



中華民國精彩一百

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Education
in Taiwan

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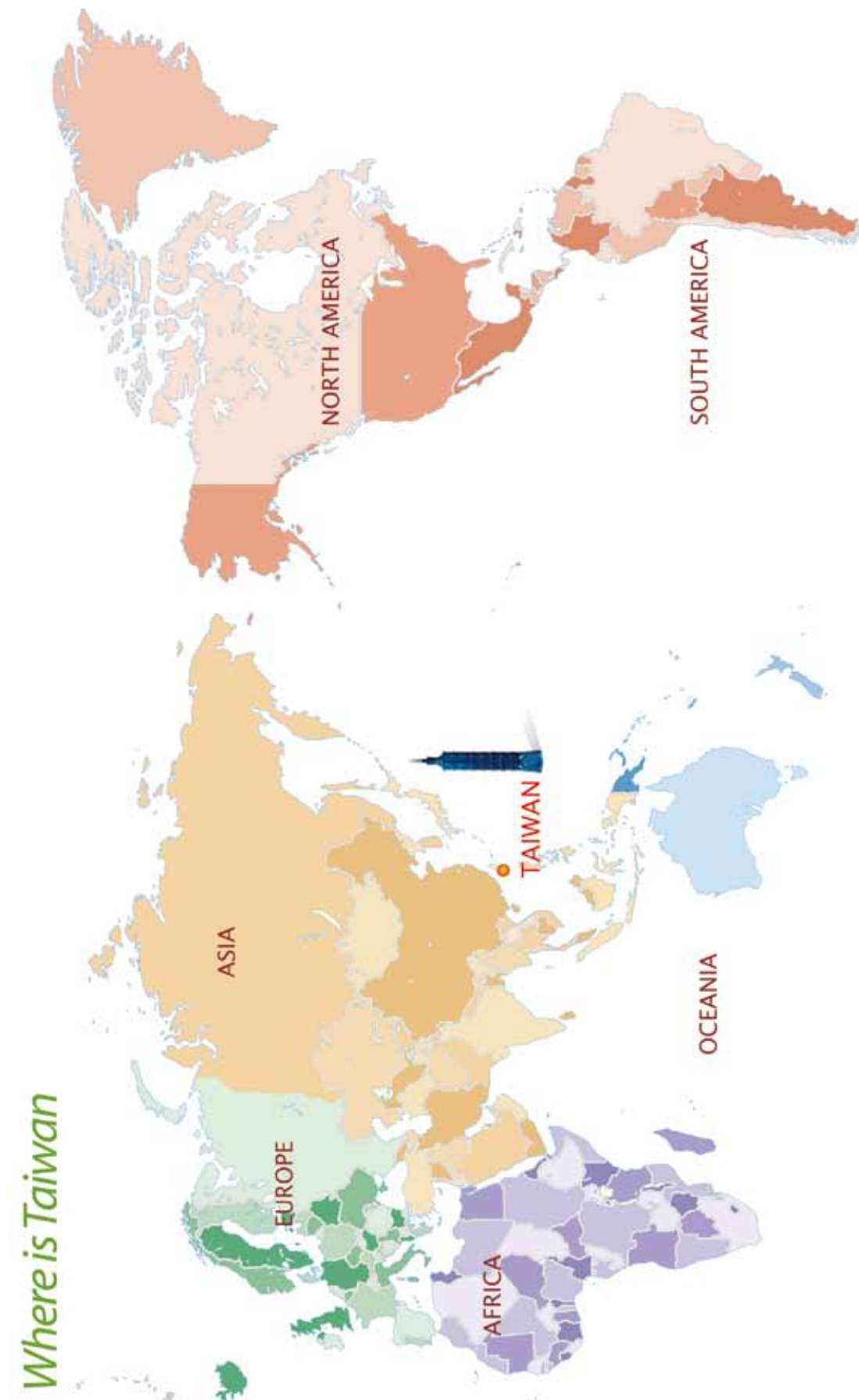
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Education in Taiwan

2011-2012



MINISTRY OF EDUCATION



Education in Taiwan

2011-2012





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TO OUR READERS

In this age of global and economic growth, the acquisition of knowledge is an important key for the success of a nation. The development of a society's human resources is closely linked to the quality and high standards of its system of education.

Taiwan is facing many global challenges as well as domestic challenges including a falling birth rate, an aging society, repercussions from the Internet era, a widening societal economic gap, global competition, the empowerment of local citizen groups, climate change, concerns over the sustainability of our environment, and shifting student and campus changes. We must address these concerns in a timely manner, especially when it comes to strengthening Taiwan's competitiveness through education.

Knowing that 'it takes a decade to grow a tree and one hundred years to properly educate people', the Ministry of Education takes its responsibility seriously. A series of educational reforms have been successfully implemented, including updated web-based teaching facilities to allow students to receive and utilize technology in their studies and learning endeavors; an innovative and compulsory education plan to help accommodate the declining birth rates and in support of smaller class sizes; and maximum teaching, learning and proficiency-building opportunities for teachers and students alike.

On a global level, it is our vision to develop Taiwan as a leading hub in education for Asian nations. Currently, we are successfully recruiting international students to enroll in degree programs in Taiwan, as well as to pursue their Mandarin Chinese language studies at one of our many qualified language institutes.

The fruits of these efforts are already evident. The International Institute for Management Development raised Taiwan's world ranking by two places to number six in its 2011 edition of *The World Competitive Yearbook*, and according to a recent study conducted by Shanghai Jiao Tong University, there are seven Taiwan universities listed among the top 500 universities in the world.

The Ministry of Education continues to pursue effective means for the cultivation of human talent and resources. It realizes that doing so will support the future development of the nation and the advancement of education.

The recently published *Centennial Education Report* focused on four goals: preparing and providing citizens to become internationally competent; innovation; a sense of justice; and sustainability. These are key items in the Ministry's new educational development blueprint, entitled "*A Golden Decade of Education in Taiwan*", along with ten development strategies and 36 action plans for addressing current domestic challenges.

Among the 36 action plans, the launch of a 12-year Compulsory Educational Plan has captured national attention. To assist in bridging the societal economic gap, an all-inclusive education network was set up to provide tuition subsidies for those in need. Five-year-old children will be able to attend tuition-free kindergarten programs, and senior/vocational high school students will have tuition-free education.

Caring for the educational rights of groups with special needs and considerations, life-long learning opportunities for the aging, and instituting teacher evaluations continue to be important objectives for the MOE. Additionally, the Ministry hopes that by gradually cultivating outstanding teaching talent, the overall quality of school learning environments will show continual improvement.

The Ministry of Education is pleased to be a part of the nation's "Golden Decade." Recognizing the necessity to offer Taiwan's children as many opportunities as possible will allow them to face their futures with success, well-developed 21st century competencies and confidence. These children will become another Taiwan miracle.

Dr. Ching-ji Wu
Minister of Education
October 2011



AN OVERVIEW



The Ministry of Education (MOE) is a cabinet-level government entity under the supervision of the Executive Yuan which is charged with formulating educational policies and managing public schools at all levels of education throughout Taiwan.

Headed by a Minister and supported by one Political Deputy Minister and two Administrative Deputy Ministers, the MOE consists of the Departments of Higher Education, Technological and Vocational Education, Secondary Education, Compulsory Education, Social Education, Physical Education and several other agencies that

manage the educational development of citizens in Taiwan.

In addition to the above mentioned central government entities, there are also Bureaus of Education in the municipal and local governments which are responsible for educational administration in local areas.

Compulsory education currently includes 6 years of elementary school education and 3 years of junior high school. By School Year 2014, compulsory education is expected to be extended to 12 years. Preschool education, for example kindergarten, is not included in Taiwan's compulsory education system, and in order to take better care of underprivileged children. Since SY 2010 the MOE has offered free tuition for children living in outlying areas and in indigenous townships, that want a kindergarten education. Currently, the central government is providing subsidy support for private kindergarten students (up to NT\$30,000) and free tuition for children that qualify, at public kindergartens.

January 2011 statistics showed that a total of 4.97 million students, including kindergarten students, received training at 8,196 education institutions throughout Taiwan.

Once a student finishes his/her compulsory education, he/she can decide what his/her next step will be: to either follow an academic track or a vocational track. The academic track involves 3 years of study at senior high school, then 4 years of undergraduate study. If students prefer advanced academic training, they can apply for postgraduate programs. The ultimate goal for all these education tracks is to cultivate citizens as high-quality professionals with global points of view.

On the other hand, the vocational track provides opportunities at senior vocational high schools, junior colleges, technical institutes and technical universities for students to develop their technical talents.

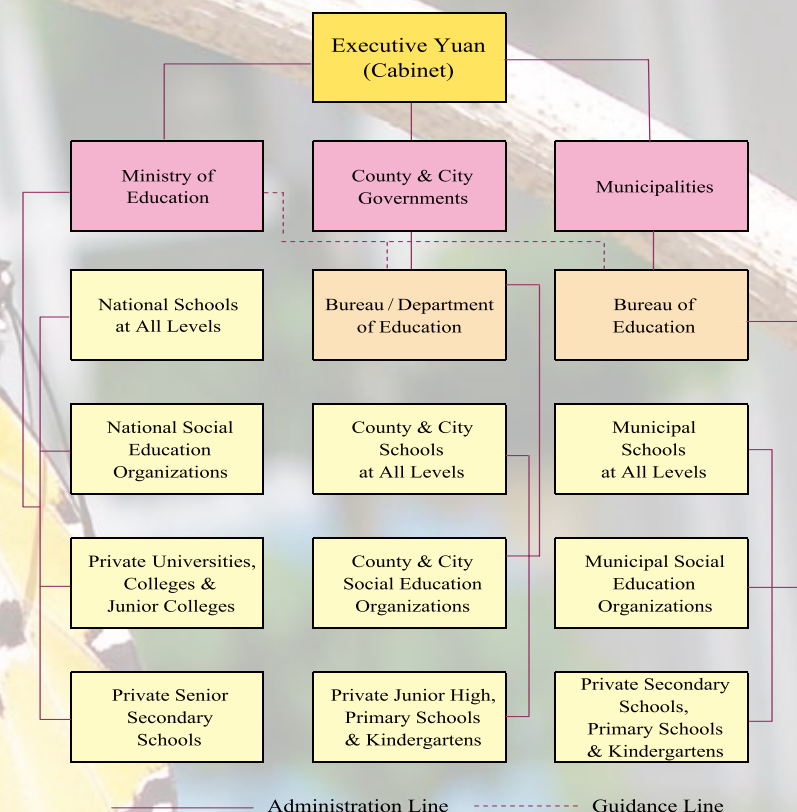
The MOE has arranged a special education program to work with the needs of gifted students, as well as students with special needs. In addition to the above mentioned education levels, the MOE actively promotes

supplementary education and community education to establish abundant educational opportunities and resources in order to provide a healthy lifelong learning environment for all citizens in Taiwan.

