

ENFORCEMENT RULES OF THE GENDER EQUITY EDUCATION ACT

Promulgated & Amended: February 15, 2024 (ROC Year 113)

Full English Translation • Articles 1 to 18

Official Legislative Context: These Enforcement Rules were enacted pursuant to Article 47 of the Gender Equity Education Act (ROC). The latest amendment was promulgated on February 15, 2024 (ROC Year 113), establishing detailed administrative standards for gender equity education committees, curriculum development, safe campus spaces, non-discrimination protections, and investigation procedures across educational institutions.

Domain / Theme	Covered Articles	Regulatory Summary
General Provisions	Articles 1 – 2	Legal basis, definition of substantive equality, and harassment/bullying determinations.
Implementation Plans	Articles 3 – 4	Committee annual plans, multi-agency strategy, supervision & integrated inspection.
R&D; & Consultation	Articles 5 – 6	Curriculum, teaching & assessment R&D;, faculty training, and consultation services.
Definitions & Principles	Articles 7 – 8, 16	Definitions of related fields, gender equity awareness, and power discrepancy.
Campus Environment	Articles 9 – 11	Safe campus spatial design, announcement methods, support for pregnant/parenting students.
Governance & Teaching	Articles 12 – 15	Evaluation committees, course subjects, bias-free teaching materials & career guidance.
Investigation & Enforcement	Articles 17 – 18	Investigation report mandatory requirements and specific effective dates.

Article 1 – Legal Basis

These Enforcement Rules are enacted pursuant to the provisions of Article 47 of the Gender Equity Education Act (hereinafter referred to as "the Act").

Article 2 – Substantive Gender Equality & Sexual Harassment / Bullying Determination

Paragraph 1: Substantive gender equality as referred to in Paragraph 1 of Article 1 and Subparagraph 1 of Article 3 of the Act means that no person shall receive differential treatment based on their biological sex, sexual orientation, gender traits, or gender identity.

Paragraph 2: The determination of sexual harassment or sexual bullying as specified in Subparagraph 3 of Article 3 of the Act shall be made on a case-by-case basis after reviewing concrete facts, including the background of the incident, working environment, relationship between the parties, speech and conduct of the actor, and the perception of the counterpart.

Substantive Gender Equality: Guarantees that no individual is subjected to differential treatment due to biological sex, sexual orientation, gender traits, or gender identity.

Article 3 – Implementation Plans of the Gender Equity Education Committee

When the Gender Equity Education Committee formulates implementation plans pursuant to Subparagraph 1 of Article 4, Subparagraph 1 of Paragraph 1 of Article 5, and Subparagraph 1 of Article 6 of the Act, the plan shall encompass the following four mandatory components:

- 1. Objectives:** Evaluate the implementation performance of the previous year, formulate annual themes, and determine future directions of development.
- 2. Strategies:** Integrate internal plans or affairs among units, establish cooperative contacts, and perform resource integration with relevant agencies (institutions).
- 3. Projects:** Itemize concrete annual work projects.
- 4. Resources:** Formulate funding and personnel requirements.

Article 4 – Supervision, Evaluation, and Integrated Inspection

Paragraph 1: When the Gender Equity Education Committee conducts supervision and evaluation pursuant to Subparagraph 3 of Article 4 and Subparagraph 3 of Paragraph 1 of Article 5 of the Act, and the competent authority pursuant to Article 11 of the Act, it may be conducted in an integrated inspection manner, and representatives of relevant experts, scholars, and civil society organizations in gender equity education may be invited to participate.

Paragraph 2: Supervision and evaluation shall be conducted periodically. Evaluation criteria and detailed items shall be announced six months in advance, and the results shall serve as a reference for integrated inspection rankings and school performance evaluations.

Article 5 — Research and Development for Curriculum, Instruction, and Assessment

The research and development of curriculum, instruction, and assessment specified in Subparagraph 4 of Article 4, Subparagraph 4 of Paragraph 1 of Article 5, and Subparagraph 3 of Article 6 of the Act shall include the following items:

1. Curriculum Development:

- Pre-service education, new staff training, in-service training for faculty and staff, and administrative leadership training courses pursuant to Article 16 of the Act.
- Courses and activities taken by students pursuant to Paragraph 1 of Article 18 of the Act.

2. Instructional R&D:

- Innovating and developing instructional methods related to gender equity education.
- Enhancing teachers' abilities to apply gender equity education instructional methods.

3. Adaptive Assessment:

- Assessing gender equality cognitive, affective, and practical dimensions.
- Implementing diverse adaptive assessment methods such as observation, practical work, performance, oral examinations, written tests, assignments, learning portfolios, and research reports.

