

2003 EDUCATION in the Republic of China



MINISTRY OF EDUCATION
REPUBLIC OF CHINA

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C O N T

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preface

One of the significant indicators to evaluate the modernity of a country lies in the popularization and development of education. Therefore, educational authorities of all the governments shall adopt measures contributive to educational popularization and development as their focuses of administration. In conformity with that principle, the ROC government is devoted itself to the educational missions as follows: (1) to offer equal opportunity of education for all citizens; (2) to implement diversified educational programs and curriculum to create the most desirable environment for learning; (3) to search for excellence in the overall academic development to enhance our nation's competitiveness; (4) to enhance educational functions of the family to build a society engaged in lifelong learning; (5) to provide resources and assistance necessary for underprivileged students.

In response to the dramatic changes occurring both domestically and internationally, all the visionary countries actively initiate educational reform, and Taiwan is no exception. For the past few years, the MOE has been making great efforts to promote educational reform and has already obtained visible achievements. Looking into the future, efforts made for educational reforms are sure to continue in quest for a better perspective of our nation's education.

Considering that the 21st century is an era in which knowledge-based economy prevails, the future of a nation chiefly depends on whether there will be sufficient human resource of high quality. Since one of the main purposes of higher education is to build up the pool of talents for the nation, to improve the quality as well as to expand the capacity of higher education shall be the task of top priority. The net enrollment rates at the higher education level of some developed countries have reached the level between 60% and 70% while that of Taiwan is 45.7%. Although there are different national conditions, such figures indicate that it is reasonable to expand the capacity of higher education in Taiwan.

Furthermore, due to the capacity expansion, more and more university or college students choose to attend domestic graduate institutes instead of going abroad for their postgraduate studies, while the number of students studying abroad gradually decreases in recent years. Such trend may curtail the introduction and exchange of advanced technology and knowledge from abroad.

In view of this, we shall seek for ways to promote the quality along with expanding the capacity of higher education. Therefore, the MOE adopts the applicable methods including (1) increasing the investment in higher education continuously and utilizing such resources in a rational and efficient way, and (2) establishing the supervision mechanism for higher education by means of implementing accountability assessments to colleges and universities and making the information concerning the academic affairs of all schools accessible for the public.

As far as secondary education is concerned, we had adopted the policies to encourage the establishment of new senior high schools and the transformation of senior



vocational schools to comprehensive senior high schools. For the past decade the ratio of students of them has changed from 32:68 to 53:47. However, senior vocational schools are responsible for training technical human resources, which always plays a fundamental role as facilitator for the economic development. Students in this system have done excellently and won great recognition in many international contests of skills and techniques.

In terms of senior high schools, there have been many prestigious schools at this level and many elite students from senior high schools have won awards in international Olympiad in math, physics, chemistry, etc.. However, we can not be complacent with the accomplishments; instead, we shall do some thorough thinking of the resolutions to bridge the divide between the urban and rural areas and formulate the most applicable measures to construct a prevalently excellent senior high school system.

In terms of the nine-year compulsory education, which is fundamental to the formation of one's personality, intellectual and physical capacities, character, etc. The enrollment rate at this level in Taiwan has come very close to 100%. Such facts symbolize the popularity of national education in Taiwan. In recent years, the MOE has been promoting measures for the purpose of relieving the load of study, by such as reducing the size of schools and classes, lowering the ratio of students to teachers, and implementing curriculum reform, which have obtained excellent performance.

Now the administration focus of the MOE is to implement Grade 1-9 curriculum integration consisting of seven learning areas as well as to foster the teaching innovation. Both of which aim to realize the ideal of offering diversified education which can satisfy the needs of various students and can



develop the capabilities applied to every aspect of their daily life.

In response to the demands of globalization, liberalization, and modernization of education, the MOE will attentively take advices and opinions from the public of all sectors as the guidelines of the administration. In conformity with such principle, the MOE convened the National Conference on Educational Development in September 2003, and the agreements reached in this conference will be taken as the major principles in formulating the Second Action Plan for Initiation of Educational Innovation. We are going to seek for efficient ways to put these principles into practice in hopes of creating the most desirable environment of education.

A handwritten signature in black ink, reading "Jong-Tsun Huang".

Jong-Tsun Huang

MINISTER OF EDUCATION



1. Introduction

The establishment of the Republic of China in 1912 by Dr. Sun Yat-sen was based upon three important concepts. These were called the Three People's Principles and they focussed on nationalism, democracy and the livelihood for the people. To support these principles, an updated system of education was required in order to help build a new China.

At the time of the implementation of this system, the country was an agricultural society. The illiteracy rate was high and the political situation unstable. Educational development at the local level was relatively limited. In 1922, the central government promulgated a new school system, the 6-3-3-4 regime, which set the base for the subsequent development of national education.

In 1928, the government began to establish schools and enroll large numbers of students from all over the country, in an effort to carry out programs and reach as many students as possible. However, success often could not be reached overnight. This was especially so with a country whose boundaries were vast, as was its population.

The Japanese invasion into China and the eruption of World War II caused heavy losses. The schools, which were in the Japanese occupied areas, were all devastated. Shortly, after World War II ended, in the fall of 1945, a national program was launched to revitalize the schools and the education system. This reform attempt was short-lived. The Chinese Communist advancement caused destruction, especially to most of the newly rebuild educational facilities. The Central government was forced to relocate to Taiwan, in 1949. Since then, it has accomplished remarkable political, economic and social achievements for Taiwan, Kinmen and Matsu. These achievements

have contributed to the steady rise in the national standard of living and the advancement of education for all citizens and at all levels of the society.

Over the years, because of the improved quality of education and the continuing education reforms, many talented individuals have been able to take advantage of numerous educational opportunities. In return, these individuals have been able to make great contributions to the social, economic, political and cultural aspects of society.

Meanwhile, Taiwan has encountered an accelerated economic growth rate and social changes. Political change has involved more democratic changes. Economic growth saw a shift in the industrial structure and an impact on the "value" of goods. The access to information via technology was another important shift for Taiwan society. New ideas were constantly replacing old ideas. It soon became clear that more education reforms were needed in order to help Taiwan to keep up with the times.

Currently, our country, the Republic of China is undergoing another Taiwan Experience. The Ministry of Education has launched an innovative and challenging program for education reform. This reform program has been designed to assist Taiwan citizens in receiving recurrent education, so that they can be better prepared to meet the challenges of the twenty-first century.

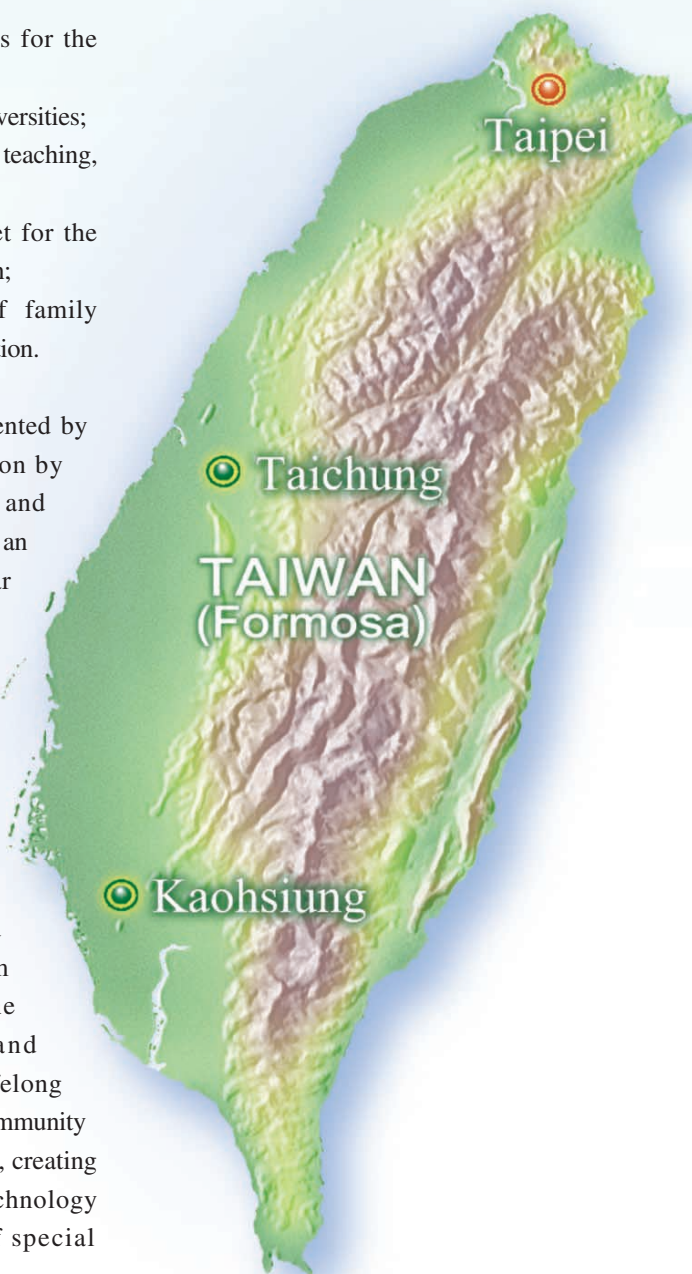
The current five-year reform program, implemented since 1998, will cost a total of NT\$157 billion. It consists of 12 reform mandates. They are:

1. Revamping national education projects, K-12;
2. Fostering pre-school and kindergarten education programs;

3. Renovating teacher education and in-service training programs;
4. Promoting impeccable diversified vocational education;
5. Pursuing excellence in higher education and its development;
6. Advocating lifelong learning projects;
7. Strengthening educational programs designed for the handicapped;
8. Invigorating educational programs for the indigenous people;
9. Expanding access to colleges and universities;
10. Creating a new system integrating teaching, guidance & counseling;
11. Increasing the educational budget for the enhancement of educational research;
12. Accelerating the pro-motion of family values/ethics through parental education.

These policies are being implemented by upgrading the quality of instruction by reducing class sizes at the Primary and junior high school levels, implementing an integrated curriculum for a nine-year compulsory education program, raising the professional standards of primary and junior high school teachers by promoting lifelong learning advanced study programs, replacing the conventional senior high school joint entrance examination with an academic proficiency examination, promoting vocational education and redirecting it back into the mainstream of the education system, raising the quality of higher education and education institutions, promoting lifelong education through establishment of community colleges and building a learning society, creating an infrastructure for information technology education and the development of special

education programs for the physically and mentally challenged students, along with development of five year aboriginal education programs, and creating a new system of guidance programs, which includes teaching, discipline and guidance instruction.





2. Goals and Legal Basis for the Education Platform of the Republic of China

In 1929, the Nationalist Government put forth a purpose statement and guidelines for its policy on education. The ultimate goal was to fulfill and reinforce the ideals stated in the Three Principles of the People: nationalism, democracy, and social well-being.

According to the three principles, education is to improve the livelihood of the people, ensure each individual's decent existence in the society, pursue economic development and national regeneration so as to achieve independence of the nation, implementation of democracy, advancement of social well-being, and to attain the ideal world of universal brotherhood.

In the Constitution of the Republic of China (ROC) promulgated in 1947, a specific section in Chapter 13 Fundamental National Policies is set aside for issues related to education and culture. Such section incorporates essential philosophy and ideals proposed by the aforementioned educational purpose statement and guidelines and fully embodies them in every single article within this section. Furthermore, it specifies the two major principles guiding our nation's educational policies as follows: (1) all citizens shall be entitled to equal opportunities for receiving education, hence there shall be financial assistance offered for the poor to ensure their rights of education; (2) for public and private institutions engaging in cultural and educational businesses which are established in conformity with relevant laws and regulations, their legal rights shall be properly secured. Besides, recognitions and financial supports shall be granted for those institutions which show excellent performances.

Consequently, affairs concerning education and culture, such as the enactment of relevant laws and regulations, the constructions of cultural and educational facilities, etc., are based on the

principles set forth by the Constitution.

According to the Additional Articles of the Constitution revised and promulgated in 1997, the government shall be given to funding education, science and culture, and in particular funding for compulsory education. Under such circumstance, the restrictions specified in Articles 164 of the Constitution do not apply. Moreover, recognizing the importance of promoting multicultural education, the government actively engages in the conserving languages and cultures of the aborigines as well as proposes regulations and measures to support and encourage their development.