From 1999 to 2010, the total number of schools at all education levels increased by 281, while the number of teachers grew by nearly 4% during this period. Since 1976, the gross enrollment ratio at elementary and junior high schools has remained at more than 97%. Meanwhile, the illiteracy rate in Taiwan has declined from 7.1% in 1991 to 2.0% in 2010.

These statistics show that the quality of education within Taiwan is improving rapidly. To further enhance its development, the MOE will be extending the length of time for compulsory education from 9 years to 12 by SY 2014, along with special promotions to raise the standards and quality of teachers.

THE EDUCATION ADMINISTRATION SYSTEM





EDUCATIONAL SYSTEM

The Educational System

The current education system supports 22 years of academic study. The education process includes 2 years of preschool education, 6 years of elementary school, 3 years of junior high school, 3 years of senior high school or vocational education, 4-7 years of college or university, 1-4 years for a master's degree program and 2-7 years for a doctoral degree program.

Compulsory Education

The MOE introduced compulsory education in 1968 with a 9-year program which included 6 years of elementary education and 3 years of junior high. In a nationwide trial of a 10-year compulsory education program aimed at integrating the curricula of junior and senior high schools and vocational schools, junior high school students who prefer vocational training can select 2 years of vocational training instead of having the last year of junior high school. To develop a more complete educational environment with fewer burdens for students, the MOE is preparing to implement a 12-year compulsory education program that will integrate primary education, junior high and senior high or vocational education in School Year (SY) 2014.

Senior High and Vocational Education

Senior high or vocational education comes after junior high school in Taiwan. Both senior high and vocational school education provide 3 years of academic training. Vocational schools offer courses in several subject areas such as agriculture, industry, commerce, marine studies, home economics and the arts.

Junior College Education

A junior college education offers students a 2 or 5-year program, each with a different set of admission requirements. The 5-year program accepts graduates from the junior high school level, while the 2-year system accepts senior high and vocational school graduates.

Teacher Education Programs

Taiwan's teacher education system is divided into two programs. Graduates of normal universities are qualified to teach at junior and senior high schools; graduates of universities of education are qualified to teach at kindergartens and elementary schools.

University/College Programs

University/College undergraduate programs require 4 years of study, and students who

cannot successfully finish their studies within this period can apply for an extension of up to 2 years. Other specialized undergraduate programs such as dentistry or medicine mostly take 6-7 years, including 1 year of internship.

Graduate University/College Programs

Graduate programs require 1-4 years for a master's degree and 2-7 years for a doctoral degree, depending on students' academic research and performance. Students who hold jobs and take postgraduate programs as part of an on-the-job training program can apply for an extension if they fail to complete their required courses on time or to finish their thesis or dissertation.



Special Education Programs

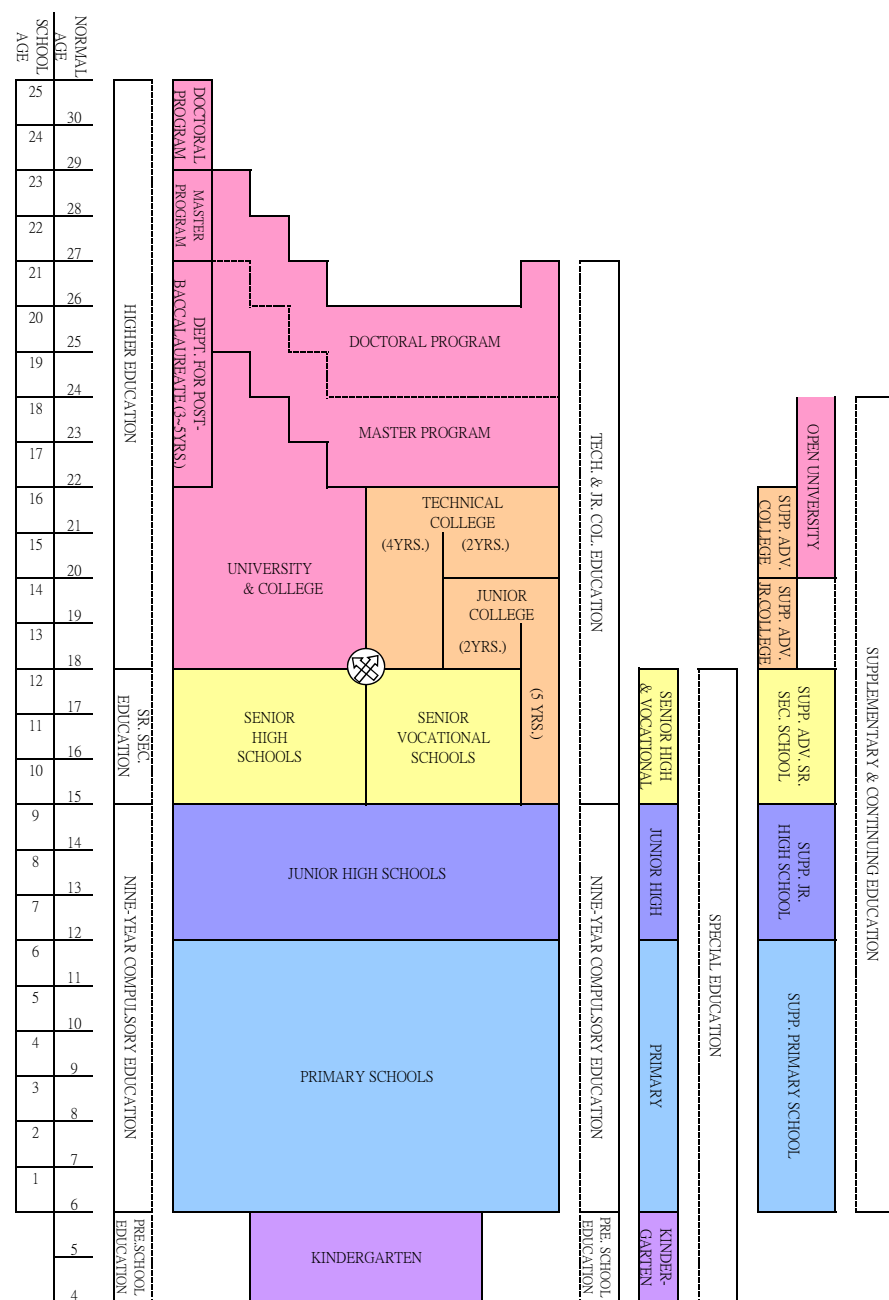
Only certain schools or educational institutions are allowed to accept students with special needs. Special education in preschool education and primary school requires at least 6 years; in junior high school, 3 years; and in senior high and senior vocational school, 3 years. Special classes are also offered by regular educational institutions, including primary, junior and senior high schools.

Supplementary Education

Supplementary education provides citizens with another window of opportunity to achieve their educational goals. It is divided into three main categories: basic education, advanced education and short-term supplementary education. The study durations vary with the curriculum design for each category.



THE CURRENT SCHOOL SYSTEM



EDUCATIONAL REFORM

12-Year Compulsory Education and Integration of Kindergarten and Nursery Programs

12-year compulsory education goes into effect in SY 2014, allowing junior high graduates to advance to high school without an entrance exam. Students from families with annual incomes under NT\$1.14 million can attend senior vocational school without tuition, or private high schools for the same fees as public high schools. An integration project will monitor preschool education programs in kindergartens and nurseries.

A Well-rounded Education System with Abundant Resources

Education reform is essential to a balanced educational environment and administrative professionalism. The MOE will allocate appropriate education resources more effectively by adjusting mechanisms for evaluating resource demands at the local government level and offering more flexibility in preparing education budgets.

Updating Teacher Education and Professional Development

The MOE blueprint for teacher-candidate education includes pre-career training,

teaching method consultation and professional development. The MOE has also plans to establish a specific entity to manage teacher candidates and help them develop needed teaching techniques. This system is intended to cultivate qualified professional teachers, and the MOE plans to finalized an assessment of its teaching professional during 3 years.

Pursuing Higher Education Reform and Development

This project provides greater flexibility for higher education institutions to manage their school affairs and administrative duties. To reduce the impact of an aging society, the MOE offers more diversity and flexibility for full-time workers in continuing education. To establish a competitive environment for public and private universities, schools are allowed to set tuition within a specified range.

The MOE also seeks more international exchanges between universities and well-known international schools to encourage outstanding international students to study in Taiwan.

Talent Cultivation for an Education Industry Based on Knowledge and Innovation

Taiwan's limited natural resources call for knowledge-based industry to continue sustainable development, and schools must coordinate their curricula to cultivate talent for a knowledge and innovative industry. This includes improvements in teaching, particularly in fundamental courses, and encouraging students to learn about their future professions outside the classroom.

Developing Responsible Global Citizens

Given the increasing number of troubled juveniles in Taiwan, the MOE is striving to re-establish the importance of values and moral standards. To promote safe and friendly school environments, the MOE is encouraging young students to become more involved in community service activities. The MOE also encourages the promotion of Fine Arts education, providing young students with opportunities to see other cultures.

