics of Ministry of Education in Taiwan (2023)

Figure 6 Total Number of International Faculty/Academics in Universities in Taiwan, 2011–2019

Table 1 Total Number of International Faculty/Academics in Taiwan:  
Comparison of Top 10 Nationalities

	2011	2017	2019	Trend
USA	339	274	258	↓
Japan	208	196	200	↓
Malaysia	88	79	95	↑
UK	51	58	55	↑
Germany	56	58	52	↓
Canada	61	55	53	↓
Korea	25	43	53	↑
France	33	36	39	↑
India	14	23	37	↑
Australia	19	23	22	↑

Source: Department of Statistics of Ministry of Education in Taiwan (2023)

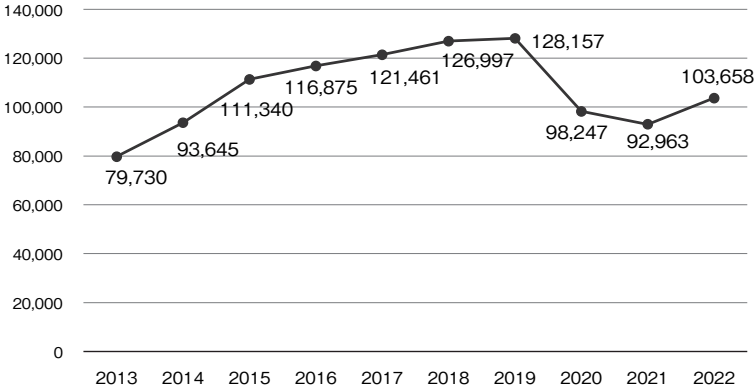
Table 1 presents the ten most prevalent nationalities of international faculty/academics who worked at universities in Taiwan. Based on these data, some key findings can be highlighted. Historically, foreign professors in Taiwan tended to be hired by departments of foreign languages or a university's language center to meet the needs of diverse language learning. However, more recently Taiwan's Ministry of Education has encouraged universities to hire more foreign faculty/academics in all departments and programs to promote a bilingual environment and EMI teaching at the higher education level. According to the data, 10 years ago, most foreign professors in Taiwan were from the United States, Japan, and Malaysia. In the last decade, the number of international academics from South Korea and India has significantly increased. The diverse nationalities of foreign professors working at universities demonstrates not only the movement toward internationalization, but also the growing global talent mobility of the academic profession in Asia. It can be argued that the number of foreign professors in Taiwan is expected to increase in the future, especially given the trends to encourage EMI teaching, international publications, global ranking, and the new Southern-bound policy. Talent mobility is an important trend in the academic profession in Asia. For instance, South Korea's academic job market is very competitive, leading

new Ph.D. graduates to seek academic employment opportunities in other countries (Kim 2009); such a trend could also expand the importance of the internationalization of higher education.

### 5.3 Third Dimension: Internationalization of Students

The growth of international students in the higher education sector is an important symbol of internationalization. International students are an essential element when universities are promoting international activities and EMI teaching and learning on campus. International students are usually important talents and human resources for professors' teaching and research project implementation, especially at internationalizing universities. International students can also strengthen diplomatic relationships and the multiculturalism of higher education (Lin and Chan, 2023).

Figure 7 illustrates the total number of international students in Taiwan's higher education system. The total number of international students stably increased from 2013 to 2019. Due to the COVID-19 pandemic's strong influence on international mobility between 2020 and 2022, the total number of international students at universities in Taiwan decreased significantly in 2020 and 2021, although the number rebounded in 2022.