(Note: Articles 164 of the Constitution stipulates that expenditures of educational programs, scientific studies and cultural services shall reach certain minimum percentage of the yearly budgets of the governments of all levels.)

In 2000, the government enacted the regulation for budget-making and management of educational funds according to the Basic Law of Education promulgated in 1999 for the purpose of maintaining the development of education as well as responding to the calling for a more rational allocation of educational resources. Relevant affairs of the governments at all levels shall be subject to such regulation.



ARTICLES OF THE CONSTITUTION OF THE REPUBLIC OF CHINA PERTAINING TO EDUCATION AND CULTURE

The Constitution of the Republic of China adopted by the National Assembly on December 25, 1946. Promulgated by the National Government on January 1, 1947. Effective on December 25, 1947.

Chapter 13

Section 5. Education and Culture

Article 158. Education and culture shall aim at the development among the citizens of the national spirit, the spirit of self-government, national morality, good physique, scientific knowledge and the ability to earn a living.

Article 159. All citizens shall have equal opportunity to receive an education.

Article 160. All children of school age from 6 to 12 years shall receive free primary education. Those from poor families shall be supplied books by the Government.

Article 161. The national, provincial, and local governments shall extensively establish scholarships to assist students of good scholastic standing and exemplary conduct who lack the means to continue their school education.

Article 162. All public and private educational and cultural institutions in the country shall, in accordance with law, be subject to State supervision.

Article 163. The State shall pay due attention to the balanced development of education in different regions, and shall promote social education in order to raise the cultural standard of the citizens in general. Grants from the National Treasury shall be made to frontier regions and economically poor areas to help them meet their educational and cultural expenses. The Central Government may either itself undertake the more important educational and cultural enterprises in such regions or give them financial assistance.

Article 164. Expenditures of educational programs, scientific studies and cultural services shall not be, in respect of the Central Government, less than 15 percent of the total national budget; in respect of each province, less than 25 percent of the total provincial budgets; and in respect of each municipality or hsien, less than 35 percent of the total municipal or hsien budget. Educational and cultural foundations established in accordance with law shall, together with their property, be protected.

Article 165. The State shall safeguard the livelihood of those who work in the fields of education, sciences and arts, and shall, in accordance with the development of national economy, increase their remuneration from time to time.

Article 166. The State shall encourage scientific discoveries and inventions, and shall protect ancient sites and articles of historical, cultural or artistic value.

Article 167. The State shall give encouragement or subsidies to the following enterprises or individuals:

1. Educational enterprises in the country what have been operated with good record by private individuals;
2. Educational enterprises what have been operated with good record by Chinese citizens residing abroad;
3. Persons who have made discoveries or inventions in the fields of learning and technology; and
4. Persons who have rendered long and meritorious services in the field of education.

Section 6. Frontier Regions

Article 168. The State shall accord to the various racial groups in the frontier regions legal protection of their status and shall give them special assistance in their local self-government undertakings.

Article 169. The State shall, in a positive manner, undertake and foster the development of education, culture, communications, water conservancy, public health and other economic and social enterprises of the various racial groups in the frontier regions. With respect to the utilization of land, the State shall, after taking into account the climatic conditions, the nature of the soil and the life and habits of the people, adopt measures to protect the land and to assist in its development.

Note: Article 10 of the Additional Articles of the Constitution of the ROC in April 2000 stipulate:

Priority shall be given to funding for education, science, and culture, and in particular funding for compulsory education, the restrictions in Article 164 of the Constitution notwithstanding.



3. Educational Administrative System and Duty

From central to local, there are two levels of our education administrative system: the Ministry of Education (MOE) in the central government; and the Bureaus of Education in the municipal governments and in the county (or city) governments. The functions and duties of these educational authorities are described below:

1. The Ministry of Education (MOE)

- (1) The MOE is in charge of nation-wide affairs in connection with academic, cultural, and educational administration.
- (2) The MOE provides direction and supervision to the highest local administrative executives for the fulfillment of their responsibilities.
- (3) If the orders or disciplines made by the highest

local administrative executive were found to be abusive or violating the law, the MOE may suspend or nullify these orders and disciplinary decisions after the approval of the Executive Yuan.

2. The Bureaus of Education

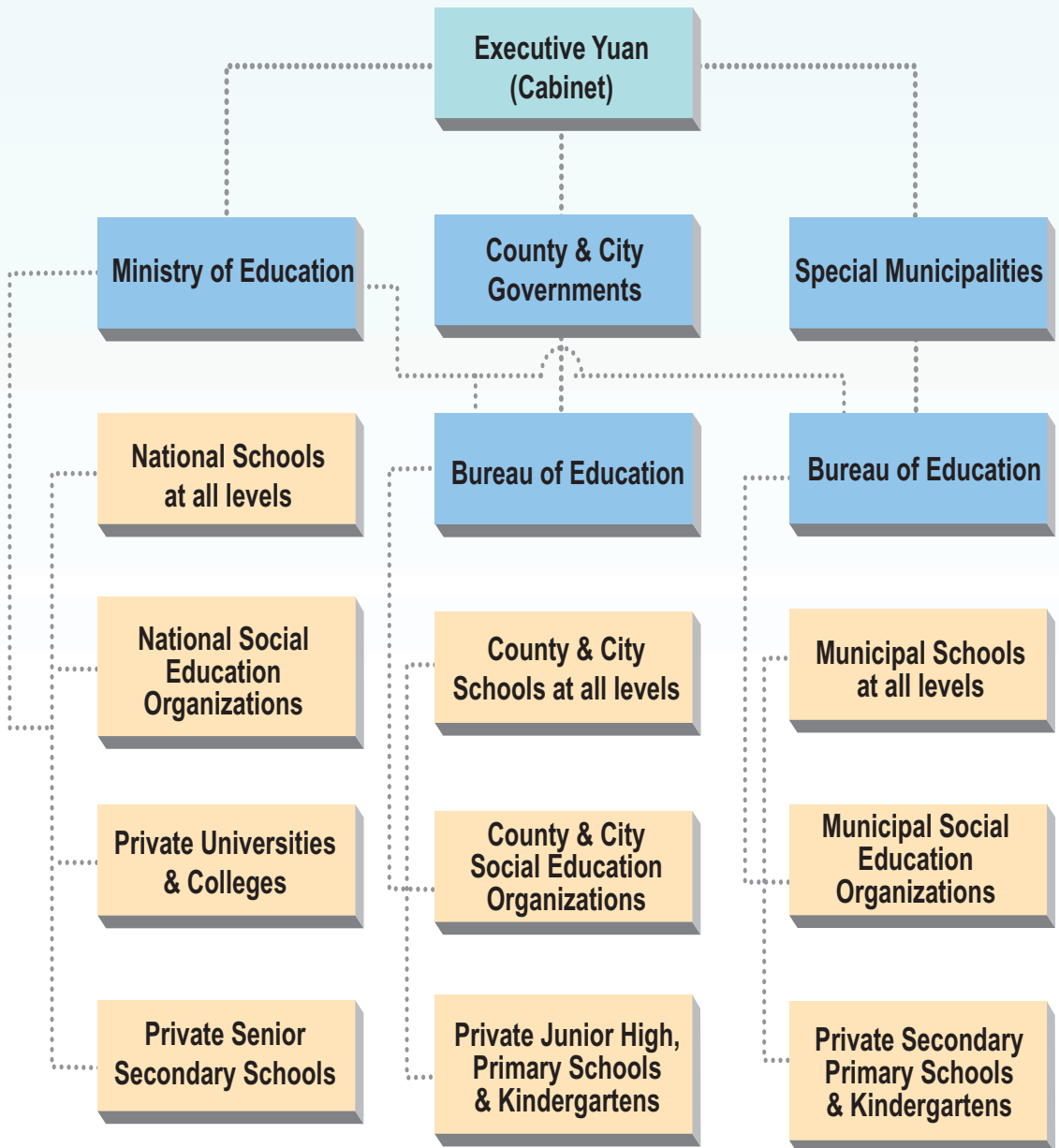
Within their respective jurisdictions are:

- (1) in charge of school education;
- (2) in charge of social education;
- (3) supervising ventures operated by educational and academic institutions;
- (4) planning and managing libraries, museums, public stadiums, and gymnasiums;
- (5) in charge of other educational administrative affairs.



System of Education Administration

2003





4. Organization of Educational Administrative Agencies

1. The Ministry of Education (MOE)

One minister takes charge of the Ministry of Education. His administrative officers consist of one political and two administrative vice ministers. (1) Offices within the MOE include thirteen departments, four offices, three task forces, a computer center, and nine committees, in charge of planning, supervision and the review of educational programs at various levels. (2) Central Region Office includes one director takes charge of the office and two deputy directors assist him. Divisions within the office include eleven divisions. (3) There are also MOE affiliated museums and institutes: twenty six museums and education institutions in charge of promotion and guidance of cultural activities, compilation

and screening of textbooks and related publications, the collection and exhibition of cultural works and books, the collection and the demonstration of scientific teaching aids, and research and improvement of Chinese medicine. (4) MOE affiliated schools include 49 national universities and colleges, one open university, one university preparatory school, 3 junior colleges, 81 senior high schools, 80 senior vocational schools, nine affiliated experimental primary schools, ten affiliated kindergartens, and sixteen special schools. (5) Overseas units include: 22 offices posted in foreign countries for the handling of international cultural and educational contacts and cooperation as well as assisting Chinese students who are studying abroad.





2. Taipei Municipal Bureau of Education (TMBE)

One director and two deputy directors are responsible for the Taipei Municipal Bureau of Education. (1) Offices within the TMBE include eight sections and eight offices. (2) TMBE affiliated institutes include: a library, an astronomic science education hall, a zoo, a stadium, a teachers in-service education center, a traffic museum for children, a recreation center for children, and a youth recreation center. They are responsible for the collection and exhibition of cultural artifacts, books and publications, promotion of social education activities, traffic safety, operation and management of the recreation center and in-service training for primary and secondary school teachers. (3) TMBE affiliated schools number: two municipal colleges, 33 municipal senior secondary schools, 57 municipal junior high schools, 140 municipal primary schools, 131 municipal kindergartens, and three municipal special schools.

3. Kaohsiung Municipal Bureau of Education (KMBE)

One director is in charge of the Kaohsiung Municipal Bureau of Education. He/She is assisted by two deputy directors. (1) Offices within the KMBE include six sections and six offices. (2) KMBE affiliated office includes: a stadium (3) KMBE affiliated schools include: a municipal open university, 18 municipal senior secondary schools, 34 municipal junior high schools, 85 municipal primary schools, 68 municipal kindergartens, and three municipal special schools.

4. County (City) Bureaus of Education (BOE)

One director takes charge of a county (city) BOE. He/She is assisted by a deputy director. Under the county (city) BOE are about four units: study regulation, social education, compulsory education, and physical and health education. Besides, there are a compulsory education guidance team and several education inspectors. Some counties and cities set up extra units to supervise secondary and special education. They are charged with duties to promote and administer educational programs in the county (city).