Physical Exercise and Health Promotion

To foster sports education among students so they can develop an interest in regular exercise and fitness, the MOE has implemented programs such as the Happiness Project. Students have more opportunities for physical activity, leading to regular daily exercise. The government also allocates significant resources to cultivate sport talent for international competition.

Respecting Cultural Diversity, Care for Minorities and Special Needs Children

To improve aboriginal students' education opportunities, the MOE has developed programs to support talented aboriginal youth. The MOE provides subsidies for children in rural areas and students who are economically challenged. Currently, there are subsidies for pre-school education programs and for IT technology through the MOE's digital learning project.

Special education programs for physically and mentally challenged students also receive subsidies from the MOE.

To encourage interest in lifelong learning for foreign spouses is Taiwan and to meet the educational needs of their children, budget allocations have been set aside for their cultural and educational development.

Development of Cross-strait Educational Exchanges, International Education and Overseas Education Programs

In addition to encouraging cross-strait educational exchanges, the Taiwan government now accepts academic degrees from Mainland China, allowing Taiwanese students who hold such degrees to use them professionally on Taiwan. The MOE will enhance its overseas Taiwan schools (including those in Mainland China) by improving software and hardware resources. To enhance international competitiveness, more courses on global affairs will be incorporated into the primary and junior high school curriculum.

Promoting Lifelong Learning in Taiwan

The government has long strived to create a healthy lifelong learning environment for its citizens. The MOE collaborates with local governments to integrate all community learning institutions and create a sustainable lifelong learning environment. To cope with Taiwan's aging society, the MOE cooperates with institutions of higher education to provide a variety of courses for elder citizens. Further, the MOE is establishing family education centers in local districts to promote family education and meet its goal of a learning society.



COMPULSORY EDUCATION

In 1968, the MOE instituted a policy of compulsory education in Taiwan, to ensure that Taiwan's youth would receive the necessary training and competencies needed to become successful global citizens. Under this policy young people from the ages of 6 to 15 years old would have to attend elementary and junior high school for a total of 9 years of mandatory education.

Recently due to lower birth rates a restructuring of many elementary schools, especially in remote areas of Taiwan has been occurring. Given that, primary education in Taiwan has placed undue emphasis on course content, which was designed to enable students to successfully pass exams, it has come under re-evaluation.

To face this challenge and others, the MOE has been carrying out 10 years of educational reforms which are designed to create a more dynamic and creative learning environment, for Taiwan's young children in order for them to become capable of creative thinking and to be able to compete successfully in today's fast-paced world, as adults.

Other improvements in primary education include digital technology, for example the addition of e-boards (white boards) and computers in classrooms, and exposure to information technology at lower levels of primary education.

The Ministry is also working to introduce English instruction at an earlier age, using materials and methods that will encourage students to learn in a productive and natural way. The overall aim is to produce youth who are competent young people.

Preschool and Compulsory Education

1. Preschool Education

Although preschool education is not compulsory for children aged 2 to 6 years old, their parents

group usually send them to kindergarten. In 2010, the percentage of preschoolers climbed to 93.77 percent from 91.60 percent in 2007. This relatively high number was due to the rising number of dual-income families.



To provide equal education opportunities for preschool children, particularly those from disadvantaged families in remote areas, the MOE implemented the first phase of a project involving free tuition for five-year-olds, which was initiated August 1, 2010, on the outlying islands of Kinmen, Matsu, Penghu, Green Island, Orchid Island and Liugiu Township, including the indigenous areas within Hualien and Taitung.

On August 1, 2011 a policy allowing, tuition-free education for five-year-olds was instituted. Parents of children attending public schools could save up to NT\$14,000 per year in expenses. Those children at private cooperative schools will be able to save up to NT\$30,000 per year. The number of students that expected to benefit from this program will be nearly 206,000. Families with household incomes under NT\$700,000 will be eligible to apply for education subsidies.

2. Compulsory Education

The 1982 Compulsory Education Regulations stipulate that children aged 6 years old and above must begin primary education without taking any entrance exams.

After 6 years of primary education, they will graduate with an elementary school diploma and will be eligible to enter junior high school without taking any entrance exams. Upon completion of their 3 years of junior high school, they will receive a junior high school diploma.

Compulsory education for all students is now 9 years. As of SY 2010, there were a total of 2,661 primary and 740 junior high schools in Taiwan, which offered mandatory education for 2.44 million students.

In 1998, the MOE reduced class sizes in order to allow teachers to spend more time with their students. Since 2011, primary school class sizes have been reduced to 26 students per class, while at junior high schools, class sizes allow 33 students. Further reduction will occur by 2013, when class sizes will allow only 30 students.

Compulsory Education Policies

1. Promoting Quality Education

Over the last few years, the Ministry has been promoting a series of policies to extend the present 9-year compulsory education to include senior secondary and early childhood schooling, with the aim of creating a more complete educational structure and quality of education.

Concrete measures to enhance the quality of education involve turning schools into learning communities, promoting multicultural education, replacing fixed curriculum standards with flexible curriculum outlines, adjusting the size of schools, implementing smaller classes, encouraging school autonomy, improving the counseling system for guiding and supervising student behavior, upgrading teachers' professionalism, ensuring high quality in teaching, improving assessment methods, distributing educational resources fairly, offering a larger variety of after-school tutoring



for economically disadvantaged students, and promoting more refined teaching methods.

The MOE continues to encourage teachers to participate in seminars, lectures and hands-on workshops to improve their teaching skills and research efforts. In 2010, a total of 8,230 primary school and 4,555 junior high teachers took part in workshops on teaching evaluation.

To ensure that economically underprivileged children have an opportunity to receive the same basic education as other children, the MOE launched an after-school program in 2006. As of July 2011, a cumulative total of



981,193 students from single-parent families, middle and low-income households, and indigenous areas have benefited from this policy.

2. School Lunch Program

Healthy school meals can provide students with almost one-third of their weekly fiber and protein requirements, but most schoolchildren with physically handicapped parents and/or middle and low-income families and jobless parents cannot afford to join this meal plan.



To solve such challenges, the Ministry passed a budget of NT\$1.24 billion in the fiscal year of 2010 to help 265,986 students to enjoy healthy school lunches.

In addition, the MOE feels that the central and local governments need to take responsibility for what children eat in their schools. To make school lunches much more healthy, the Ministry is working on the quality of school meals by hiring nutritionists and improving on-campus lunch services for students.

From 2007 to 2011, local governments will be expected to hire 348 school nutritionists under the Ministry's financial support program.

3. Swimming Education

In 2009, only 42 percent of elementary, junior and senior high school graduates could swim. To cut the number of deaths by drowning, the Ministry launched a national swimming initiative between which began in 2010 and will run until 2021. After the initiative has been implemented more than 80% of students in Taiwan will be expected to know how to swim.



In Japan, there are 188 pools per 100,000 school-aged children. In Taiwan, there are only 9.6. The fatality rate from drowning is three times higher in Taiwan than it is in Japan.

To promote swimming education, to narrow the gap between the number of rural and urban swimming facilities, and to improve students' swimming proficiencies, the MOE has subsidized 66 schools island-wide to either renovate or build swimming pools.

The number of students who died from drowning, in 2010 was 43, a decrease from 23.21%, in 2009.

4. International Education

As an active participant in the global community, Taiwan is increasingly becoming a more multi-cultural society. Many overseas Taiwanese are returning to Taiwan and the number of spouses from other countries continues to increase yearly. To ensure that all children have an equal opportunity to learn and grow, the Ministry is promoting international education at the primary and junior high school levels, by adding students from a variety of cultures to its compulsory education system, thus, encouraging students to broaden their horizons.

Some Taipei schools including Shi-Dong Elementary School and Xin Sheng Elementary School now provide Mandarin Chinese

language programs for international students and children of returning overseas Taiwanese. They also enroll children of foreign spouses' to help them to improve their Mandarin Chinese proficiency.

5. Unique Rural Schools

Rural schools of Taiwan have been under the threat of closure in recent years because of declining birth rates.

To save the futures of these schools, the Ministry initiated a project in 2007 to promote sustainable campuses with unique characteristics at primary and junior high schools. A total of 421 allotments have been authorized by the central government, for the years of 2007 to 2010.





The Amis Culture Shines at Tien-kuang Elementary School



Tien-kuang Elementary School in Taitung County in southeastern Taiwan is under threat of closure because of migration to larger cities. Those who remain echo the national trend of having fewer children.

Located in an area largely Amis community, Tien-kuang has only 42 students, and Amis make up 70 percent of the student body. Since 2007 the school has implemented a MOE-subsidized project for sustainable

campuses. Principal Gao Chin-chin invited Amis seniors to develop a distinctive curriculum with traditional culture-related courses such as making bamboo fireworks and musical instruments.

In March 2007, the school asked the Taitung-based Amis Kakeng Musical Group to teach students to play traditional musical instruments including bamboo pan flutes, drums and bells. Students from the fourth to sixth grades founded the Tien-kuang Kakeng Musical Group, which performs for schools and communities throughout Taiwan.

In addition to learning traditional instruments, students can also study Amis weaving. Learning from experienced weavers, they make hats, pencil bags, purses and other items on looms they can later use in daily life.

Teachers and parents collaborated to turn an abandoned ballpark into a garden where many native plants are grown. The garden helps students gain a better understanding of edible plants as well as healthy meal planning and cooking skills.



Ye-liou Students Go Kayaking on Graduation Day

Since 1999, Ye-liou Elementary School in New Taipei City has held a unique graduation ceremony. Each year, the school's graduates go kayaking and swimming on graduation day to celebrate finishing their primary education.

Located in a small fishing port on the north coast of Taiwan, the school enjoys access to rich geological and marine resources. Over 60 percent of the local children are from fishing families.