Article 6 — Consultation Services

The consultation services specified in Subparagraph 6 of Article 4 and Subparagraph 5 of Paragraph 1 of Article 5 of the Act include the following matters:

1. **Information Provision:** Assisting in providing gender equity education materials including books, journals, research papers, talent banks, and directories of academic and civil society organizations.
2. **Organizational Support:** Assisting in the formation and operation of other Gender Equity Education Committees.
3. **Unit Establishment:** Assisting in establishing research and teaching units related to gender equity education.
4. **Implementation Advisory:** Providing other consultation services regarding the overall implementation of the Act.

Article 7 — Fields Related to Gender Equity Education

The fields related to gender equity education referred to in Paragraph 1 of Article 7, Paragraphs 1 and 3 of Article 8, and Paragraph 1 of Article 9 of the Act refer to engaging in research, teaching, or practical work related to gender, sex education, multicultural issues, and other relevant topics.

Article 8 — Definition of Gender Equity Awareness

Gender equity awareness as referred to in Paragraph 1 of Article 7, Paragraphs 1 and 3 of Article 8, Paragraph 1 of Article 9, Paragraph 1 of Article 20, and Paragraph 3 of Article 33 of the Act refers to an individual's identification with the value of gender equality, understanding of gender inequality phenomena and their underlying causes, and willingness to actively assist in improving the current status.

Article 9 – Safe Campus Space Principles

When a school builds a safe campus environment pursuant to Paragraph 1 of Article 12 of the Act, it shall evaluate the principles of gender neutrality / non-bias, safety, friendliness, and equitable distribution regarding:

1. Spatial layout and configuration.
2. Management and security operations.
3. Signage systems, emergency call systems, and safe routes.
4. Restrooms, lavatories, and sports facilities.
5. Lighting and visual space penetration / line-of-sight openness.
6. Other related campus safety matters.

Article 10 – Announcement Methods

The announcement methods specified in Paragraph 2 of Article 12 and Paragraph 2 of Article 21 of the Act, in addition to being posted on school bulletin boards, may be conducted via written notices, oral announcements, the internet, or other appropriate means.

Article 11 – Assistance for Pregnant or Parenting Students

The necessary assistance specified in Article 15 of the Act shall include making full use of campus and off-campus resources to provide adaptive education for pregnant or parenting students, adopting flexible measures to assist them in completing their studies, and providing relevant counseling and support services.

Article 12 – Performance Evaluation and Teacher Review Committees

Paragraph 1: The performance evaluation committee of a school referred to in Article 17 of the Act refers to the committee formed to handle the performance evaluation of school faculty and staff. Provided, however, that in public schools, it shall be limited to committees responsible for evaluating teachers.

Paragraph 2: The teacher review committee of a school referred to in Article 17 of the Act refers to the school-level committee.

Article 13 – Scope and Curriculum Content of Gender Equity Education

The gender equity education-related courses specified in Paragraph 2 of Article 18 of the Act shall encompass emotional education, sex education, understanding and respecting different genders, gender characteristics, gender traits, gender identity, and sexual orientation education, as well as prevention education against sexual assault, sexual harassment, and sexual bullying, so as to enhance students' gender equity awareness.

Article 14 – Compilation, Review, and Selection of Teaching Materials

To execute Article 19 of the Act, the compilation, review, and selection of teaching materials for senior high schools and below shall involve teachers possessing gender equity awareness. The content of teaching materials shall break down gender stereotypes, eliminate gender bias and gender discrimination, and present values of gender equality and diversity.

Article 15 — Guidance for Non-Traditional Gender Fields of Study

To execute Paragraph 2 of Article 20 of the Act in encouraging students to study non-traditional gender fields, teachers shall, when advising students on course selection, major selection, or career exploration, encourage students toward adaptive and diverse development and avoid gendering specific academic disciplines.

Article 16 — Definition of Power Discrepancy Between Parties

The power discrepancy between the parties referred to in Paragraph 2 of Article 34 of the Act refers to the existence of inequality in status, knowledge, age, physical strength, social position, ethnicity, or resources between the two parties.

Power Discrepancy: Represents an imbalance of power created by differences in status, knowledge, age, physical strength, position, ethnicity, or access to resources between parties involved.

Article 17 — Mandatory Contents of Investigation Reports

When the Gender Equity Education Committee submits an investigation report pursuant to Paragraph 2 of Article 36 of the Act, its content shall include the following six required items:

- 1. Cause of Action:** Origin of the investigation application, including statements from the involved parties or informant.
- 2. Interview Process Record:** Comprehensive record of the investigation interview process, including dates and interviewees.
- 3. Statements & Defenses:** Statements and defense arguments presented by the respondent, applicant, witnesses, and relevant individuals.
- 4. Evidence Verification:** Detailed examination and verification of relevant physical and documentary evidence.
- 5. Findings of Fact & Reasons:** Determination of factual findings along with explicit legal/logical reasons.
- 6. Disposition Recommendations:** Concrete recommendations for handling and disciplinary/remedial measures.

Article 18 — Effective Dates

Except for Articles 7, 8, and 10, which shall enter into force on March 8, 2024 (ROC Year 113), these Enforcement Rules shall enter into force on the date of promulgation.