Organization of Ministry of Education 2003

MINISTER		
Administrative Vice Minister	Political Vice Minister	Adminisrative Vice Minister
INTERNAL UNITS	AFFILIATED AGENCIES	AFFILIATED SCHOOLS
Secretariat	National Central Library	Universities (30)
Counsellors Office	National Central Library Taiwan Branch	Open University (1)
Inspectors Office	National Institute for Compilation & Translation	University Preparatory Schools (1)
Dept. of Higher Education	National Museum of History	Colleges (19)
Dept. of Technological & Vocational Education	National Taiwan Science Education Centre	Junior Colleges (3)
Dept. of Secondary Education	National Taiwan Arts Education Institute	Senior High Schools (81)
Dept. of Primary Education	National Institute of Educational Resource and Research	Senior Vocational Schools (80)
Dept. of Social Education	National Education Radio	Primary Schools (9)
Dept. of Physical Education	National Research Institute of Chinese Medicine	Kindergartens (10)
Central Region Office	Dr. Sun Yat-Sen Memorial Hall	Special Schools (16)
Dept. of General Affairs	Chiang Kai-Shek Memorial Hall	
Dept. of International Cultural & Educational Relations	National Museum of Natural Science	
Dept. of Students Military Training	Chiang Kai-Shek Cultural Center, National Theater & Concert Hall	
Dept. of Accounting	National Kuo-Kuang Chinese Opera Company	
Dept. of Statistics	National Science & Technology Museum	
Dept. of Personnel	National Museum of Prehistory	
Dept. of Government Ethics	National Museum of Marine Biology & Aquarium	
Advisory Office	National Museum of Marine Science & Technology-Preparatory Office	
Computer Center	National Feng-Huang -Ku Bird Park	
Environmental Protection Division	The Institute for Secondary School Teachers In Taiwan	
Mainland Affairs Division	Taiwan Book Store	
Special Education Division	National Hsinchu Social Education Institute	
22 Overseas Cultural Divisions	National Chang-Hwa Social Education Institute	
COMMITTEES	National Tainan Social Education Institute	
Council of Academic Review & Evaluation	National Taitung Social Education Institute	
Educational Research Council	National Academy for Educational Research-Preparatory Office	
Committee on School Discipline & Moral Education		
Committee on Medical Education		
Committee on Overseas Chinese Education		
Screening Committee on Appeals		
Committee on Laws & Statutes		
Mandarin Promoting Council		
Central Grievance committee for Teachers		

Organization of Bureau of Education 2003 Taipei Municipality

Director		
Deputy Director		
Internal Units	Affiliated Units	Affiliated Schools
First Division (Higher & Vocational Education)	Municipal Libraries	College
Second Division (Secondary Education)	Taipei Astronomical Museum	Senior High Schools
Third Division (primary Education)	Municipal Zoological Garden	Senior Vocational Schools
Fourth Division (Social Education)	Municipal Stadium	Junior High Schools
Fifth Division (Health & Physical Education)	Teacher's In-serice Education Center	Primary Schools
Sixth Division (General Affairs)	Children's Traffic Museum	Kindergartens
Seventh Division	Children's Recreation Center	Special Schools
Eighth Division	Youth Recreation Center	
Secretariat		
Inspectors Office		
Military Training Office		
Accounting Office		
Statistics Office		
Personnel Office		
Office of Government Ethics		
Computer Center		

Kaohsiung Municipality

Director		
Deputy Director		
Internal Units	Affiliated Units	Affiliated Schools
First Division (senior Secondary Education)	Municipal Stadium	Open University
Second Division (Junior High School Education)		Senior High Schools
Third Division (primary Education)		Senior Vocational Schools
Fourth Division (Social Education)		Junior High Schools
Fifth Division (Health & Physical Education)		Primary Schools
Sixth Division (General Affairs)		Kindergartens
Secretary Office		Special School
Inspectors Office		
Student Military Training Office		
Accounting Office		
Personnel Office		
Office of Government Ethics		

County/City

Director / Deputy Director		
Internal Units	Affiliated Units	Affiliated Schools
School Administrative Section	County/City Stadiums	County/City Senior Hign (Senior Vocational) Schools
Basic Educational Section	County/City Social Education Centers	County/City Junior High Schools
Social Educational Section	County/City Museums	County/City primary Schools
Physical Educational Section	County/City Libraries	County/City Kindergartens
Special Educational Section		County/City Supplementary Schools
Inspectors Office		



5. An Educational Overview

Many changes have been instituted regarding the regulations and school systems since the 1902 Ching Dynasty “Regulations Governing the Establishment of Schools” was first introduced. Over the years, Taiwan has revised its educational policies to fit and meet the needs of its society. The following items will present a brief overview of Taiwan’s present education system.

1. The Educational Process

The present education structure supports 22 years of formal study. Completion times are flexible, depending upon the needs of the students. Normally, the entire process requires 2 years of preschool education, 6 years of primary school, 3 years of junior high, 3 years of senior high school, 4-7 years of college or university, 1-4 years of a graduate school program, and 2-7 years of a doctoral degree program.

2. Compulsory Education for Primary and Junior High School Students

In 1968 (SY68), a compulsory education program for primary and junior high school students, of Taiwan, Kinmen, and Matsu was implemented. A trial ten-year compulsory education program was launched in 1994 (SY94) and implemented nationwide in 1996 (SY96). This program is designed to integrate junior high school and senior vocational school curricula. Junior high school students, who are interested in

beginning a program in vocational training, could now do so during the last year of their junior high school for two years. This specifically designed program addresses their needs and allows them to receive the relevant occupational training that they would need, since they are not going on for further education.

3. Senior High and Senior Vocational Education

There are two types of institutions for students above the junior high school level. They are senior high and senior vocational schools, both being taken three years to complete. Senior vocational schools have seven areas of specialization, agriculture, industry (engineering), commerce, maritime, medical technology and nursing, home economics, and opera and arts.

4. Junior College Education

Junior colleges fall into two categories, each having a different set of admission requirements. Currently, five-year junior colleges will admit junior high school graduates, while two-year



junior colleges will admit senior vocation high school graduates.

5. Teacher Education and Training Programs

In Taiwan, teacher training programs are available at the higher education level and the duration of studies is four years. Those programs fall into the following two categories: (1) programs for training teachers of the secondary schools and institutions; and (2) programs for training teachers of primary schools and kindergartens. The former are mainly offered by normal universities while the latter are chiefly offered by teachers colleges. In addition, universities with the department or college of education or offering the teacher education programs are eligible for teacher training education.

6. University Education

University undergraduate programs require four years of study; however, students who are unable to fulfill their requirements within the designated time, may be granted extensions, up to two years. Specialized undergraduate programs such as dentistry or medicine require six to seven years, including an internship period of one year.

7. Graduate Education

Graduate programs leading to a master or doctoral degree requires one to four years and two to seven years respectively. But students who enter the graduate school as part of on-the-job training can be granted an extension, if they fail to finish the required course or to complete their thesis/dissertation in time. The specifics will be given in the school regulations of each university.



8. Special Education

Only designated schools are allowed to admit students who are mentally and physically challenged. Special education in preschool and primary school requires at least six years, in junior high school, three years, and in senior high and senior vocational school, three years. Otherwise special classes are offered to regular education institutions, including primary, junior, and senior high schools. At the university and college level, resource classes are provided for blind and deaf students.

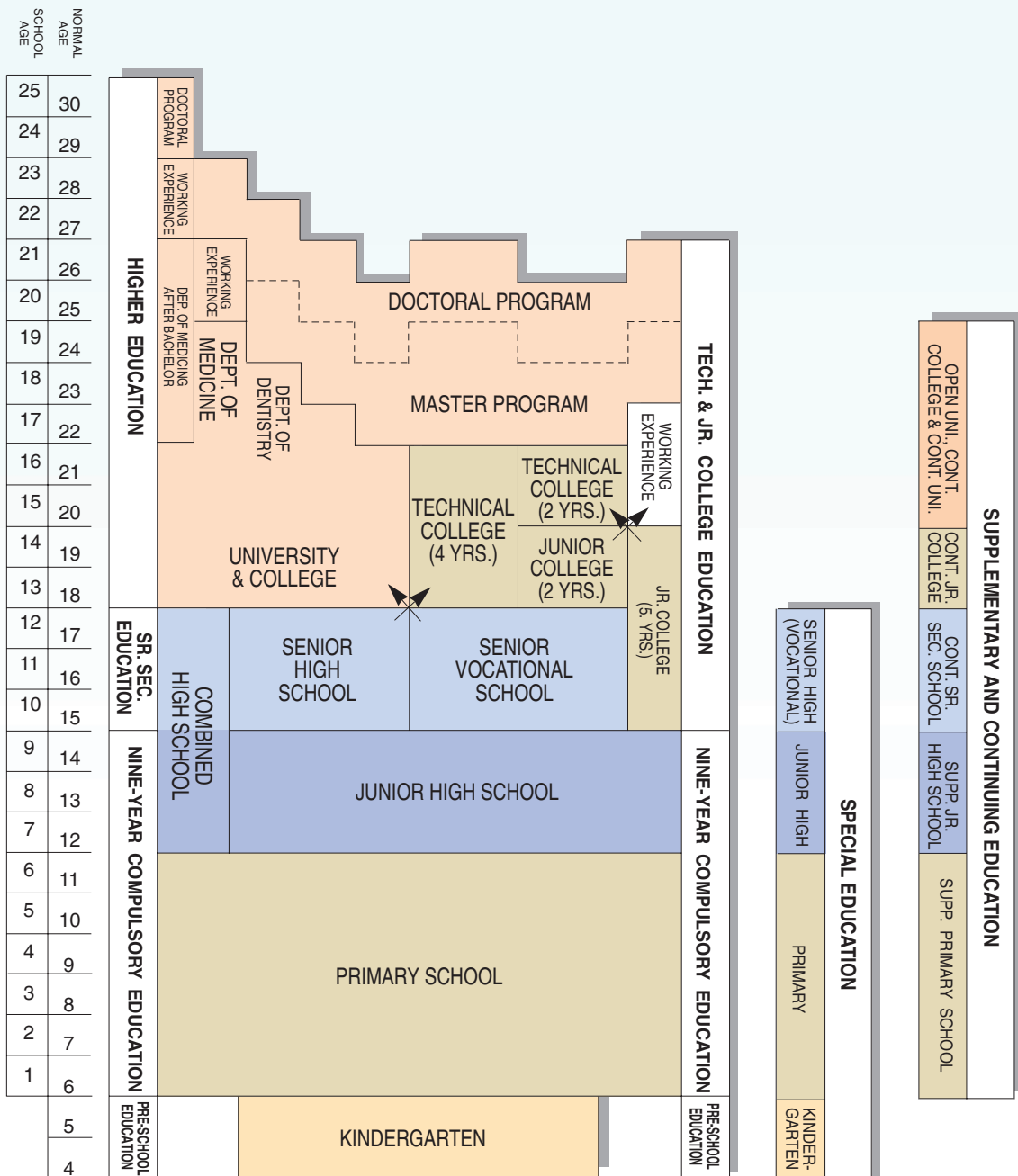
9. Supplementary Education

Supplementary Education provides citizens with alternative way to achieve their educational goals. Supplementary education is classified into five categories: primary school, junior high school, senior high (vocational) school, junior college, and open university program leading to a degree.

Note: A school year (SY) refers to a one-year period from August 1 of the current year to July 31 of the next year. For instance, SY2002 covered a period from August 1, 2002 to July 31, 2003.



The Current School System







6. Levels of Education

1. Kindergarten

Currently, most kindergartens are private-run. Public kindergartens are usually affiliated to primary schools. Pupils aged four to six are admitted for 1-2 years of schooling.

2. Primary School

Primary schools are mostly under the jurisdiction of county/city and municipal governments. All children aged at least six qualify for primary schooling without entry tests. After six years, students graduate with a primary diploma.

3. Junior High School

Junior high schools also mostly fall under the jurisdiction of county/city and municipal governments. After implementation of the nine-year compulsory education, primary school graduates aged at least 12 qualify for junior high school education lasting for three years. Successful graduates receive a junior high school diploma.

4. Senior Secondary School

Senior high schools, run by the government or by private institutions, are classified into: senior high, senior vocational, comprehensive, single-course, experimental, and combined high schools. Students are required to take the Basic Achievement Test before they can be admitted to senior high school by applying, by meeting requirements and passing the entrance exam of individual schools for special subjects

(admission through selection), by being registered and then assigned, or by recommended for admission. Students who complete the three years of studies with a passing grade will be granted a diploma.

Most upper-secondary vocational programs are provided by senior vocational schools, some vocational programs are already being included in comprehensive high schools though. A senior vocational school graduate may choose to take a job or go on to further studies. The channels for further education are two-year junior colleges of technology and four-year programs at colleges/universities of technology.

5. Junior Colleges

Junior colleges may be government or private-run, but currently most are private. There are two- and five-year junior colleges. Students from senior high schools or senior vocational schools may be admitted to two-year junior colleges. Admission standards require that students meet certain eligibility requirements and pass an entrance examination, a qualifying examination or by recommendation. Five-year junior colleges will admit junior high school graduates who later go through registration and assignment processes. Diplomas are conferred by junior colleges upon students' completion of all required academic credits.