To promote marine education, their teachers designed a program to raise environmental awareness and respect for the ocean.

Students begin their marine studies on their first day at the school. Fifth and sixth-graders take swimming and kayaking lessons every week, school principal Tseng Hsiu-chu adds.

At the invitation of the school, Wang Kuo-chang, a professional diving instructor and Chairman of the Ye-liou Parents Association, teaches sixth-graders. Each year Mr. Wang asks his students to draw a picture of a dream

kayak. Later, these students vote on the best picture. Once selected, Mr. Wang teaches the class how to build this kayak. When they finish their class project, students must demonstrate their efforts as part of their graduation grade.

On June 8, in 2011 World Ocean Day, a total of 100 people including graduates, alumni and local lifeguards took part in the graduation ceremony. Thirty graduates went kayaking around Ye-liou Fishing Port then jumped into the water to show how well they could swim around the port.

Broad smiles spread over the sixth-graders' faces as each are accomplished these two feats. Each student received their graduation diploma from the principal knowing they had achieved much and had obtained excellent results on their class project. This was an unforgettable moment for them and a graduation that they will remember for the rest of their lives.



SENIOR SECONDARY EDUCATION

Taiwan's senior secondary education system includes senior high schools and senior vocational schools for students 15 to 18 years old. Students acquire academic knowledge and develop their interests through either track, which offers a great variety of educational content, vocational skills and extracurricular activities.

Senior High Education

Attending 3 years of senior high school is part of Taiwan's mainstream educational system. Prior to the implementation of multi-channel admission into colleges and universities, in 2001, senior high schools focused on preparing students to pass the Joint University Entrance Examination (JUEE).

More recently however, admission into colleges or universities is through the system of recommendation by senior high schools, by taking a test given by the departments of colleges and universities, or by taking the JUEE.

Senior high schools also encourage their students to take part in extracurricular activities such as student councils, NGOs

and international competitions. Acceptance into better universities partly depends upon involvement in such activities.

For students who are undecided on whether to follow an academic or a vocational track for their secondary education, the MOE established several experimental comprehensive high schools in 1996, offering the usual secondary school academic content as well as vocational skills courses.

Students who complete 160 credits can continue their studies at 4-year technical colleges, 2-year junior colleges, or at universities. They can also choose to work, as they would have gained adequate vocational training.

1. Promotion of 12-year Compulsory Education

Currently, Taiwan mandates 9 years of schooling from 6 to 15 years old. In order to actively enhance the national and international competitiveness of junior high school students, the MOE promotes 12-year compulsory education, which extends compulsory education from 9 to 12 years. This began in 2008.

In January 2011, President Ma Ying-jeou stated that Taiwan was to provide students with as many learning opportunities as possible to prepare them for 21st century living. The MOE thus established the current 12-year compulsory education phase to be completed by 2014. By August 2011, 300,000 students entering junior high school will benefit from this policy.



With a more flexible college/university entrance system, high school students are encouraged to pass the entrance exam with high scores, and to cultivate versatility by strengthening their foreign language capabilities.

2. Promotion of Second Foreign Language Learning

The MOE has taken two important steps to incorporate the principles of global competitiveness into senior secondary education. First, the Ministry designed a global learning environment in 2002 that includes well-structured English courses. Second, the MOE encourages high school students to participate in international math and science competitions.

In 1999, the Ministry designed the five-year Senior High School Second Foreign Language Education Plan. During the first phase of this plan, 22,623 high school students took lessons in a foreign language. Eleven years later, the number of students learning a foreign language climbed to 89,306.

The MOE announced the third phase of this plan in 2010, encouraging students to participate in language and cultural exchange



and take foreign language proficiency tests. In 2010, 248 students took and successfully passed foreign language proficiency exams in Japanese, French, German and Spanish. This was an increase of 2.8 times the number of students who took exams in 2008.

3. Nurturing Talent in Math & Science

From 1992 to 2011 Taiwan high school students taking part in the International Mathematics and Science Olympiads (IMSO) won 217 gold, 251 silver and 176 bronze medals as well as 89 honorable mentions. The outstanding achievements of contestants from Taiwan always make international headlines.

To further promote science education, the MOE offers a project to cultivate talent through science competitions. In July 2011 Taiwan hosted the 22nd International Biology Olympiad (IBO), finishing second in the final standings with four gold medals.

Senior High Vocational Education

1. Unified Tuition Fees for All Students

Vocational students are now able to attend, previously, unaffordable schools thanks to unified tuition. Created to ease financial burdens on lower income households, this new policy also benefits students attending senior

vocational high school with family incomes under NT\$1.14 million, who are exempt from tuition.

2. Industry-Academia Partnership Program

Technological and vocational education is offered at senior vocational high schools, junior colleges, colleges and universities of technology. Students at the senior vocational level develop vocational skills and career aptitudes; college-level students acquire a more advanced vocational education based on theoretical principles; and students at universities of technology sharpen their vocational skills and receive training to help them to write and produce quality academic papers.

Students who graduate from senior vocational high schools or junior colleges are generally prepared to start a business, hold employment or to pursue a degree at a university of technology.

To narrow the gap between industry and academia, in 2008 the MOE expanded the industry-based content of school curricula to intensify cooperation between private firms and schools and help students find a job at the partner companies after they complete their professional training.



Secondary Education Helps Taiwan Students to Excell

Huang Kai-chi, 16, Taipei Sophomore, Taipei Municipal Jianguo High School

In December 2010, six Taiwan students won four gold and two silver medals at the International Junior Science Olympiad (IJSO), a competitive examination open to students 15 years old or younger from all over the world. Basic math and science subjects (Mathematics, Physics, Chemistry, Biology and Earth Science) had representatives from Taiwan, in them.

These students' outstanding performance pushed the Taiwan Team to finish first among the 35 countries, that sent a total of 180 students to compete in the event. Taiwan's performance caught the world's attention.

Among the participants, Huang Kai-chi, then 15, won the most awards – a gold medal, the "Best Theory Winner," and "Overall Winner Award."

Huang explained that he had been interested in math and science since childhood.

After entering secondary school, he began to acquire more and more knowledge about math and science, and ended up participating in many science contests, which further developed his interest in the world of science.

To prepare for the 2010 Nigerian IJSO exam, Huang and other students trained as a team coached by Lo Pei-hua, an associate research fellow for the Science Education Center at National Taiwan Normal University.

According to Lo's observation, Huang was always focused and showed an exceptional ability for critical thinking and problem solving. His perseverance was outstanding.

"Taking part in this IJSO test helped me broaden my horizons and gave me an opportunity to challenge myself," noted Huang, with a broad smile.



Young Amateur Golfer Shows Professional Potential

**Hung Chien-yao, 19, Amateur Golfer
Alumnus of the New Taipei Municipal San-chong High School**



Taiwan amateur golfer Hung Chien-yao, was 18, when winning a bronze medal at the Men's Individual at the 16th Asian Games, which took place November 17-20, 2010,

in Guangzhou, China. His outstanding performance helped the Taiwan team to finish third behind South Korea and India.

"Taking part in international tournaments has helped me to learn a lot from other pro golfers, especially on how to control my emotions when under pressure."

While studying in high school, Hung had to juggle many tournaments with his schoolwork. "My teachers and my father kept encouraged me, I was lucky because of the interest they took in me. Also, many of my classmates were specializing in sports, like tennis, taekwondo and fencing. We all supported each other."

"Someday," Hung said, "I hope to be able to play professional golf like Yani Tseng, who held the world's number 1 ranking in women's golf. She is my role model."



HIGHER EDUCATION

Cultivating devoted and creative talents in each field is the key to ensuring the competitive edge of Taiwan, a small and densely-populated nation with limited natural resources, in an age of globalization.

To achieve this goal, the MOE has spared no effort in promoting excellence in higher education. Reforms and revisions of policies enable institutions of higher education to strengthen their international ties, earn international recognition and assume a leading position in the international academic community.

The MOE supports a post-bachelor program called the 4+X project, designed to help individuals develop a second specialty while providing an opportunity for cross-field study. The MOE hopes that such programs will enhance learners' competitiveness in the employment market and eventually strengthen national competitiveness.

1. College and University Entrance Exams

In 2002, the MOE launched a multi-channel college/university entrance system to attract high school and senior vocational school graduates with diverse specialties and talents.

This multi-channel approach includes recommendations from schools, individual applications, examinations and placement pathways. Under the first option, high schools submit a list of students they consider highly qualified to specific college or university departments.

Under the second option, high school students may apply to a maximum of five departments prior to testing. Under the third option, high school students take an entrance exam set by the College Entrance Examination Center, then apply for admission to colleges or universities based on their test results.

Additionally, to narrow the urban-rural divide, a Star Plan has been initiated as an entrance channel, targeting students living in remote areas. In 2010, a total of 1,966 students entered universities of their choice through this plan, and the number increased to 8,000 in 2011.

At the same time, the Star Plan for technological and vocational universities/colleges has also yielded rich fruit. In 2010, 800 vacancies were reserved for the plan. In 2011, the number was set at 1,050.

Moreover, the Star Plan and recommendations from schools were combined into one entrance channel, Star Recommendation, in SY 2011.

2. Enhancing the Quality of Higher Education

Successful outcomes include the UK's September 2011 survey released by the Quacquarelli Symonds Limited, ranking National Taiwan University as number 87, in the world.

(1) Increasing the Number of Higher Education Institutions

The number of higher education institutes in Taiwan, including junior colleges, colleges and universities, increased significantly in the past decade. In SY 1998, there were 137 colleges and universities listed in Taiwan.

By SY 2010, this number had increased to 165 institutions of higher education, including 112 universities, 2 religious colleges, 36 colleges, and 15 junior colleges. There was also a rapid increase in the number of private colleges through upgrading of junior colleges to colleges.

(2) College and University Evaluations

In 2005, the MOE collaborated with local universities and colleges to set up the Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT).