Source: Department of Statistics of Ministry of Education in Taiwan (2023)

Figure 7 Total Number of International Students in Universities in Taiwan, 2013-2022

The tuition fee standards of international students at universities in Taiwan are usually higher than domestic students. However, due to the fact that the Taiwan government tried to keep the tuition and fees affordable for students, the tuition and fees for both domestic and international students are relatively lower than other countries. Take National Taiwan University (NTU) bachelor degree programs as an example, the total tuition and fees per semester for one international student (國際生) or Mainland Chinese student (陸生) is ranging from 1682 USD (college of humanity) to 2070 USD (college of medicine) in the academic year of 2023. While the tuition and fees standard for domestic Taiwanese students and overseas Chinese students (僑生) is about 50% of international student's standard, which means it is ranging from 841 USD (college of humanity) to 1035 USD (college of medicine) in the academic year of 2023 (National Taiwan University, 2023b). Graduate degree programs have similar tuition policies for different types of students as the bachelor degree programs in the case of NTU. Despite certain unique programs or colleges, such as GMBA program and international college that Ministry of Education offered them special conditions on charging higher tuition and fees from students. Universities in Taiwan usually will offer merit-based scholarship opportunities for international students, the total amount of scholarship funds at each university is depending on its emphasis weight on internationalization.

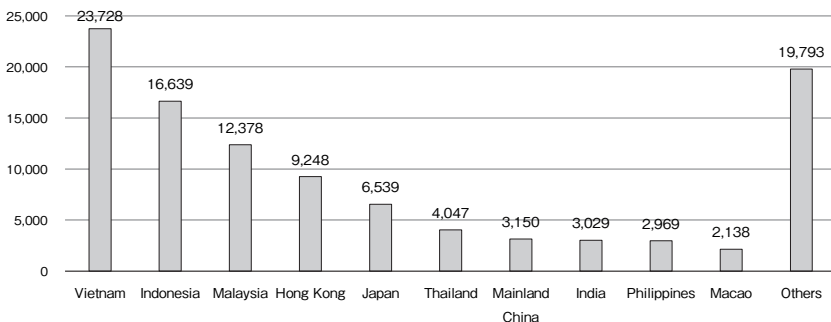
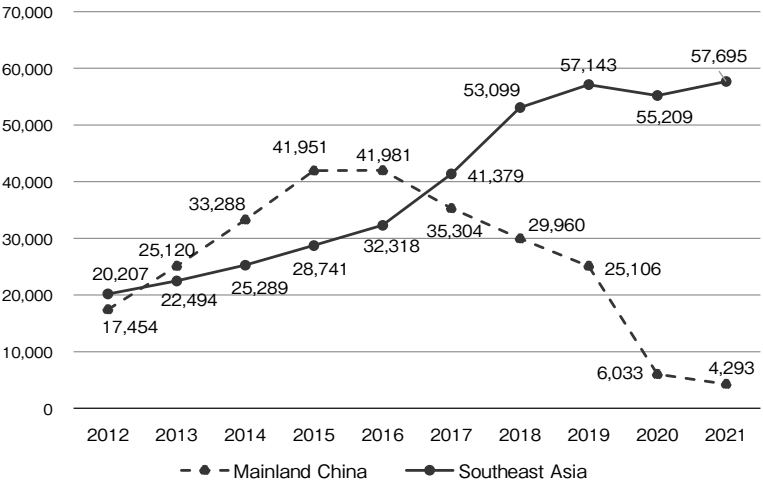


Figure 8 Number of International Students of Higher Education in Taiwan in 2022: Comparison of Nationalities

Figure 8 presents another perspective about the internationalization of students in Taiwan. It considers the number of international students in Taiwan’s higher education system in 2022 to compare nationalities. The highest number of international students came from Vietnam, Indonesia, Malaysia, Hong Kong, and Japan. Therefore, international students in Taiwan are mostly from Asian countries.

Figure 9 compares the number of international students in Taiwan from Mainland China and Southeast Asia to the total number from 2012 to 2021. The data show different developing trends between Mainland China and Southeast Asia. On the one hand, the efforts of the new South-Bound policy have successfully linked Taiwan’s higher education system to Southeast Asian countries, fostering international collaborations, especially in terms of admitting more students from Southeast Asia. On the other hand, the number of students from Mainland China dramatically decreased starting in 2016, when the mutual academic exchanges and collaborations between the two countries were largely declining.