6. Universities of Technology and Institutes of Technology

Universities and institutes of technology are either government or private-run. They offer vocational school graduates opportunities for

further studies and are classified into two-year and four-year institutes. Two-year institutes admit junior college graduates while four-year institutes admit senior vocational school graduates. Students can be admitted through application, through being recommended and then passing individual schools' exam, through special programs for gifted students, and through registering and then being assigned.

7. Universities and Independent Colleges

Universities and independent colleges may be established and run either by the government or the private sector. There are three types of admission currently in effect, which are application for admission, recommendation admission, and designated admission based on the results of the JUEE.

In principle, students are required to undergo the four-year education. However, such period may be prolonged for a year or two in consideration of specific requirements of the program taken. Special practicum for an extra period from six months to two years may be added if necessary. Students who complete the required course within the designated time and fulfill all requirements for graduation shall be conferred on the bachelor's degree.

8. Normal Universities and Teachers Colleges

In Taiwan, normal universities and teachers colleges are account for most of training and education for teachers of secondary and primary schools and kindergartens. Both of the two institutions offer four-year programs of teacher education and training, and recruit students from senior secondary schools.

Colleges and universities other than those aforementioned types what fulfill relevant

requirements may be eligible for teacher education and training as well. In general, colleges and universities may offer secondary-education, primary-school, and kindergarten teacher education programs, and the duration of studies shall be two years in the minimum.

Those institutions offering such teacher education programs are entitled to undertake affairs related to training of teachers at the level correspondent with that of the training program they offer.

9. Graduate Schools

Public and private universities and independent colleges of good standing may establish graduate schools upon approval by the Ministry of Education. Applicants must meet specific admission criteria and pass an entrance examination administered by the school. A master's or doctoral degree will be conferred by the school only after a student has completed the graduate program of study with satisfactory performance and after passing a comprehensive examination (doctoral candidates are further required to pass a qualifying evaluation). Master's level students matriculated for at least a year and who have shown outstanding performance may be recommended to directly pursue a doctoral degree.

10. Special Schools for the Physically and Mentally Challenged

These schools have been established for training of the visually disabled, the hearing impaired, the mentally handicapped and the physically challenged. Currently, there are 22 public and 2 private schools under this category. Admission requirements and the duration of the teaching programs are regulated by the Compulsory Education Law and the Special



Education Law. Different academic programs have been designed to meet the specific needs of the handicapped students.

11. Supplementary and Continuing Education Schools

These schools are either government or private-run. There are six levels: adult basic education, primary and junior high supplement education, senior (vocational) high, junior college, and university continuing education. Students under the university continuing education program are granted a bachelor's degree upon completion of the program. Students under the junior college continuing education program are conferred a graduation diploma upon completion of the required credits. Students who complete junior high, senior high and vocational supplementary programs are conferred a graduation diploma. The basic educational training program has been designed

for the illiterate who are at least 15 years old. Upon completion of the training program, they are conferred a graduation certificate, which qualifies them to attend the primary supplementary program.

12. Open Universities

These schools are of two types: national and municipality open universities. They provide adults with advanced and continuing education through audio-visual mass communication media. Open university students can either be officially registered or auditing. Officially registered students, who must be 20 or older, are admitted after passing an entrance examination. There is no prerequisite educational level for those who are auditing. However, they must at least be 18 years old. Officially registered students who fulfill the program requirements are conferred a bachelor's degree.

School Patterns

Category			Established Body	Qualifications of Admission	Period of Study	Conditions of Graduation
Pre-school Education	Kindergarten		National, Municipal, City/County, Private	Age 4 to 6	1 or 2 years	
Compulsory Education	Primary School		National, Municipal, City/County, Private	Age 6 to 15	6 years	Satisfactorily completed 6 years of schooling
	Junior High School				3 years	Satisfactorily completed 6 years of schooling
Senior Secondary Education	Senior High School		National, Municipal, City/County, Private	Graduated from junior high school; taking two basic achievement exams in junior high school; going through multi-admissions: a. By applying, b. By meeting requirements and passing the entrance exam for special subjects of the individual school, c. By registering and then being assigned.	3 years	Satisfactorily completed 3 years of schooling
	Senior Vocational School				3 years	Same as Senior High School
Higher Education	Junior College	5-Year	National, Municipal, Private		5 years	Satisfactorily completed at least 220 credits
		2-Year			2 years	Having earned at least 80 credits
	Institute of Technology (University of Technology)	4-Year	National, Private	Graduated from senior vocational school, taking the unified entrance exam; going through multi-admissions.	4 years	Having earned at least 128 credits

School Patterns (CONTINUED)

Category			Established Body	Qualifications of Admission	Period of Study	Conditions of Graduation
Higher Education	Institute of Technology (University of Technology)	2-Year	National, Private	Graduated from junior college, taking the unified entrance exam; going through multi-admissions.	2 years	Having earned at least 72 credits
	University or College		National, Municipal, Private	Graduated from senior secondary school or equivalent; taking the unified entrance exam; going through multi-admissions.	4 to 7 years	Having earned at least 128 credits
	Graduate School	Master Program	National, Municipal, Private	Holder of bachelor's degree, 2-year or 5-year junior college graduate with 3-year working experience, and one passing master's degree program entrance examination	from 1 to 4 years	1. Having earned required credits, produced thesis and passed the degree test. 2. For the master's degree programs in arts or in applied sciences and technologies, the required thesis may be replaced either by the exhibition performance plus the written report or by the technical report.
		Ph. D. Program	National, Municipal, Private	Holder of master's degree, student of master's degree with excellent performance, medical science graduate with 2-year working experience. Holder of bachelor's degree with 6-year working experience of excellent performance, and one passing Ph. D. entrance examination.	from 2 to 7 years	Having earned required credits, passed the Ph. D. candidate qualification test, produced dissertation, and passed oral examination
Special Education	Special School	Kindergarten	National, Municipal, County/City, Private	Age 3 to 6		
		Primary		Age 6 to 18	6 to 12 years	Same as primary school
		Junior High		Graduated from special primary school	3 years	Same as junior high school
		Senior High (Vocational)		Graduated from special junior high school	3 years	Same as senior high (vocational) school
Supplementary and Continuing Education	Supplementary Primary School		National, Municipal, County/City	Age 12 or over	Jr. 6 to 12 month Sr. 18 to 24 month	Satisfactorily completed the period of study
	Supplementary Junior High School		National, Municipal, County/City, Private		Minimum 3years	
	Continuing Senior Secondary School	Senior High	National, Municipal, Private	Age 15 or over; graduated from junior high school or equivalents	3 years	Satisfactorily complted 3 years schooling and passed the qualification examination.
		Senior Vocational	National, Municipal, Private	Some as continuing senior high school	3 years	The same as continuing senior high school
		Practical Technical Program	National, Municipal, Private	Age 15 or over; graduated from junior high school; having passed IQ and Aptitude test if there are many applicants	From 1 to 3 years	Satisfactorily completed 1 or 3 years program
	Continuing Junior College		National	Graduated from senior secondary school or equivalents; having passed the entrance examination	Minimum 3 years	Having earned 75 to 85 credits and passed the qualification examination
	Continuing College		National, Municipal	Age 20 or over; graduated from senior secondary school or equivalents	No limit	Having earned at least 128 credits
Open University						



7. The Organization of Public Schools According to Level

The schools are organized according to purpose. The following are examples of the average types and levels of public schools found on Taiwan.

1. Public Primary School and Junior High School

The principal is appointed by the educational administration agency and is responsible for the running of the school.

The school administration may set up three departments; study affairs, student affairs, and a general affairs department, or a combined study/student affairs department and a general affairs department. Directors head each department. Other areas of administration include: a guidance

office, and personnel, accounting/statistical offices.

The teachers in public primary or public junior high schools are appointed by their principals. However, they must first pass either a discipline distribution review or go through an open selection process or undergo a teacher evaluation committee selection before their appointment.

2. Public Senior High School

A principal is appointed to administer school affairs. For national schools, the principal is selected by the Ministry of Education. For those under the jurisdiction of city/county and municipal governments, the principal is selected by the competent educational authority.



All teachers are selected based on their area of discipline qualifications by a faculty evaluation committee and are appointed by the principal.

Administration is divided among three offices-academic affairs, student affairs and general affairs-each headed by a director who assists the principal in administering the school. Directors are chosen and appointed by the principal from among full-time faculty members. Besides, a director is assigned for each of the following to handle relevant work: Library, Guidance Work Committee, Personnel Office, and Accounting Office.

3. Public University

To select a university's president, the public university organizes a committee to select two to three presidential candidates. They are encouraged to submit their credentials for the committee to review. For national schools, these candidates' applications and credentials will be forwarded to the Ministry of Education, which shall then reviewed by a designated committee and a president will be appointed. For other public schools that are under government jurisdiction, the candidates' applications will also be forwarded to the Ministry of Education, which will organize a committee to select a president. As to the private-run universities, the board of directors will organize a committee to select a president, who will then be reported to the Ministry of Education to get approved and appointed. One or two vice presidents are selected from the faculty and



appointed by the president after such an appointment proposal is reported to the MOE and recorded.

Each college has a dean. The college may consist of departments or independent graduate institutes. Each department and graduate institute are headed by a chairman or a director. The college deans, department chairmen and graduate institute directors serve a specific term. They are elected by the faculty of professors from professorial candidates and are appointed by the president according to the school's official procedures.

Three departments care for administration: study affairs, student affairs and general affairs, each of which is headed by a dean, who is selected from faculty professors and then appointed by the president of the university. Section chiefs manage the library, the physical education office, the military training office, the secretariat, the personnel office and the accounting office. Sections may also be set up under a department, a library or an office and may be managed by a teacher.

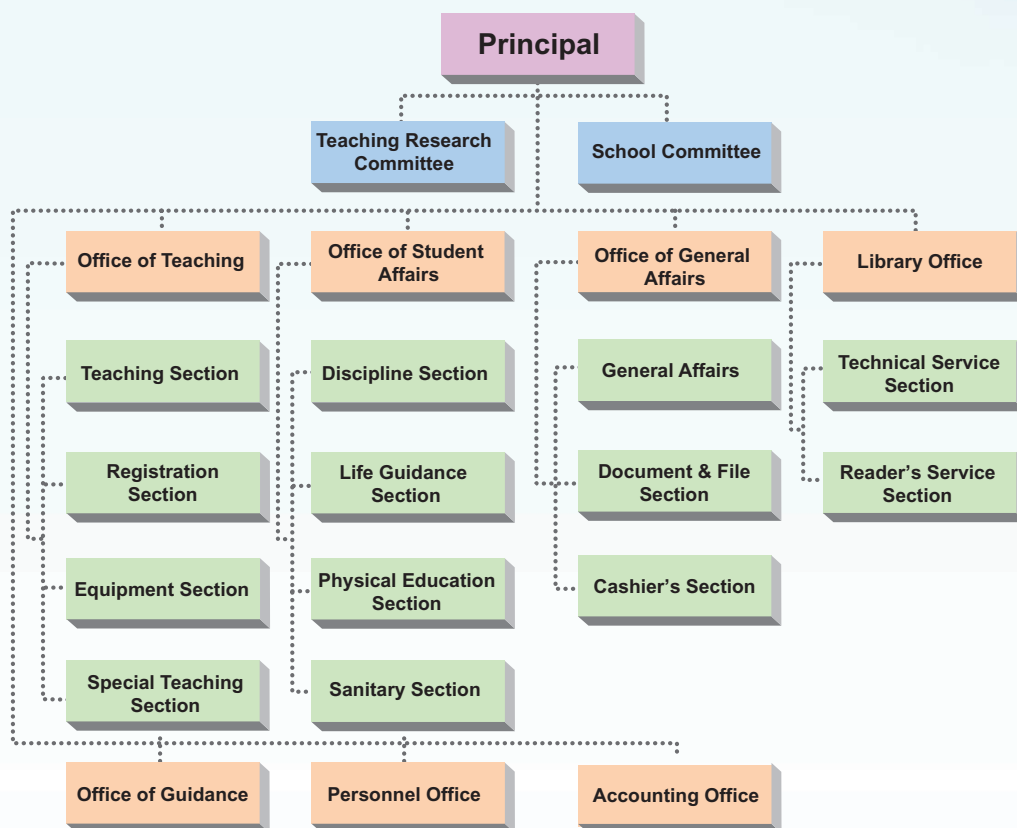
Research centers or other related offices may be set up by the university to meet needs arising from teaching, research or extension sites.