HEEACT evaluates both institutions and programs every 6 years. Institutional evaluations determine if universities have completely carried out their respective development plans. Targeting individual departments at universities and colleges, program evaluations focus on their faculty, teaching, research and services. Departments that score poorly on these evaluations are assigned a smaller quota of students. The MOE also urges local universities to secure accreditation from various international institutions.

To date HEEACT has been accepted as a member of such international accreditation organizations as the Asia-Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

(3) Higher Education Quality Enhancement Policies

The MOE is committed to upholding its visions and responsibilities to students who

want to further their education. A number of policies have been implemented to promote "Teaching Excellence at Universities" and to have Taiwan universities listed among the top universities of the world.

In 2005, the Ministry began to promote "The Teaching Excellence at Universities" Program to generate new growth and change for Taiwan's universities. In 2008, US\$500 million in subsidies were provided to support better teaching facilities and curriculum design and to provide stronger learning efficiency. Additional subsidies of US\$430 million have been allocated for this program for 2009-2012.

The Aim for the Top University is to be implemented in two phases: from 2006 to 2010 and 2011 to 2015 respectively. With a yearly outlay of US\$300 million, it is meant to further sharpen Taiwan's competitive edge by giving the country's higher education an extra push to help recipient universities reach the top among institutions around the world. This project provides support for infrastructure upgrading, the employment of outstanding faculty from overseas and participation in international academic collaboration. The goal is to integrate various resources, enhance teaching and research capabilities, strengthen



cooperation with well-known universities, and continue the pursuit of excellence in teaching and research.

(4) Academia-Industry Collaboration

To maximize higher institutes' impact on development, the MOE has launched an incentive program for effectiveness in academia-industry collaboration with operation centers in 11 institutes. This platform helps gear up profits earned from such cooperation, showing a growth of 43% in technology transferred to enterprises and a 15% increase in funding for R&D in the past 3 years.





Cooperation between industry and technological and vocational universities/colleges is also on the rise. Such cooperation is carried out through practical skill courses, training and practice in the field, post-bachelor degree programs, and other areas.

12 joint technology development Institutes targeting such fields as Precision Machinery, Mechatronics & Communication, Biotechnology & Agriculture, Cultural creativity& Digital Content, Green Energy & Ecology, and Leisure & Innovation Service industries have been set up in technological & vocational colleges and universities to ensure this collaboration will achieve maximum benefits.

Fostering a Global Vision

1. Courses Taught in English

As the number of international students studying in Taiwan increases the MOE has encouraged public and private colleges/universities to offer more courses in English and expand their bilingual campus environments.

By 2008, 50 local institutions of higher education had responded to the MOE's request, offering more than 160 courses for students in English or other foreign languages.

To help international students better adjust to life in Taiwan, many schools have established Offices of International Affairs to provide assistance to students with student visa applications, visa extensions, useful tips for living in Taiwan and other counseling services.

2. Internationalization

In response to globalization, the MOE has implemented 5 policies to develop and raise Taiwan's international profile.

(1) Increasing International Competitiveness

The MOE spares no effort in promoting international exchange; with practical and attractive travel/study opportunities to support student efforts to improve their foreign

language competencies; for better understanding and appreciation of the arts, science and mathematics; and to develop top-tier universities and research centers throughout Taiwan.

(2) Promoting International Exchange

The MOE encourages and provides local students with international study abroad experiences and scholarships. Local cultures are promoted overseas in international student communities and as a result the number of international students coming to Taiwan to study has increased.

Through international exchanges and environments that promote global learning, teachers and students continue to widen their global perspectives and understanding.

48 universities/colleges in Taiwan have partnership programs, agreements or dual degree programs with other institutions of higher education throughout the world.

Similarly, such partnerships include a growing number of technological and vocational universities/colleges. In SY 2010, 435 international teachers visited Taiwan; there were 1,464 international exchange students; 933 courses were taught in English; and there were 98 international dual degree program agreements.

(3) Cultivating Educational Links with Southeast Asia

Taiwan offers students from Southeast Asia opportunities to further their education in Taiwan. Currently, more and more nations are recognizing Taiwan as an important international educational hub in Asia. As this recognition grows, Taiwan will have more opportunities for cooperation with Southeast Asian nations.

(4) International Community Service Projects

The MOE encourages students to expand their global perceptions and understandings. Students can participate in a number of international community service projects where they live overseas during summer and winter breaks.

(5) Cross-strait International Educational Exchanges

The MOE also encourages academic exchanges between Taiwan and Mainland China by allowing Mainland students to enroll at some Taiwan universities/colleges and graduate schools. To further strengthen partnerships in cooperation, academic credentials from recognized Mainland institutions of higher education are accepted in Taiwan.





TAIWAN STUDENTS THAT ARE IMPACTING THE WORLD

A Multi-media Learning Packet for Pregnant Women

Kao Ting-ting, 24 ; Lin A-lian, 23
Department of Visual Communication Design,
Tainan University of Technology



Two students from the Department of Visual Communication Design at Tainan University

of Technology, Taiwan, won the Gold Prize at the 2010 International Competition Nagoya Design DO!s "Other Division Category" for their innovative interactive multimedia approach to pre-natal/post-natal care, along with healthy living information for pregnant women.

The two girls, Kao Ting-ting, 24 and Lin A-lian, 23, recognized a need within society for this type of information packet and wanted to provide an interface where viewers could obtain information about: pre-pregnancy planning, fetal development, birth, after-care information through animation and voice narration.

Awarded Animation Aims to Rekindle Passion for Life

Lee Pei-wen, 23
Graduate School of Department of Industrial and Commercial Design,
National Taiwan University of Science and Technology



Lee Pei-wen, a 23 year old graduate student at National Taiwan University of Science and Technology's Graduate Department of Industrial and Commercial Design, created an animated video game entitled EROS, which maps the 277 day development of a human fetus. Lee focuses on such themes as the conscious decisions that this fetus makes, in its efforts to be born, its entrance into this world, to parental disputes and environmental pollution. Lee's work was named the *Best of the Best* in the Animation Category for the Red Dot Design Awards, in Germany, of 2010.



SOCIAL EDUCATION

Lifelong Learning Community Education Project

In SY 2010, the MOE continued to emphasize its stance regarding 'education for all' through promotions of lifelong learning and through Community Learning Centers around the island. These centers allow local citizens to learn and develop new skills, enhance current areas of interest and share their areas of expertise with others.

In support of local governments' efforts to refine community lifelong learning systems, the MOE invited 15 scholars to share and contribute their professional experience to the project. Eager to put their feedback and suggestions into practice, the Ministry organized 10 seminars and a nationwide workshop to share resources and exchange experience among these local communities.

To date, 18 counties and cities have participated in this Community Learning Centers Project. An overwhelming 2.4 million citizens have attended over 350 community study camps, 80 speeches, 140 performances and 4,500 seminars, attesting to the success of this project.

In addition, to promote life-long learning, special efforts have been made to lower the

reported 2010 illiteracy rate of 1.96% or 382,112 citizens. Over the last few years, the increase in alien spouses married to local citizens has caught the attention of the MOE. To help these newcomers to fit into Taiwan's society, a total of 2,169 special reading, writing and language study classes are available to over 43,380 individuals. To address a shortage of teaching materials and curriculum resources, the MOE has compiled 35 textbooks and teaching guidelines. These materials help local governments create their own teachers' databases. They are aimed high, designed not only to educate these foreign spouses, but also to help them fit into society.

Guiding Principles for Family Education

Given the increasing societal pressures that young people are undergoing, the MOE works with local governments to support families in their efforts to raise their children.

Heavy parent work schedules often overshadow family education in such families. Additionally, to deal with increasing domestic violence and juvenile crime, the MOE supports local governments through district Family Education Centers and consultancy services for struggling families. In 2010, these centers handled 9,140

cases and in the second quarter of 2011, over 4,056 cases were documented.

Assisting families to recognize the importance of Family Education is another vital step in the MOE's efforts to support the family. In 2011, local governments held 13,229 Family Education activities, attracting 1,482,845 participants.

Volunteers play an important role in local Family Education Centers. In 2010, more than 1,574 volunteers were recruited and trained to help families with consultations. By 2011's second quarter, the center volunteer program became so popular that 271 additional training courses were held for volunteers.

Shared Family Time Father's Day

Recently, the MOE has begun a number of shared family time events and activities. In 2010, a day before Father's Day the MOE held a special children's cooking event so children could demonstrate their cooking abilities and share their dishes with their fathers or other significant family members. This event also helped raise family members' awareness about their importance in their families.

Grandparents Day

Today, grandparents are frequently the pillars of their family. Gone are the days when only one parent worked. Now it is common to find grandparents taking care of their grandchildren.

To address this issue and others, the MOE held an international seminar in September 2010 at National Chung Cheng University. Discussions led by prominent international scholars included such topics as aging societies; the role of grandparents in families, especially as models of experience and wisdom; and benefits for senior citizens.

On August 23, 2010, to celebrate the First Annual Grandparents Day, the MOE arranged for families, students and seniors to attend a summer camp for a week of activities and events. Now the 4th Sunday in August is officially "Grandparents day" in Taiwan.

Education for All Senior Education

According to the September 2011 statistics, Taiwan's senior population of citizens over the age of 65 has reached 10.81% of its total population.

In anticipation of this 'senior boom', in 2006 the MOE launched a Senior Education Program to ensure seniors would have ample learning opportunities. By 2010, local governments, with subsidies from the MOE, had opened 209 senior education centers for active aging learning. These centers quickly became popular "learning centers" offering a wide range of courses such as computer training, language learning and the fine arts.

The MOE worked with 41 schools to organize small classes for local communities in 2010. Given the demand for classes, the MOE supports 18-week long college courses for seniors. To date more than 2,320 seniors have enrolled in 77 courses. This program of continuing education for seniors has been a huge success.