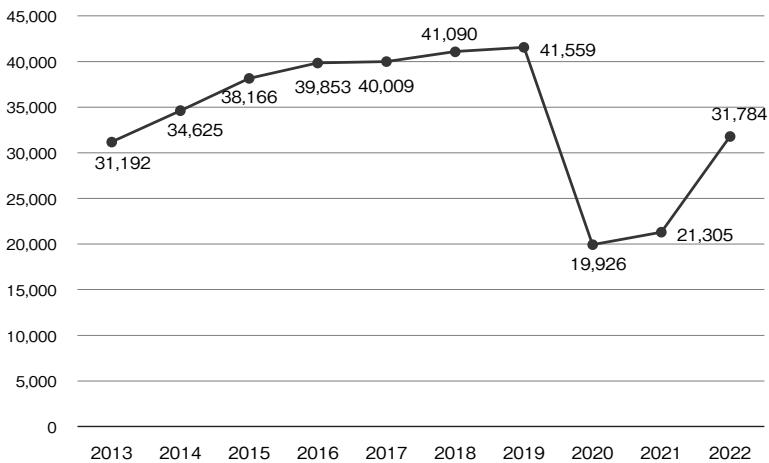
Source: Department of Statistics of Ministry of Education in Taiwan (2023)

Figure 9 International Students of Higher Education in Taiwan: Comparison between Mainland China and Southeast Asia between 2012 and 2021



#### 5.4 Fourth Dimension: Taiwanese Students Studying Abroad

Figure 10 shows the total number of Taiwanese students who applied and received student visas to study in foreign countries, thereby indicating the number who study abroad and, thus, internationalization in higher education. In 2020 and 2021, studying abroad was heavily influenced by the COVID-19 pandemic. Table 2 presents detailed data of the countries in which Taiwanese students chose to study abroad between 2013 and 2022. The United States was the top destination, followed by Canada, the United Kingdom, France, Germany, and Japan. However, the United States was the only country to experience a decrease in Taiwanese students; the remaining top 10 destinations all increased despite the years of 2020, 2021, and 2022. The trends also suggest that Taiwanese students diversified destination countries, resulting in more options in the last decade. In Asia, Japan and South Korea are the two main destination countries for Taiwanese students studying abroad.



Source: Department of International and Cross-Strait Education (2023)

Figure 10 Total Number of Taiwanese Students Studying Abroad for an Academic Degree, 2013–2022

Table 2 Total Number of Taiwanese Students Studying Abroad:  
Comparison of Destination Countries between 2013 and 2022

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Trend
USA	14,563	14,135	14,547	14,332	13,887	13,000	12,718	4,070	8,314	8,935	↓
Canada	1,771	1,109	1,271	2,282	2,860	3,170	3,480	2,165	2,250	2,625	↑
UK	3,367	3,826	3,408	3,272	3,484	3,686	3,805	1,927	2,995	3,297	↑
France	955	1,064	1,100	1,132	1,152	1,250	1,200	450	629	1,098	↑
Germany	787	901	1,252	1,433	1,569	1,620	1,645	629	840	1,333	↑
Japan	3,140	3,885	4,703	5,062	5,422	5,589	5,603	2,185	240	4,984	↑
Korea	860	1,097	1,067	1,275	1,388	1,558	2,055	917	846	1,488	↑
Australia	2,553	5,237	6,651	6,493	5,806	6,454	6,056	5,157	3,016	5,254	↑
Others	3,196	3,371	4,167	4,572	4,441	4,763	4,997	2,426	2,175	2,770	↑

Source: Department of International and Cross-Strait Education (2023)