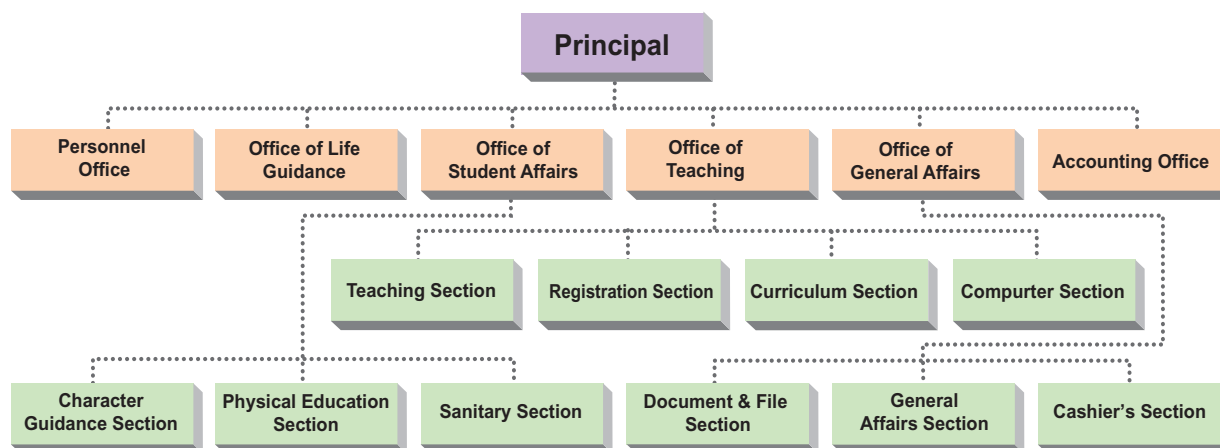
Example: Organization of National Taiwan University 2003

President / Vice President		
Secretariat	Secretaries	Population and Gender Studies Center
Office of Academic Affairs	4 sections, 2 branch offices	
Office of Student Affairs	6 sections, 2 centers, 2 branch offices	
Office of General Affairs	9 sections, welfare store & school police, & 2 branch offices	Center for Condensed Matter Sciences
Office of Accounting	4 sections, 2 branch offices	Japanese Research Center
Office of Personnel	3 sections, 2 branch offices	
Library	1 main library, 2 branch libraries	
College of Liberal Arts	8 departments, 10 graduate schools, 1 exhibit hall, & 1 language laboratory	Environmental Protection Center and Occupational Safety and Hygiene Center
College of Science	9 departments, 12 graduate schools	
College of Social Science	4 departments, 6 graduate schools	
College of Management	5 departments, 5 graduate schools	The University Press
College of Law	1 department, 1 graduate school	
College of Engineering	4 departments, 11 graduate schools, & 7 jointly operated centers	
College of Electrical Engineering & Computer Science	2 departments, 5 graduate schools	Center for Biotechnology
College of Bio-Resources and Agriculture	12 departments, 13 graduate schools, 1 experimentation forest, 1 experimentation farm, 1 veterinary hospital, 1 mountain farm, 1 agricultural exhibit hall & 1 jointly operated hydraulics experimentation institute with engineering college & agriculture college	Center for International Academic Exchanges
College of Life Science	2 departments 7 graduate schools	
College of Medicine	7 departments, 18 graduate schools, & 1 university hospital	
College of Public Health	1 department, 6 graduate schools	
Division of Continuing Education & Professional Development	5 sections, 5 departments	
Computer and Network Center	4 sections	

Example: Organization of National Pan-Chiao Senior High School 2003



Example: Organization of West-Gate Primary School of Taipei Municipality 2003





8. The Curriculum, Instructional Material and Equipment

The Ministry of Education realizes that curriculum, instructional material and equipment are inter-related and necessary components of the educational process. It has prescribed specific standards for curriculum, instructional material and equipment for schools under its jurisdiction. The MOE also compiles, publishes and provides textbooks and teaching materials for primary and secondary schools who require such materials. The National Institute for Compilation and Translation (NICT) will also review materials before publication.

1. Curriculum Standards /Guidelines

Curriculum standards/guidelines follow the goals and policies set by the Ministry of Education, which in turn, follow governmental guidelines regarding the education of the citizens. These standards/guidelines may be adjusted in order to accommodate the needs of the changing society. The revision of curriculum standards/guidelines require the advice of specialists and committee study and recommendation.

Currently, curriculum standards have been established for primary schools and junior high schools while curriculum guidelines have been set up for senior high and senior vocational schools, whose specialized areas include: agriculture, industry, commerce, marine products, medical care technology, nursing, home economics, and opera and the arts. Higher institutions of education have also prescribed course standards. Universities and independent colleges shall set their own curriculum in accordance with Article 23 of the Implementation Regulations for the University Law.

2. Textbook and Teaching Materials

To tackle the trend of society's diversification and education liberalization, a system for the compilation of textbooks by bookstores, followed by screening and approval by the National Institute for Compilation and Translation (NICT) was established.

Since SY80, the choice of the elementary school textbooks for the arts and technical and activities courses has been opened to all the versions reviewed and approved by the authorities. From the first grade in SY85 on, the general courses have also gradually followed.

The junior high school textbooks currently adopt double systems - unified compilation along with review and approval. Except for those courses for Joint Entrance College



Examination (Chinese, English, Mathematics, Physics and Chemistry, History, and Geography) still compiled and edited by NICT, textbooks of the other courses, including activities, arts and technical, have adopted the new system since SY78.

From SY91 on, along with the launch of the Grade 1~9 Integrated Coordinated Curriculum (the 9-year joint curricula plan for primary and junior high schools), textbooks in all courses and areas will follow.

Scholars have been contracted to compile and edit all textbooks for the senior high level according to current curriculum standards. These textbooks must be screened and approved by the NICT.

Teaching materials for higher educational institutions are either compiled by the MOE or the NICT. Materials may also be compiled by bookstores or by teachers majoring in specialized fields.

3. Standards of Teaching Equipment

The standards of teaching equipment for schools at different levels are set up respectively in accordance with the curriculum guidelines of different educational levels and in consideration of the need of relevant teaching materials. Presently, except for the standards for universities and colleges, standards of teaching equipment for elementary and secondary schools have been formulated and implemented in conformity with the Law of National Education in order to regulate the purchases, installation, and managements of teaching materials of each school. Besides, local governments may formulate different standards of teaching resources for primary and secondary schools under their authorities if necessary,

Teaching Subjects and Weekly Teaching Classes in Primary and Junior High Schools (Implementing the 1st to 9th grade curricula alignment)

Subject \ Grade	School	Primary School			Junior High School
		1,2	3,4	5	1,2
Language		4-6	4-6	6-8	6-8
Health and Physical Education		2-3	2-3	3-4	3-4
Mathematics		2-3	2-3	3-4	3-4z
Social Studies		6-9	6-9	3-4	3-4
Arts and Humanities				3-4	3-4
Nature Science & Life Technology				3-4	3-4
Comprehensive		2-3	2-3	3-4	3-4
Flexible Learning		2-4	2-4	3-6	4-6
Total Number of Classes		22-24	22-24	30-33	32-34

Note : The School-based Curriculum Development Committee should rationally distribute curriculum according to the following designated percentage each school year before school opens,

1. Among all learning areas, Language takes about 20% to 30% of the total number of classes.
2. Each of the six learning areas, i.e. Health and PE, Social Studies, Arts and Humanities, Nature Science & Life Technology., Mathematics, and Comprehensive, takes about 10% to 15%.
3. Total number of classes in each learning area for one school year or semester should be calculated according to the above rate; the number of classes for each week should be arranged to meet the demands of teaching.



Primary and Junior High School

(Implementing the Traditional Curricula)

Subject \ School	Grade	Primary School	Junior High School
		6	3
Civics & Ethics		2	2
Health Education			
Mandarin		9	
Chinese			5
English			1+(1)
Mathematics		6	2+(2)
Social Studies		3	
History			2
Geography			2
Natural Science		4	3+(2)
Physical Education		3	2
Music		2	1
Fine Arts		3	1
Home Economic & Daily Technique			2
Computer			1
Elective Courses: Planting Agricultural Products Drawing Abacus Agriculture Industry Commerce Home Economics Marine Products English Mathematics Music Fine Arts Second Foreign Language			2~5
Boy Scouts Training			1
Group Activities		1	2
Guidance Activities		1	1
Native Art Teaching Activities		1	
TOTAL		35	30+(5)– 33+(5)

- NOTES:** 1.The teaching classes of foreign language (English) and mathematics in junior high school are flexible in order to meet actual local requirements.
2.One classes each week for weekly-meeting and extracurricular activities in junior high school are not included in this list. The figures in parenthesis refer to individually teaching classes.
3.Since SY2001, 1st grade in primary school implemented the 1st~9th grade curriculum alignment.

Teaching Subjects and Weekly Teaching Classes in Senior High Schools

Grade Subject Semester		1		2		3	
		I	II	I	II	I	II
Chinese		4	4	4	4	4	4
English		4	4	4	4	4	4
Civics				1	1	2	2
Three Principles of the People		2	2				
History		3	2	2	2		
Geography		2	3	2	2		
Mathematics		4	4	4	4		
Natural Science:							
Physics 1		2	(2)	3	3		
Chemistry 1		(2)	4	3	3		
Earth Science 1		2	(2)	2	2		
Biology 1		(2)	2	2	2		
Physical Education		2	2	2	2	2	2
Music		1	1	1	1		
Fine Arts		1	1	1	1		
Industrial Arts		1	1	1	1		
Home Economics		1	1	1	1		
Military Training (Military Training& Nursing for Girls)		2	2	2	2	1	1
Class Meeting		1	1	1	1	1	1
Group Activities		1	1	1	1	1	1
Elective Courses:							
Languages							
Social science							
Mathematics							
Natural Science		0-4	0-4	4-8	4-8	15-20	15-20
Home Economics							
Industrial Arts							
Arts							
Fine Arts							
Occupation Cultivation							
Physical Education							
TOTAL		33-37	33-37	33-37	33-37	30-35	30-35

Notes: In the second year of senior high school, natural science is divided into four courses-Physics, Chemistry, Earth Science and Biology. The student must select one courses for at least two hours of weekly study.



Teaching Subjects and Weekly Teaching Classes in Senior Commercial Vocational Schools

<div><div></div><div></div></div>	Grade	1		2		3	
	Semester	I	II	I	II	I	II
Basic studies							
Chinese		4	4	4	4		
Chinese Writing						2	2
English		2	2	2	2		
English Conversation						2	2
Mathematics		2	2				
Applied Mathematics				2	2		
Concept of Natural Science		2	2				
Humanity and Environments							2
Three Princpls of the People		2	2				
Taiwan History and Geography				2			
World Culture					2		
Introduction to Psychology						2	
Music		2					
Arts			2				
Basic Concept of Computer		2	2				
Laws and Living				2			
Career Planning					2		
Specialized and Practical Course							
Introduction to Commerce		2	2				
Accounting		4	4				
Economics				3	3		
Word and Document Processing				2	2		
Introduction to Civil Code				2	2		
Cost Accounting						3	3
Computer Application						2	
Introduction to Management						2	2
Tax Laws and Regulations						2	
School-set Course (Set by School, referred to the suggested list)		5	7	8	8	9	13
Military Training & Nursing		2	2	2	2	2	2
Physical Education		2	2	2	2	2	2
Class Meeting		1	1	1	1	1	1
Extracurricular Activiites		3	3	3	3	3	3
Elasticity Teaching		2	2	2	2	2	2
TOTAL		37	37	37	37	34	34





9. Current Situations of Schools According to Level

In SY2002, there were 8,222 schools at all levels in the Republic of China, with 273,376 full-time instructors, 5,376,947 students. On the average, there were 227 schools for every 1,000 square km of land, 239 students per 1,000 population, and 20 students per full-time instructor. Schools of each level are detailed in the following:

Kindergarten

Private kindergartens are 1.5 times as many as public ones. Preschool children in the private kindergartens are 2.2 times as many as public ones. More than ninety percent of private kindergartens are independently operated, while most public ones are affiliated with public primary schools. In SY2002, the ratio of students to teachers was 12:1.