SPECIAL EDUCATION

To provide more complete and up-to-date educational training for students, with mental and physical challenges, the MOE setup a pre-school special education program to help these students better prepare for their primary school education experience.

In SY 2010, a total of 304 pre-school courses were attended by 11,280 students with special needs, 3-6 years of age. To ensure the continuation of this successful program, the MOE allotted NT\$155 million dollars to kindergartens, so that they would be able to arrange courses that fit the needs of their students, purchase necessary learning resource materials and for the creation of safe learning environments for the children.

In the near future, Taiwan will implement a 12-year compulsory education system. The welfare of students with special needs remains a priority for the Ministry of Education. Therefore, in order to be prepared to meet the ever-growing needs of these children, the MOE in 2009, asked high schools and vocational schools to arrange specific courses to meet the needs of special education children attending their schools and school districts. The response was the development of 818 courses and by SY2010, this number rose

to 894 courses meeting the needs of 21,526 students.

To support special needs students that would like to attend institutions of higher education, the MOE works closely with 15 educational institutions to provide qualified students with avenues for admission. In SY 2010, the number of granted admissions for students totaled 702, thus making the total number of students with special needs attending institutions of higher education 10,853. Additionally, grants are also available to students at some private institutions of higher education.

Special Education for Talented and Gifted Students

The Special Education Act provides opportunities for those talented or gifted students whose exceptional abilities lie in the areas of the fine arts, sports, science or other academic areas.

Once a student has been identified, he/she will be able to have early admittance to school, which is normally at the age of seven years, can enroll in courses beyond their grade level and advance to grade levels suitable for their abilities. Students possessing potential talent, especially

in specific areas, will receive recommended admission to schools at an advanced level and perhaps, scholarship support.

Unlike gifted students, the evaluation standards for students with special talents are based on: entering international contests and winning prizes, having outstanding performances at a science event hosted by academic research institutions; or to undertaken original research, producing outstanding published articles; or demonstrating recognized outstanding leadership capabilities recommendations by related academic institutions.





EDUCATION EXPENDITURES

Education Budget

In 1999, the Taiwan government presented to its citizens, *the Educational Basic Law* which stipulates that government at all levels must have allocated sufficient funds for education, utilize and provide equal educational resources to schools and offer subsidies to schools in rural or special areas. This became an important Taiwan Constitutional framework regarding regulations to support educational objectives and methods for education.

In 2000, the Ministry of Education established the *Compilation and Administration of Education Expenditures Act*. The Act's 18 articles are anchored in the following 4 goals:

1. A stable budget growth for the education budget, which should not be less than 21.5% of the average Central Government Net Revenue for a consecutive 3 year period,
2. Set control standards by the Executive Yuan's Education Budget Commission for drafting the total education budget, supervising subsidies and regulating expenditures of government entities,
3. The MOE established Audit Commission

on Education Budget Allocation to ensure that education subsidies are made public, to regulate standards and to announce procedures for granting subsidies,

4. Central and local governments should practice transparency of allocations by monitoring school budget balances and to make them available to the public. Additionally, the government must conduct regular evaluations and grant subsidies according to school budget balances.

Paying for Education

In Fiscal Year (FY)1951, expenditures on public and private education at all levels totaled NT\$213 million, accounting for 1.68% of GDP. In FY 2010, educational expenditures reached NT\$772.58 billion or 5.67% of GDP.

Before FY 1961, private education expenditures amounted to less than ten percent of total education expenses. With the encouragement of the government and supported by subsidies, the number of private schools in Taiwan has increased. In 2010 the private sector in education accounted for 25.13% of total educational expenses while the public sector accounted for 74.87%.

In SY 2009, expenditures for kindergartens accounted for 3.16% of the total education expenditure budget; compulsory education for 41.36%, senior secondary education for 16.14% (10.71% for senior high schools and 5.43% for vocational schools); higher education at 38.70% (0.74% for junior colleges and 37.96% for universities/colleges) with others at 0.64%.

In FY 2010, the government's education expenditures for all levels was equivalent to 23.04% of the average Central Government's Net Revenues for the previous three years.





TEACHERS' QUALIFICATIONS

The Ministry of Education is aware of its responsibility to give teachers a chance to develop and upgrade their talents and professional skills in order to meet 21st century standards.

Thus the MOE offers two projects targeting the quality of teaching at primary and junior high schools and institutions of higher education. To support teachers, the MOE follows a dual approach. First, teacher education institutions were asked to raise their requirements for core subjects such as Mandarin Chinese, Mathematics and English. Teacher candidates at institutions of higher education were given qualification assessments to gauge the quality of their teaching skills, advanced knowledge and research capabilities.

Second, to attract more talented students to select teaching as their career path, monthly scholarships of NT\$8,000 were offered, resulting in 1,161 students being awarded scholarships in SY 2010.

Teacher Preparation Internship Program

All primary and junior and high school teacher candidates enter a teacher preparation internship program on completing their teacher

education curriculum, as strong guidance and support is required.

The MOE has made NT\$5.7 million available for teacher education institutions to set up consultation centers, to help the candidates deal with any problems that might arise during the internship.

In addition to the current 33 teacher education institutions, the MOE spent NT\$18 million to support 72 other fine institutions providing internship programs. In November 2011, the MOE held an annual internship seminar to allow candidates to share their experiences.

Teaching Enhancement Project

The MOE supports teacher professional development by encouraging teachers to acquire such skills as computer-assisted teaching, foreign language courses and advanced degrees.

In SY 2010 there were 14 universities/colleges offering 84 part-time masters degree courses for teachers, with 2,013 individuals enrolled. Nine institutions of higher education established 57 second language acquisition programs, allowing 1,710 primary and junior high school teachers to improve their foreign language ability.



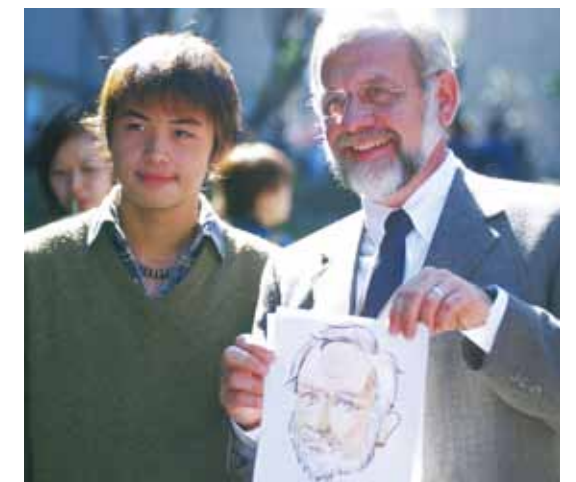
STUDY IN TAIWAN

The Ministry of Education considers international cooperation and collaboration as a cornerstone to its efforts to embrace internationalization, especially to institutions of higher education.

The number of international students studying in Taiwan for their degree programs, study of Mandarin Chinese or exchange programs has increased to 44,165, in 2011 a significant increase from SY 2006, when international student enrolment was 26,488.

The MOE established the Bureau of International Cultural and Educational Relations (BICER), in 1947 to promote international academic and cultural exchange, along providing international students wishing to study in Taiwan with assistance, especially with their government scholarship applications and information about Taiwan.

In 2002, the Academia Sinica, the foremost research institute in Taiwan, established the Taiwan International Graduate Program (TIGP), a Ph.D. program promoting international cooperation and scholarly exchange, along with cultivating an intellectual environment for promising young scholars.



TIGP students benefit from an entirely English teaching and research environment, while enjoying access to top scholars, teaching faculty and state-of-the-art research facilities at the Academia Sinica and partner universities. Currently, there are 340 international students representing 35 countries that are enrolled in TIGP, which offers nine programs to choose from.

Meanwhile, the number of English taught programs and courses, in Taiwan is on the increase. For example, the National Taiwan University, the National Chengchi University,

the National Tsing Hua University, the National Chiao Tung University and the National Sun Yat-sen University, all offer programs for international students, on a variety of subjects ranging from science to the social sciences.

In addition to efforts made to create an internationalized environment for academic study, Taiwan is an ideal destination for several reasons. According to the Foundation for International Cooperation in Higher Education of Taiwan (FICHET), these reasons include the fact that Taiwan is an ideal study destination due to its highly democratic government within a Mandarin-Chinese environment, its rich cultural heritage, advanced technology and breath-taking travel destinations and sights.

Taiwan can be roughly divided into two geographic sections; the flat, gently rolling hills to the west, where 90% of the population lives and the rugged, forest-covered mountains to the east. There are eight national parks showcasing the diverse terrain, flora and fauna of the archipelago.

In addition, Taiwan is rich in terms of the diversity of its biological species, boasting more than 50,000 endemic species, or 2.5%



of the world's total, according to a survey released by the Council of Agriculture.

The warm, welcoming personality of Taiwan people is widely acknowledged by international students and visitors, as this nation's special international 'trade mark'. The following pages will introduce two stories of international scholarship students currently studying in Taiwan.

Scholarships The Taiwan Scholarship

In 2011, two government agencies, MOE and the Ministry of Foreign Affairs (MOFA)

provide the Taiwan Scholarship Program to encourage outstanding international students to undertake degree programs in Taiwan.

The different types of Taiwan Scholarships include:

A. MOFA Scholarship (for undergraduate or postgraduate programs)

* Recipients are from countries which have diplomatic relations with the ROC (Taiwan), or from countries specified as diplomatically favorable by MOFA.

* International airfare for economy-class, direct-route and round-trip flights, plus a monthly stipend of NT\$30,000.

B. MOE Scholarship (for undergraduate or postgraduate programs)

* Recipients must be from countries other than those specified under the MOFA Scholarship.

* A monthly stipend of NT\$25,000 (approximately US\$775) for undergraduate or LEP (Language Enrichment Program) study, and NT\$30,000 for a postgraduate degree program.