According to the data presented in Table 2, Taiwanese students tended to study abroad in advanced, developed, and industrialized countries. All top 10 destination countries are the members of the G20. One historic reason could be that, after World War II, Taiwan's government established a study abroad fund to encourage Taiwanese students to receive higher education training in developed countries. Called the Ministry of Education Government Scholarship for Studying Abroad (教育部公費留學獎學金), the scholarship was started in 1955 to prepare talented Taiwanese students to learn the latest knowledge and conduct advanced research in developed countries. In the 1950s, there were very few higher education opportunities in Taiwan, and there was also a lack of local advanced labs and research institutes for Taiwanese students (Chou, 2000). The policies of this scholarship also transformed in response to social, economic, and educational changes. It shifted from a merit-based selection process to more diverse selection standards for scholarship recipients. Today the scholarship includes three main channels: a general channel (merit-based

for all applicants), an indigenous channel (for applicants who are Taiwan aboriginals), and a lower socio-economic status (SES) channel (for applicants from lower SES backgrounds). In 2017, a new scholarship, the New Southern-Bound Ministry of Education Studying Abroad Scholarship (新南向教育部公費留學獎學金), was announced to encourage Taiwanese students to enter graduate schools of higher education institutions in Southeast Asia countries. Building mutual academic, economic, and diplomatic collaborations with Southeast Asia countries is the main purpose of this new scholarship.

## 6. Conclusion

Taiwan's higher education system faced serious challenges of a declining domestic population, an expanding number of universities, and global competition. The economic development and political democratization of Taiwan urged the higher education system to expand the number of universities to satisfy students' higher education opportunities and local industries' manpower needs. To expand students' enrollment in universities in Taiwan, attracting more international students and building global competitiveness of local universities became an important task for Taiwan's government. The universities in Taiwan have to comprehensively internationalize themselves and ensure teaching and learning quality.

According to the data analysis presented in this research article, the internationalization of Taiwan's higher education system can be divided into two phases. The first phase from 2006 to 2017 mainly focused on encouraging selected universities to produce more international research output and pursue a higher global ranking. The second phase from 2018 to 2027 applied a diversifying approach to internationalize universities. International research and global university ranking are still encouraged for certain research-intensive universities (*e.g.* National Taiwan University and National Tsing-Hua University), while almost all universities can receive governmental funding to increase international elements in teaching and learning activities (*e.g.* English-medium instruction and international faculty/academic recruitment), enhance international

academic collaborations with other countries, and encourage Taiwanese students (both undergraduates and graduates) to do short-term student exchanges or long-term international degree programs.

The review of internationalization developments of Taiwan's higher education showed a positive development: The system gradually transformed from a one-way policy of focusing on research and ranking to a system that valued a diversity of internationalization strategies, such as building academic relationships with Southeast Asian countries, admitting more international students from different countries, and recruiting more foreign academics in the system. However, some systematic challenges still exist and need to be solved. One important challenge is the sharp decrease of incoming students from Mainland China – a trend that will significantly impact cross-strait collaborations. A second important challenge is the super rapid decline of local knowledge production and how to keep the balance between local and international research developments.

The diversification of internationalization strategies of Taiwan's higher education system, including the constructing of EMI teaching and learning, recruitment of international academics/students, and enhanced international experiences and multiple abilities of local students in Taiwan, could help Taiwan become a unique hybrid internationalization system of higher education in Asia. Taiwan's system needs to balance bilingual teaching and learning on campus while integrating Eastern and Western traditions and knowledge into international research.

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# 台湾における高等教育の国際化

— 地政学的・社会的変化の中での新たな展開 —

楊 正 誠

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## <要 旨>

台湾では高等教育の国際化を継続して推し進めてきた。台湾の大学国際化のための代表的な政策は、2つの時期に分けて捉えることができる。2006年から2017年にかけての第一段階は、ワールドクラスの大学プログラムを構築するという方針のもと、台湾における研究活動の国際化を成功裏に推進した。そして2018年に始まった第2段階では、複数の政策—英語を教授言語とする教育、海外からの学生や研究者、教員の増員、東南アジア諸国との研究協力の強化、留学のための奨学金プログラムの多様化などの政策を組み合わせ、台湾の高等教育を持続的に国際化させていった。しかし、そうした高等教育の国際化は、台湾内での研究活動を弱体化させるという弱点も含んでいた。現在の台湾では、国際的な共同研究とのバランスをとることの重要性を認識しつつ、多様なアプローチと政策によって高等教育システムの国際化を追求し続けている。

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