Primary school

Most primary schools are public. Private primary schools account for only 1%. In SY2002, there were 2,627 primary schools. The ratio of students to teachers was 18:1.

Junior High school

Out of 716 junior high schools, only 12 are private, others being government-operated. Since the launching of the nine-year compulsory education in SY68, the number of junior high schools has increased dramatically. Private junior high schools are required to adopt the same curriculum as public ones. In SY2002, the ratio of students to teachers was 16:1.

The junior vocational schools ceased to admit any new students since SY68.

Senior High School

Private senior high schools are 0.8 times as many as public ones. Private junior high schools are required to adopt the same curriculum as public ones. In SY2002, the ratio of students to teachers was 19:1.

Senior Vocational School

In this category, private schools are 0.8 times as many as public ones. These schools are specialized in seven fields: agriculture, industry, business, marine products, nursing, home economics, and theatre. In SY2002, the student-teacher ratio was 18:1.

The comprehensive high school, implemented on a trial basis in SY96, offers both senior high and senior vocational curricula. As of SY2002, 151 comprehensive high schools admitted 87,374 students.

Junior College

It is the government's policy to encourage the private sectors to establish schools that the private junior colleges have increased substantially to five times the number of public ones. As of SY2002, there were 15 junior colleges admitted 57,063 students.

Furthermore, many junior college students attend the two-year technical colleges, following the two-year and five-year junior college programs.

University and College

Under this category, there are more private than public ones. The private institutions admit more students than the public ones. As of SY2002, there were 61 universities admitted 660,453 students and 78 colleges admitted 522,776 students, and there were 1,904 affiliated graduate program institutes.

Special School

There are 23 government-run special schools and 2 private ones. Among them, 4 are for the

deaf, 3 for the blind, 9 for the mentally retarded, and 9 for the physically handicapped and multi-handicapped students.

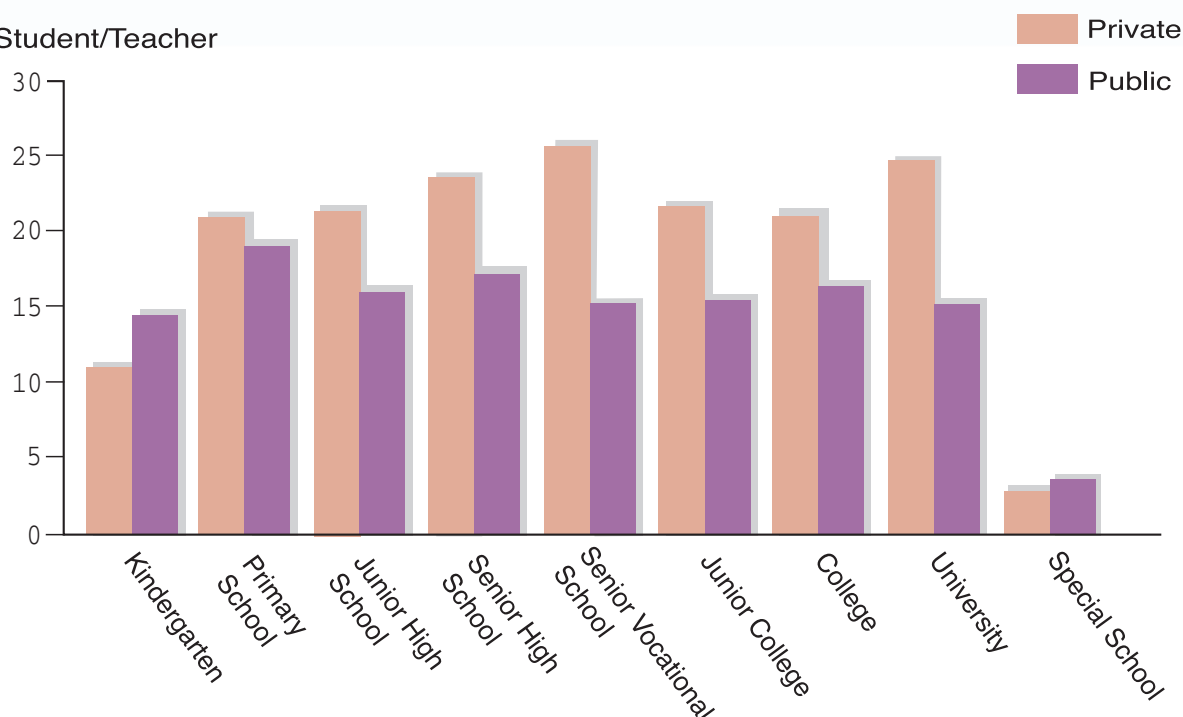
Supplementary Schools

Most supplementary schools are public. In SY2002, a total of 641 supplementary primary and junior high schools enrolled 34,979 students, 235 senior high & senior vocational continuing schools enrolled 100,159 students, 42 junior college continuing schools enrolled 69,059 students, and 33 college continuing schools enrolled 18,682

Number of Students Per Teacher at All Levels in School Year 2002 ~ 2003

	Average	Kindergarten	Primary School	Jr.High School	Sr.High School	Sr.Vocational School	Junior College	College	University	Special School
Average	19.67	11.79	18.39	16.05	19.34	18.41	20.97	19.87	20.04	3.52
Public	17.92	14.24	18.36	15.99	17.11	15.05	15.53	16.60	15.12	3.54
Private	25.32	10.92	20.74	21.22	23.12	25.56	21.34	20.96	24.94	2.81

Student/Teacher





10. Classification of Students at Senior Vocational Schools and Higher Educational Institutes

1. Senior Vocational Schools

In SY67, there were 94,547 senior vocational school students, accounting for two-thirds of total senior high school students. Since the nine-year compulsory education program was launched in SY68, the vocational education has experienced fast expansion to meet the demand of economic development. In SY2002, students of this category had risen to 339,627. Among these students, 145,134 majored in industry, 132,837 in commerce, 32,171 in home economics, 9,773 in nursing, 11,387 in agriculture, 5,335 in marine products, and 2,990 in opera and arts.

2. Higher Educational Institutes

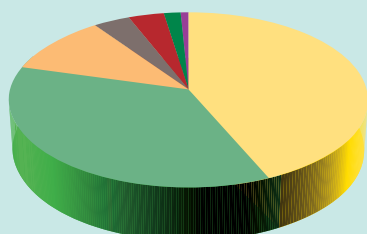
In SY2002, there were 1,240,292 students studying at universities, colleges, and junior colleges. Among them were 122,130 graduate program students (including 103,425 pursuing

the master's degree and 18,705, the doctoral degree), 770,915 university/college students, and 347,247 junior college students (including 158,748 under the 5-year program and 188,499 under the 2-year program). Out of these students, 41,735 majored in education, 28,180 in fine arts, 102,208 in humanities, 40,327 in economics, social science, and psychology, 286,835 in business administration, 13,470 in law and jurisprudence, 29,549 in natural science, 119,760 in mathematics and computer science, 125,813 in medical science, 2,098 in crafts, 297,061 in engineering, 17,885 in architecture, 27,336 in agriculture, Forest & Fishery 43,423 in home economics, 11,636 in transportation and communications, 23,395 in tourism, 18,490 in mass communication, and 11,091 in physical education.



Categories of Senior Vocational School Students

SY2002-2003

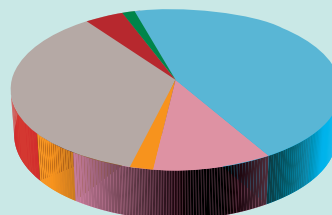


- Industry 42.73%
- Commerce 39.11%
- Home Economics 9.47%
- Nursing 2.88%
- Agriculture 3.35%
- Marine Products 1.57%
- Opera & Arts 0.8%



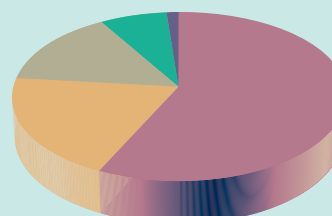
Categories of University, College, and Junior College Students

SY1992-1993



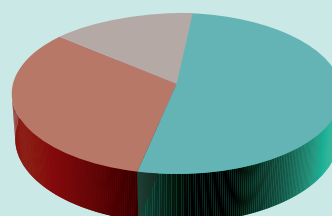
- University & College 43.00%
- 2-year Junior College 18.04%
- 3-year Junior College 2.60%
- 5-year Junior College 29.66%
- Master Program 5.13%
- Ph. D. Program 1.58%

SY2002-2003



- University & College 62.16%
- 2-year Junior College 15.20%
- 5-year Junior College 12.80%
- Master Program 8.34%
- Ph. D. Program 1.51%

SY2002-2003



- Sciences & Technology 51.6%
- Social Sciences 33.6%
- Humanities 14.8%



11. Educational Expenditure

1. Expenditure of Public and Private Education

In financial year (FY) 1951, expenditure of public and private education at all levels totaled NT\$213 million, accounting for 1.73% of GNP. Under the concerted efforts of our government and the private sectors, the educational expenditure kept growing, reaching NT\$608.6 billion or 6.08% of GNP in FY2002.

Before FY61, expenditure of private education at all levels was less than ten percent of the total educational expenditure. Subsequently, under the government's encouragement and subsidy, private schools became booming. By FY2002, the expenditure of private education reached 28.02 percent of total educational expenditure, while that of public education, 71.98 percent.

In FY2002, the educational expenditure of the governments at all levels accounted for 19.70 percent of the total budget.

2. Distribution of Total Educational Expenditure at All Levels of Schools

(1) By Program:

In FY2002, the expenditure of kindergarten education accounted for 3.04 percent; compulsory education, for 47.40 percent; senior secondary education, for 15.01 percent; higher education, for 33.98 percent; social education, for 0.56 percent.

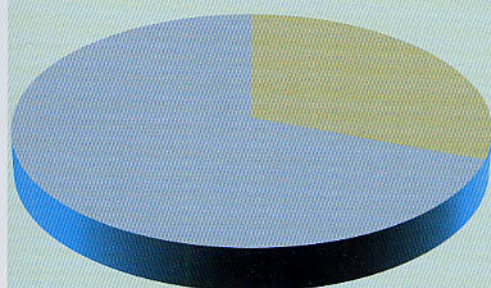
(2) By Nature:

In FY2002, recurrent expenditure accounted for 86.80 percent of the total educational expenditure, while capital expenditure, for 13.20 percent.

Note: Since FY2001, the education expenditure excludes scientific and cultural expenditure.