Application

In principle, the yearly application period is from February 1st through March 31st. However, the actual application period will

be in accordance with the general regulations of the local Taiwan Representative Offices. For application guidelines, application forms, scholarship types and quotes, as well as information about the selection process and outcome announcements, applicants may contact a local ROC (Taiwan) Representative Office or Embassy directly, by the end of January. Applicants must send their documents to the nearest ROC (Taiwan)





Representative Office or Embassy, closest to the country of their permanent residence.

Huayu Enrichment Scholarship (HES)

The Huayu Enrichment Scholarship (HES) was established by the MOE, to encourage international students to learn Mandarin Chinese in Taiwan. While offering language and culture study opportunities for Mandarin Chinese and Taiwanese cultures, at university/college affiliated Mandarin Chinese Language Training Centers, this program also, aims to assist scholarship recipients to acquire suitable Mandarin Chinese language skills and competencies. This, in turn, will increase international students' appreciation for Taiwan.

The Huayu Enrichment Scholarship is awarded by Republic of China (Taiwan) Representative Offices or Embassies upon application merit. A monthly stipend of NT\$25,000 is offered to recipients for a maximum period of one year. The application period and procedures are the same as the above.



Taiwan – the Bridge to Asia

Gregoire Legault International Chinese Language Program, National Taiwan University

Gregoire Legault, a student from Canada who is currently enrolled in the International Chinese Language Program at National Taiwan University.

As a beginning learner of Chinese with only one year of study so far, Legault expressed his expectations for the course by saying, “I believe the program here is very good since National Taiwan University is a very good school.”

Back in Canada, Legault majored in Economics and East Asian Studies -- covering history, international relations and the Chinese language -- at McGill University. He developed an interest in world history at a very young age and later focused his attention on the Asian region.

“Primary and secondary education in Canada put more emphasis on North American and European history,” said Legault. He therefore resolved to travel to Asia and to deepen his knowledge of Oriental cultures.

In recent years, the young man has left his footprints in many Asian nations including China, Japan, India, South Korea, North Korea, Cambodia, Singapore, and now Taiwan.

“I think it’s a good opportunity for me to live in Asia so I can do a bit of research here.” Taiwan is one place that satisfies his needs, and Legault comments that “cultural difference is the main reason I’m here.”

Studying in Taiwan, Legault says, has several advantages. Taiwan offers generous scholarships to attract foreigners and he receives the Huayu Enrichment Scholarship from the Ministry of Education.

While many foreigners who change environments going from China to Taiwan or vice versa may be confused with the two different writing systems of traditional and simplified Chinese, Legault feels no trouble in switching between the two, saying that “it simply requires more practice.”

Legault also looks at the current world situation and says he believes the establishment of diplomatic or other ties between his motherland and Asian countries is a good thing.

Bearing that in mind, Legault says he will consider the possibility of entering a graduate program in Taiwan, at the same time continuing to refine his speaking skills.



Traditional Chinese Characters Facilitate Systematic Learning

Richard F. Benes
International Chinese Language Program,
National Taiwan University

Richard F. Benes is now studying Chinese, local culture, and history in the International Chinese Language Program (ICLP) at National Taiwan University (NTU).

“Language reflects the culture of a people,” said Benes when he was a neuroscience major in his home country of the US. He developed a strong interest in Chinese culture after a brief visit to Taiwan in 2008. “I am interested in sociology and love to learn about different cultures and ways of thinking.”

Benes began studying Chinese in 2009 and felt the need to refine his skill. He took the advice of his teacher to continue learning Chinese in Taiwan while getting closer to the culture. “My teacher told me that the ICLP offered by NTU is one of the top-tier Chinese courses currently available worldwide,” said Benes, who is scheduled to complete the course in March 2012.

One of the biggest advantages of studying in Taiwan, in Benes’ opinion, is that he can learn

traditional Chinese while enjoying Western conveniences in daily life.

“The shapes of traditional Chinese make sense, and there are rules governing pronunciation and meanings, therefore people can pick up other similar and related characters quickly” he said.

Benes spent five months in Beijing and found that in the capital city of China, modernism seems to dominate traditional culture, while in Taiwan locals place a greater value on tradition.

In light of the mounting significance of the Chinese language in the world, Benes claimed he would like to continue study the language. “So far, I have learned Chinese for no specific purpose,” said Benes. He continued, “But I would like to be prepared in case one day I wish to work in Taiwan or China.”



VISION

Education not only lays the foundation for a country’s development and its competitive advantages; it also has the power to change lives, transform the world and promise a better life for its citizens.

The MOE has outlined two visions designed to create a better educational setting for future generations. The first vision is to provide a quality learning environment for our society’s children so that they can grow up healthy and study happily. The second vision is to cultivate good citizens and to boost the international competitiveness of our country.

Acquiring literacy is an empowering process that enables our children to have access to knowledge and information which can broaden their horizons. Through this process they can enjoy a quality of learning which will better prepare them for their future and help them to gain confidence in themselves.

Children need full support from adults and teachers that care to help them to grow up to become well-balanced, sensitive and responsible human beings.

One of the most important functions of education is building up self-confidence,

an attitude that can be learned through experience. When students experience success, they tend to become successful. This expectation will lead them to have feelings of confidence.

Happy and confident children are able to grow into adults that exhibit great character and healthy self-esteem. As well-grounded adults, they will have the motivation to continue to pursue lifelong education, respect life, make contributions to their country, and create alternative ways to build a better life.



STATISTICS

GENERAL INFORMATION

	Total Population (million)				Life Expectancy (year)		GDP (US\$billion)	GDP per capita (US\$)	Literacy rate among citizens aged 15 and above(%)
	Population Structure (%)			Male	Female				
	0-14	15-64	65-						
1980	17.9	32.1	63.6	4.3	69.6	74.6	42.2	2,385	87.7
1990	20.4	27.1	66.7	6.2	71.3	76.8	164.7	8,124	92.4
1995	21.4	23.8	68.6	7.6	71.9	77.7	274.7	12,918	94.0
2000	22.3	21.1	70.3	8.6	73.8	79.6	326.2	14,704	95.6
2005	22.8	18.7	71.6	9.7	74.5	80.8	364.8	16,051	97.3
2007	23.0	17.6	72.2	10.2	75.5	81.7	393.1	17,154	97.6
2008	23.0	17.0	72.6	10.4	75.6	81.9	400.1	17,399	97.8
2009	23.1	16.3	73.0	10.6	76.0	82.3	377.4	16,353	97.9
2010	23.2	15.6	73.6	10.7	76.1	82.6	430.1	18,588	98.0

SUMMARY OF EDUCATION AT ALL LEVELS SY 2010-2011

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2010	No. of Students Per 1,000 Population
Total	8,196	273,194	156,879	4,965,421	1,230,202	214.38
Kindergarten	3,283	14,630	9,492	183,901	...	7.94
Primary School	2,661	99,541	58,656	1,519,456	288,349	65.60
Jr. High School	740	51,991	28,146	919,802	315,798	39.71
Sr. High School	335	36,257	10,082	400,642	131,263	17.30
Sr. Voca. School	156	16,906	8,738	362,514	104,927	15.65
Jr. College	15	1,598	2,410	102,789	24,668	4.44
Uni. & College	150	49,112	31,798	1,240,934	290,376	53.58
Special Edu. Sch.	24	1,790	636	7,006	2,016	0.30
Supp. School	830	1,287	6,550	211,651	70,379	9.14
Open University	2	82	371	16,726	2,426	0.72

GROSS ENROLLMENT RATE AND NET ENROLLMENT RATIO BY LEVEL OF EDUCATION

Unit: %

School Year	Total		1st Level (Primary)		2nd Level				3rd Level (Tertiary)	
					Junior		Senior			
	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net
1976-77	69.61	67.57	100.65	97.54	90.21	77.33	56.54	43.17	15.40	9.97
1981-82	71.95	69.52	101.11	97.59	97.71	84.41	68.03	52.58	16.71	11.47
1991-92	82.41	78.74	100.99	98.70	100.23	91.70	90.28	72.93	32.37	20.98
2001-02	89.07	82.29	99.66	98.19	99.25	93.53	99.66	88.21	62.96	42.51
2004-05	93.87	86.55	100.77	98.23	99.77	93.00	96.81	88.44	78.11	53.20
2005-06	94.73	87.71	100.34	98.46	99.85	96.51	96.01	88.53	82.02	57.42
2006-07	95.33	88.55	99.54	97.77	99.48	96.65	98.79	91.31	83.58	59.83
2007-08	96.05	89.26	100.82	97.79	99.13	96.86	98.23	90.72	85.31	61.41
2008-09	95.52	89.70	100.70	97.74	99.36	96.83	99.11	91.65	83.18	63.76
2009-10	95.25	89.93	101.40	98.01	98.84	97.47	99.12	92.35	82.17	64.98
2010-11	95.60	90.45	99.66	97.95	101.80	97.45	98.89	92.73	83.77	67.27

NUMBER OF STUDENTS PER TEACHER AT ALL LEVELS

Unit: Person

School Year	Total	Kinder-garten	Primary School	Jr. High School	Sr. High School	Vocational School	University	College	Junior College	Special Edu. Sch.
1976-77	29.90	32.66	36.04	25.94	23.16	22.70	11.42	16.22	20.00	6.65
1981-82	27.25	26.10	31.79	22.97	22.99	22.50	13.53	11.92	20.79	5.24
1991-92	24.22	15.83	27.20	21.23	22.29	21.28	14.82	11.38	19.35	3.72
2001-02	19.71	12.44	18.60	15.67	19.41	19.18	19.60	20.17	20.56	3.58
2004-05	19.59	11.35	18.31	16.28	19.39	18.42	20.08	19.48	19.57	3.61
2005-06	19.29	10.27	18.02	16.02	19.46	18.81	20.11	18.98	18.92	3.72
2006-07	19.30	10.60	17.86	15.70	19.29	18.41	19.93	18.63	21.01	3.79
2007-08	19.03	11.02	17.31	15.23	19.11	18.70	20.25	18.55	22.73	3.84
2008-09	18.76	10.69	16.74	15.08	18.91	19.01	20.47	18.81	23.65	3.96
2009-10	18.49	10.77	16.07	14.90	18.73	19.08	21.03	19.35	26.13	4.11
2010-11	18.18	12.57	15.26	14.31	18.58	18.69	21.25	19.81	26.74	3.91

NUMBER OF FOREIGN STUDENTS STUDYING IN TAIWAN

Unit: Person

School Year	Total	Asia	America	Europe	Africa	Oceania
1971-72	427	225	155	39	1	7
1981-82	2,982	1,656	832	437	9	48
1991-92	5,959	3,764	1,264	796	35	100
2001-02	6,380	4,490	1,140	546	79	125
2004-05	9,616	6,358	1,892	941	225	200
2005-06	11,035	7,039	2,305	1,116	262	313
2006-07	13,070	8,119	2,819	1,544	294	294
2007-08	15,436	9,532	3,409	1,766	369	360
2008-09	16,909	10,722	3,608	1,846	366	367
2009-10	19,376	11,853	4,393	2,346	381	403
2010-11	21,356	13,332	4,524	2,509	542	449

RATIO OF EDUCATIONAL EXPENDITURE TO GDP

Fiscal Year	Educational Expenditure (US\$million)			GDP(US\$ million)	% to GDP		
	Total	Public Sector	Private Sector		Average	Public	Private
1970-71	281	227	54	6,213	4.52	3.65	0.87
1980-81	2,055	1,671	384	46,430	4.43	3.60	0.83
1990-91	11,052	9,088	1,964	171,668	6.43	5.29	1.14
2001	17,464	12,997	4,467	293,712	5.95	4.42	1.52
2004	19,684	14,442	5,242	339,973	5.79	4.25	1.54
2005	21,251	15,643	5,608	364,832	5.82	4.29	1.54
2006	21,586	15,887	5,699	376,375	5.74	4.22	1.51
2007	21,644	16,052	5,592	393,134	5.51	4.08	1.42
2008	23,169	16,941	6,228	400,132	5.79	4.23	1.56
2009	23,921	17,986	5,934	377,410	6.34	4.77	1.57
2010	24,410	18,277	6,133	430,096	5.67	4.25	1.43

READING, MATH AND SCIENCE SCORES OF 15-YEAR-OLDS ON THE PISA 2009

Rank	Reading			Rank	Mathematics			Rank	Science		
	Country	Avg.	SE		Country	Avg.	SE		Country	Avg.	SE
1	Shanghai-China	556	80	1	Shanghai-China	600	103	1	Shanghai-China	575	82
2	Korea	539	79	2	Singapore	562	104	2	Finland	554	89
3	Finland	536	86	3	Hong Kong-China	555	95	3	Hong Kong-China	549	87
4	Hong Kong-China	533	84	4	Korea	546	89	4	Singapore	542	104
5	Singapore	526	97	5	Taiwan	543	105	5	Japan	539	100
6	Canada	524	90	6	Finland	541	82	6	Korea	538	82
7	New Zealand	521	103	7	Liechtenstein	536	88	7	New Zealand	532	87
8	Japan	520	100	8	Switzerland	534	99	8	Canada	529	90
9	Australia	515	99	9	Japan	529	94	9	Estonia	528	84
23	Taiwan	495	86	10	Canada	527	88	12	Taiwan	520	87

SE: standard error

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY 2007

Rank	Eighth Grade Science			Eighth Grade Mathematics			Fourth Grade Science			Fourth Grade Mathematics		
	Country	Avg.	SE	Country	Avg.	SE	Country	Avg.	SE	Country	Avg.	SE
1	Singapore	567	4.4	Taiwan	598	4.5	Singapore	587	4.1	Hong Kong-China	607	3.6
2	Taiwan	561	3.7	Korea	597	2.7	Taiwan	557	2.0	Singapore	599	3.7
3	Japan	554	1.9	Singapore	593	3.8	Hong Kong-China	554	3.5	Taiwan	576	1.7
4	Korea	553	2.0	Hong Kong-China	572	5.8	Japan	548	2.1	Japan	568	2.1
5	England	542	4.5	Japan	570	2.4	Russia	546	4.8	Kazakhstan	549	7.1
6	Hungary	539	2.9	Hungary	517	3.5	Latvia	542	2.3	Russia	544	4.9
7	Czech	539	1.9	England	513	4.8	England	542	2.9	England	541	2.9
8	Slovenia	538	2.2	Russia	512	4.1	United States	539	2.7	Latvia	537	2.3
9	Hong Kong-China	530	4.9	United States	508	2.8	Hungary	536	3.3	Netherlands	535	2.1
10	Russia	530	3.9	Lithuania	506	2.3	Italy	535	3.2	Lithuania	530	2.4

SE: standard error

MEDALS ATTAINED BY OUR STUDENTS IN THE ASIAN PACIFIC/INTERNATIONAL OLYMPIAD

Year	2007	2008	2009	2010	2011
Total	22G 14S 12B 3H	26G 13S 8B 4H	28G 16S 4B 3H	26G 14S 9B 10H	...
Asian Pacific Mathematics Olympiad	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H
Asia Physics Olympiad					
Host Country	China	Mongolia	Thailand	Taiwan	Israel
No. of Participants	20 Countries	18 Countries	15 Countries	16 Countries	16 Countries
Medals	3G 3S 2B	2G 3S 2B 1H	7G 1S	5G 1S 4B 6H	3G 4S 1B
Rank	2 nd	2 nd	2 nd	A team 1 st B team 4 th	2 nd
International Mathematics Olympiad					
Host Country	Vietnam	Spain	Germany	Kazakhstan	...
No. of Participants	94 Countries	101 Countries	104 Countries	96 Countries	
Medals	2G 3S 1B	2G 4S	1G 5S	1G 3S 1B 1H	
Rank	9 th	9 th	11 th	19 th	
International Chemistry Olympiad					
Host Country	Russia	Hungary	England	Japan	Turkey
No. of Participants	68 Countries	69 Countries	67 Countries	68 Countries	70 Countries
Medals	2G 2S	2G 1S 1B	4G	2G 2S	3S 1B
Rank	3 rd	5 th	1 st	4 th	8 th
International Physics Olympiad					
Host Country	Iran	Vietnam	Mexico	Croatia	Thailand
No. of Participants	76 Countries	81 Countries	68 Countries	79 Countries	84 Countries
Medals	1G 2S 2B	5G	3G 2S	5G	5G
Rank	15 th	2 nd	4 th	3 rd	1 st
International Informatics Olympiad					
Host Country	Croatia	Egypt	Bulgaria	Canada	...
No. of Participants	80 Countries	77 Countries	83 Countries	84 Countries	
Medals	2G 1S 1B	2G 1S 1B	2G 2S	1G 3S	
Rank	Nil	Nil	4 th	Nil	
International Biology Olympiad					
Host Country	Canada	India	Japan	Korea	Taiwan
No. of Participants	49 Countries	55 Countries	56 Countries	60 Countries	58 Countries
Medals	2G 2B	4G	2G 2S	4G	4G
Rank	6 th	4 th	4 th	3 rd	2 nd
International Earth Science Olympiad					
Host Country	1 st competition Korea	Philippines	Taiwan	Indonesia	...
No. of Participants	7 Countries	6 Countries	14 Countries	19 Countries	
Medals	3G 1S	2G 2S	4G	3G 1S	
Rank	1 st	1 st	1 st	1 st	
International Junior Science Olympiad					
Host Country	Taiwan	Korea	Azerbaijan	Nigeria	...
No. of Participants	38 Countries	44 Countries	46 Countries	35 Countries	
Medals	6G	6G	4G 2S	4G 2S	
Rank	1 st	2 nd	2 nd	1 st	

ANNUAL PAPERS AND RANK BY NATIONALITY IN SCI

Year Country	2006		2007		2008		2009		2010	
	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank
U.S.A.	305,004	1	298,885	1	332,858	1	331,298	1	364,992	1
China	83,133	2	89,994	2	112,363	2	127,075	2	137,001	2
England	80,101	3	80,762	3	88,823	3	89,378	3	100,578	3
Germany	77,353	4	75,645	4	86,201	4	87,966	4	98,046	4
Japan	76,591	5	73,663	5	79,385	5	78,551	5	80,786	5
France	54,742	6	53,379	6	63,381	6	63,898	6	68,050	6
Italy	42,307	8	43,482	8	49,870	8	50,807	8	57,884	7
Canada	45,844	7	46,161	7	52,263	7	54,116	7	56,391	8
Spain	33,458	9	33,902	9	41,405	9	43,285	9	47,185	9
India	27,759	12	29,677	10	38,564	10	40,064	10	42,768	10
Taiwan	17,949	17	18,666	16	22,554	16	24,305	16	24,522	17

ANNUAL PAPERS AND RANK BY NATIONALITY IN EI

Year Country	2006		2007		2008		2009		2010	
	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank
China	83,718	2	106,164	1	137,153	1	174,307	1	182,404	1
U.S.A.	87,641	1	76,945	2	101,130	2	99,235	2	107,560	2
Japan	41,831	3	39,422	3	37,154	3	41,297	3	37,778	3
Germany	24,147	4	25,112	4	26,327	4	29,273	4	28,897	4
England	22,866	5	23,172	5	23,738	5	24,172	5	23,579	5
France	18,847	6	19,756	7	21,484	6	22,383	6	21,598	6
Korea	17,713	7	20,247	6	20,515	7	21,850	7	21,185	7
India	13,185	10	15,347	11	17,891	9	20,820	8	20,956	8
Taiwan	13,076	11	16,657	9	17,483	10	18,869	9	17,648	9
Canada	15,827	8	17,864	8	17,940	8	18,826	10	17,446	10

G= Gold, S=Silver, B=Bronze, and H= Honorary award

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