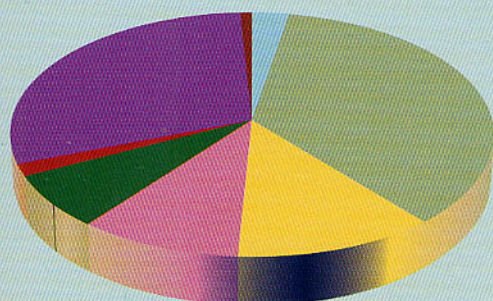


**Educational Expenditure
Allocation in FY 2001-2002**



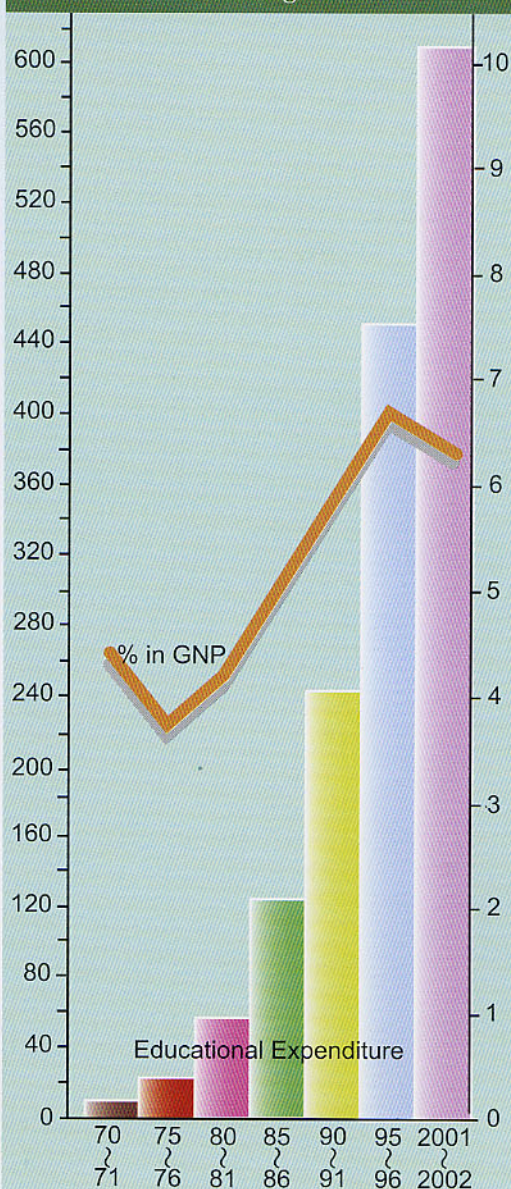
Public 71.98%
Private 28.02%

**Total Educational Expenditure
at All Levels of Schools**



Kindergarten 3.04%
Primary School 31.90%
Jr. High School 15.50%
Sr. High School 9.67%
Sr. Vocation School 5.34%
Junior Collage 1.19%
University & Collage 32.79%
Social Education 0.56%

**Educational Expenditure &
Percentage in GNP**



12. Students and Population

Since relocated to Taiwan in 1949, the Central Government has spared no effort to develop education at all levels. As a result, despite incessant rise in population, student numbers at all levels have grown faster than the population, and the quality has been upgraded quickly. It can be explained through the following table and chart:

(1) Quantitative expansion:

yearly comparison between students and population;

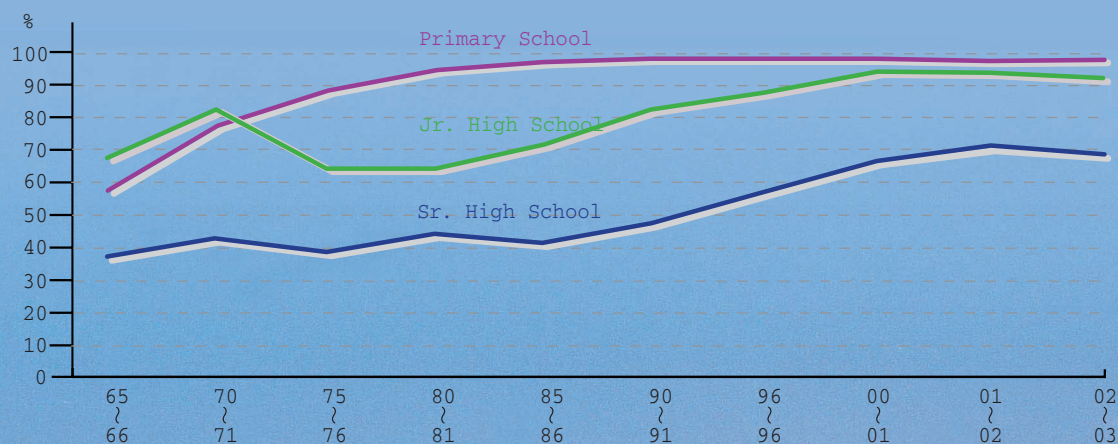
(2) Quality improvement:

yearly comparison between school-aged children in schools and percentage of graduates admitted to next education level.



Number of Students and Graduates Admitted to Next Level of Education							
School Year	Population (1,000)	Number of Students (1,000)	Number of Students Per 1,000 Population	School-Aged Children Attending Schools (%)	Graduates Admitted to Next Level of Education (%)		
					Primary School	Jr. High School	Sr. High School
1965~66	12,699	3,117	245.5	97.1	58.2	78.5	38.3
1970~71	14,754	3,992	270.5	98.0	78.6	82.7	41.9
1975~76	16,223	4,449	274.2	99.3	89.5	65.8	39.8
1980~81	17,866	4,598	257.3	99.7	96.1	65.2	44.6
1985~86	19,314	4,942	255.9	99.9	98.7	71.3	40.2
1990~91	20,401	5,280	258.8	99.9	99.8	84.7	48.6
1995~96	21,357	5,226	244.7	99.9	99.8	89.2	56.6
2000~01	22,277	5,303	238.1	100.0	99.8	95.3	68.7
2001~02	22,406	5,355	239.0	100.0	99.2	96.0	70.7
2002~03	22,521	5,377	238.8	100.0	99.7	95.5	69.0

Graduates Admitted to Next Level of Education





13. Teacher Qualification

Teachers education is divided into two categories. (1) Teachers colleges, which are designed to train teachers for kindergartens and primary schools. In the past, they used to be junior colleges admitting junior high graduates. For enhancing teacher quality, in 1986, these junior colleges became 4-year colleges admitting only senior high graduates. (2) Normal universities, training teachers for secondary schools, also admit senior secondary graduates to receive four

years of education. Teachers for universities and colleges mainly come from graduate institutes.

Recently, the expansion of education has been very fast, and the quality of teachers has been upgraded steadily. A diversified society and a shortage of teachers for special and less popular courses have caused the graduates of the above-mentioned teachers education institutions to be insufficient to meet the demand.

Consequently, the "Teachers Education Law"

A. Kindergarten to Senior Secondary School Teachers

According to the new Teacher Training Act, anyone who has met the following conditions must pass the licensing tests and internships to become qualified teachers.

(A) Teacher of Common Subjects:

- (a) graduating from a teachers college or a normal university;
- (b) graduating from department of education in regular universities;
- (c) graduating from regular universities and completing required credits in educational programs

B. University and College Teachers

Anyone who has met one of the following conditions and intends to become a qualified lecturer, assistant professor, associate professor, and professor shall submit an application together with his publications on specialized subjects to the educational authorities for evaluation. A successful candidate may become a university and college teacher.

(A) Lecturer:

- (a) earning a master's degree from a graduate school with good academic performance record; or
- (b) being a teaching assistant for at least four years with good performance record and specialized publications; or
- (c) being an assistant undertaking research at an educational institute or a professional agency for at least six years with remarkable contribution and with specialized publications.

(B) Assistant Professor:

- (a) earning a doctoral degree from a graduate school with good performance record and specialized publications.
- (b) earning a master's degree and undertaking research at an educational institute or a professional agency for at least four years with remarkable contribution and with specialized publications ; or
- (c) university/college graduates majoring in "Medicine" or "Chinese Herbal Medicine" or "Dentistry" have had clinical practice for over nine years of which at least 4 years as an

was amended in 1994 to increase the channels of teacher training. Specifically, all public and private colleges and universities having educational colleges, departments, and graduate schools, and/or having courses specializing in education may participate in the teacher education program; furthermore, teachers colleges are allowed to deliver secondary school teachers, and normal universities are now able to deliver primary school teachers.

The teacher education program for teachers of senior high schools and lower levels is basically financed by trainees themselves, but full public subsidies and partial assistance are available for

some students. Before they obtain the qualified status, all graduates are required to pass the teacher qualification test, go through one year of internship, and pass the second qualification test. With the status, they are eligible to be employed by a primary or secondary school after the approval of school evaluation committee.

There are two ways to obtain teacher qualification, qualification test for teachers at secondary schools or below, and qualification review for teachers at colleges and universities.

while he/she was at university;

(d) graduating from foreign universities and completing required credits of education.

(B) Teacher of Vocational Courses:

Graduating from a teachers college or a normal university, or other university or college with programs designed to train vocational schools teachers.

attending physician in medical center with good performance record and specialized publications; or

(d) being a lecturer for at least three years with good performance record and specialized publications.

(C) Associate Professor:

(a) earning a doctoral degree from a graduate school with good performance record and specialized publications.

(b) being an assistant professor for at least three years with good performance record and specialized publications.

(D) Professor:

(a) being an associate professor for at least three years with good performance record and specialized publications; or

(b) earning a doctoral degree and undertaking research at an educational institute or a professional agency for at least eight years with original works or inventions, and with important academic contribution or specialized publications.

Note: Qualification requirements for teachers at special or supplementary schools are the same as those for teachers at regular schools.



14. On-the-job Training and Advanced Study for Teachers

An on-the-job training and advanced study program is designed to provide teachers after a required length of services, with an opportunity to pursue advanced education so as to enhance their knowledge and enable them to catch up the progress in academic fields and adapt to incessantly renovating education materials and methods. The program and its history are briefly introduced as follows:

1. On-the-job Training Center for Primary School Teachers

The center, established in 1956, is a permanent organization providing on-the-job training lasting for two to ten weeks for teachers at kindergartens and primary schools. The training program places equal emphasis on improvement in instruction methods and on social conduct and

activities. Teams are organized to engage in joint planning, discussion, observation, experiment, practice, presentation, demonstration, review, and criticism in an ultimate goal to achieve a correct educational concept and thereby improve the teaching methods. Meanwhile, lessons are given through daily living—specifically, eating, dressing, housing, transportation, education, and recreation—in a hope to nurture an ideal attitude toward an ideal life and form a habit fitting to the modern society. Through interaction and mutual revelation, the program has an ultimate goal to turn participants into good teachers to bear a sense of mission to strengthen the nation.

2. On-the-job Training Centers for Secondary School Teachers

Two centers, which are at the National



Taiwan Normal University and in Taichung County have been set up by the Ministry of Education, and the latter is called the Institute for Secondary School Teachers in Taiwan. The Taipei Municipal Government and the Kaohsiung Municipal Government have also set up teacher in-service education centers separately. These centers provide training programs for all high school teachers, junior high school principals, and directors of studies on a rotational basis. The training programs place emphasis on instruction methods and materials in order to improve teaching efficiency.

3. On-the-job Training Centers for Other Institutes

On-the-Job training or advanced study can be offered by each institute of public or private universities, colleges, and graduate programs with education curriculum:

A multitude of channels have been set up for the teacher education. The above-mentioned universities and colleges give participants a chance to acquire practical knowledge, improve instructional technology, and pursue advanced study. Eligible sponsoring agencies include universities having education curriculum, normal universities, teachers colleges, technological institutes, junior colleges, industrial technological research institutes, and relevant institutes of business firms.

4. Sabbatical Leave and Advanced Study System for College Teachers

The measures governing the system were promulgated by the MOE in 1941. Only full-time professors of public universities and colleges are entitled to the sabbatical leave privilege.



Essential points of the measures are as follows:

- a. A university or college teacher may apply for sabbatical leave to do research work for six to twelve months after he has completed seven years of services with outstanding performance record. The application must be submitted through the school authorities with their recommendation to the MOE for its final approval.
- b. The teacher is required to attach a research plan to his application and carry out the plan during the sabbatical leave.
- c. During the sabbatical leave, the teacher is entitled to research allowance and travel expenses on top of his regular pay.

5. Regulations for Encouraging Teachers Continuing Education and Researches

The MOE encourages teachers to actively engage in advanced studies. The Methods for Encouraging Teachers Continuing Education and Researches promulgated in 1996 regulates the manners through which continuing education and research can be conducted, as well as the classification of leaves, and the incentives to be offered. Such studies have been listed as a reference factor for employment and a condition to qualify as a school principal or director.



15. Welfare Benefits for School Teachers

Among private schools welfare benefits for teachers may be different depending on the system made by the board of directors of the school. For teachers of public schools, welfare benefits are basically identical, some undertaken by special organizations and the others handled by agencies which concurrently take care of welfare benefits for civil service employees.

1. For Public Schools

A brief introduction for the welfare benefit system is as follows:

(1) Welfare Commission for Primary and Secondary School Teachers and Staff:

The commission, established in 1959, is composed of such members as local educational administration personnel, representatives of primary and secondary school principals, representatives of the parents-teachers associations (PTA), and community leaders enthusiastic about education. Under the system, teachers are entitled to such benefits as public housing, use of teachers' hostels, low-interest housing loans, subsidy for publishing creative works, abroad study tour, retirement payment, and education allowances for dependents. The sources of funds include contributions of the PTA, subsidies by special education foundations, and donations of individuals and public/private enterprises.

(2) Statute Governing the Retirement of School Teachers and Staff:

Originally promulgated in 1944, such statute was amended in 1995 and came into force in February 1996. Three essentials of this statute are specified as follows:

(A) The statute applies to (a) full-time teachers of public schools, and (b) school staff members other than teachers who have been employed prior to the implementation of the Statute of Governing the Employment of

Educational Personnel. On the other hand, Law of Retirement Affairs of Civil Servants and Law of Indemnity of Civil Servants is applicable to those staff members employed later than that date;

(B) In terms of the retirement payment, educational personnel to whom such statute applies may choose to be paid in one of the following three ways: (a) "lump sum payment," (b) "monthly payment," and (c) "a certain amount of proportional lump sum payment plus proportional monthly payment" depending on their specific needs;

(C) Retirement and indemnity payments are paid by the Retirement and Indemnity Fund which both the government and all the educational personnel concerning shall take contributions.

(3) Implementation of the Civil Servants Insurance System:

The system covers all civil service employees, public school teachers, and administrative staff. The premium is 4.5-9.0 percent of the basic pay (of which 65 percent is



contributed by the employing agency or by the school).

(4) Mutual Assistance Welfare Program for Central Civil Service Employees:

Participants in the system are limited only to civil service employees and public school teachers and administrative staff. The central and local governments are operating their own separate systems. Under the system, mutual assistance payment is made for such occasions as marriage, retirement, separation, layoff, funeral, and damages caused by serious disasters.

2. For Private Schools

(1) The Insurance Statute for Private School Faculty promulgated in 1980 is designed to stabilize teachers and staffs in private schools and promote sound development of private

schools. The premium is 4.5-9.0% of the basic pay (of which 65 percent is contributed by the employing agency or by the school).

(2) Article 58 of the Private School Law stipulates that the board of directors of a private school shall set the rules and regulations to raise funds for financing teachers and staffs' retirement, severance and condolence pays. After approval of the rules and regulations by the competent education authorities, 2% of total tuition fees shall be allocated for the above-mentioned uses, and together with funds amounting to 1% of tuition fees from the school and its board of trustees, shall be reserved in the National Private School Staffs' Retirement and Condolence Fund. That fund shall be administered by the Ministry of Education.





16. Pay Schedule for Teachers

Public schools have a set of unified criteria governing the compensation plan for teachers. Private schools, however, set their own pay scale, in principle, based on the criteria of the public school as well as on their own financial status. The amount of compensation may be different. A brief introduction to the pay standards for teachers of public schools at all levels is as follows:

1. The basic pay scales for public school teachers are the same as those for civil service employees. On top of the basic pay is research allowance, making the earnings of teachers slightly higher than those of ordinary civil service employees. The higher earnings for teachers represent a due respect to their social status and an encouragement for their devotion to the profession.
2. The compensation for a full-time teacher is determined by his/her position and the length of service. In addition, an allowance is paid for a teacher concurrently serving as an

administrative chief as prescribed by the school organization chapter.

3. Salaries for the part-time teacher are calculated and paid on the basis of the total of his or her lecturing hours per month.
4. In an effort to encourage university and college teachers to be engaged in advanced academic research, the National Science Council (NSC) of the Executive Yuan has implemented a subsidy program for research projects. With the recommendation of school authorities, teachers may submit their research proposals in certain academic field to the NSC for reviewing. Once the research proposal has been approved, the teacher will be requested to sign a research agreement with the NSC and then be granted the funds for his/her research. Such funds are appropriated per month within one year. Teachers granted such funds are required to submit research reports within a certain time period specified in the research agreement.







17. Social Education

Social education is implemented to all citizens of Taiwan. There are many educational programs for the people to choose from. Programs include: supplementary education and continuing education, education on-the-air, adult and life-long learning, national language education, citizen's education, art education, library education, museum education, audio-visual education, family education and guidance in spiritual renewal. The purpose of these programs is to help citizens elevate their general levels of education and culture in Taiwan. The following is a summary of the conditions of social education in Taiwan today.

1. Supplementary Schools

Supplementary education is designed to supplement regular education, raise education attainment, teach practical skills, and upgrade productivity. The schools mainly offer education to out-of-school citizens as well as on-the-job youths. In 2002, there are 34,979 students in 358 primary supplementary schools; 16,662 students in 283 junior high supplementary schools; 235 senior high and senior vocational continuing schools with 5,166 students attending the former and 94,993 students attending in the latter; 69,059 students in 42 junior college continuing schools, and 18,682 students in 33 college continuing schools.

2. Special Education

Special education aims at providing proper education to the students with mental or physical challenges and those who are specially gifted for the purpose of developing their mental and physical potentials, fostering sound characters and improving the capacities to serve the community. Special individual educational programs shall be made for physically and mentally challenged students in consideration of their specific needs of learning

in order to ensure that those students receive education that are really suitable for them. In 2002, there were four schools for the hearing impaired, with students totaling 965; three schools for the blind with 425 students; nine schools for the mentally handicapped with 3,015 students; one school for the physically challenged with 376 students; and seven schools for special education with 1,019 students. Furthermore, there are 3,502 special classes in several primary schools, junior high schools and senior vocational schools for the slightly mentally or physically challenged admitted a total of 48,612 students. For the specially gifted, special classes were opened in several primary schools, junior high schools and senior high and senior vocational schools to improve guided education. In 2002, classes for the gifted, including those in music, art, physical education, dance and opera, totaled 1,692, with an enrollment of about 47,189.

3. Social Education Institutions

In order to offer multiple learning channels and to establish life-long learning networks, a variety of public/private social educational institutions have been set up to take the responsibility. In 2002, more than 500 institutions exhibit different subjects and education themes depending on their specialization. Such institutions include cultural centers, national libraries, public libraries, various museums, social education halls, scientific exhibition halls, art education centers, fine art museums, memorial halls, concert halls, opera theaters, visual art performance halls, zoos, botanical gardens, and recreation centers for children. As far as the private sector is concerned, more than 2,000 cultural and educational foundations and 232 working centers established and operated by the private sector are engaged in promoting social education and conducting relevant activities in 2002.

4. Educational Radio Broadcasting & Television Stations

To supplement school education and meet goals on social education, the National Education Radio Broadcasting Station and the UHF System of the Chinese Television Station are established to take on such important tasks. The National Education Radio Broadcasting Station broadcasts lecture programs ten hours each day. Scheduled programs include classes for high school and college, programs on literature, the arts, music and social service. The educational programs are broadcasted to the public eight hours a day on average through the UHF system. These programs include on-air lectures of the curricula and courses for the National Open Universities, National Open Colleges and National Open Junior Colleges.

5. Education in the Arts

Extensive effort has gone into the planning and sponsorship of national awards for literary and artistic creations. Meanwhile, the MOE has held art contests for students in the areas of music, dancing, arts, and folk-song singing. It also takes the initiative to provide counseling and subsidy for art-related departments in universities and colleges, performance groups, and social educational agencies, as a way to encourage their sponsorship of art education activities, exhibitions and performances. Moreover, the MOE also guides and assists in performance programs and traveling shows by the Symphony Orchestra of the National Concert Hall, the National Experimental Chinese Orchestra, the Experimental Choir, and the National Kuo-Kuang Chinese Opera Company.

6. Family Education

Since 1986, with the support of the MOE, Family Education & Information Centers have been set up in succession in all counties and cities, and three centers for research in family education have been established respectively at the National Taiwan Normal University, the

National Chi Nan University and the National Chiayi University. These centers are responsible for offering educational supports for the public to obtain information needed regarding issues about parenting, gender, marriage, and family ethics as well as to enhance their relevant understandings and capacities. In order to advocate the concept of life-long learning and to build a learning community, the MOE draws up projects focused on the promotion of family education which aim to put the concept of life-long learning into the daily life of every family and foster the motives to learn within every family, thus making family a desirable environment for learning and growth of each member. In addition, the promulgation and implementation of the Family Education Law in February 2003 also symbolizes another major accomplishment of our efforts to promote family education.

7. Life Log Education and Establishment of a Learning Society

The MOE has issued a white paper entitled “Moving towards A Learning Society”. From 1999 to 2003, the MOE will launch 14 actively promotional programs outlined in the said white paper, which support the paper’s education reform recommendations. This has resulted in a new design plan for Taiwan, which in turn will help lead it towards becoming a learning society. It will reinforce the competitive strength of the nation during its movement toward the 21st century by increasing personal knowledge and skills, displaying the best potential capabilities, and broadening the view toward international affairs.





18. International Cultural and Educational Exchanges

International academic and cultural exchange programs are effective ways for promoting understandings between people of different nations. Such opportunities help cultivate the premise that education is the foundation of any nation and educated individuals are the cornerstones for national development.

The Ministry of Education (MOE) established the Bureau of International Cultural and Educational Relations (BICER) in 1947, to promote academic and cultural exchanges on the domestic and international levels. Since its establishment, BICER has set up five sections, together with the creation of a task force to oversee the examinations for overseas study and 22 cultural divisions, plus two special representatives to help enhance the Ministry's global educational and cultural goals.

To promote international cultural and educational cooperation, the government assists colleges and universities to enter into academic cooperation with foreign institutions of higher learning. It also sponsors international scholar exchange programs, organizes bilateral conferences on higher education, encourages ROC specialists, academics and doctoral students to participate in international academic conferences abroad, promotes the Southeast Asian Academic Association and participates in major international academic organizations such as: Asian

Pacific Economic Cooperation (APEC), the Organization for Economic Cooperation and Development (OECD), the University Mobility in Asia and the Pacific (UMAP), and Education International (EI).

Currently, BICER offers special and general scholarships to encourage exceptional foreign students to study and conduct research in Taiwan. BICER also actively works with governments, cultural and educational institutions and commercial enterprises to obtain scholarships for ROC students. The purpose is to cultivate highly specialized talent for the ROC and advance international academic and educational exchange. Japan is among the 17 nations that provide 160 scholarships to students from the ROC each year.

In order to help students with their overseas study plans, BICER has set up a website (<http://www.edu.tw/bicer>) which allows access to useful information.



Number of Students Applying for Visa to Study Abroad in 2003

Country	No.of Students	Country	No.of Students	Country	No.of Students	Country	No.of Students
ASIA:7	2,829	AMERICA:2	16,200	Europe :14	11,142	Africa :1	26
C.I.S.	94	Canada	2,433	Belgium	34	South Africa	26
India	45	U.S.A.	13,767	Czechoslovakia	6		
Japan	1,745			Denmark	8	Oceania :2	3,594
Korea	75			Finland	11	Australia	2,894
Singapore	800			France	529	New Zealand	700
Thailand	70			Germany	400		
				Ireland	10		
				Italy	154		
				Netherlands	135		
				Spain	179		
				Sweden	20		
				Switzerland	100		
				Turkey	8		
				U.K.	9,548		
TOTAL: 33,791							

Foreign Students Studying in the R.O.C in SY 2002-2003

Country	No.of Students	Country	No.of Students	Country	No.of Students	Country	No.of Students
ASIA:29	5,116	AMERICA:24	1,243	EUROPE:31	725	OCEANIA:4	143
Japan	1,832	U.S.A.	849	France	147	Australia	107
Korea	1,223	Canada	243	U.K.	131	New Zealand	33
Indonesia	961	Costa Rica	29	Germany	130	Others	3
Vietnam	260	Honduras	15	Italy	36		
Thailand	175	Brazil	14	Poland	31	AFRICA:17	104
Malaysia	146	Panama	14	Sweden	29	South Africa	56
Philippines	133	Paraguay	14	Netherlands	28	Malawi	6
India	111	Peru	14	Switzerland	23	Morocco	6
C.I.S	72	El Salvador	9	Austria	20	Senegal	5
Burma	49	Ecuador	6	Belgium	20	Ghana	4
Mongo	37	Chile	6	Spain	19	Liberia	4
Turkey	19	Mexio	5	Czechoslovakia	17	Nigeria	4
Jordan	17	Others	25	Slovakia	14	Others	19
Nepal	15			Hungary	13		
Others	66			Others	67		
TOTAL: 7,331							



19. Conclusions

Education is the foundation of a nation. It is also the prime force supporting its development and progress. The manpower required by all economic and social construction projects must be trained under a long-term education program.

Education in the country-based on the ethical, democratic, and scientific concepts of the Three Principles of the People-has the goals to elevate intellectual levels and wide-spread excellent cultural traditions.

With the ultimate goal of educational reform, the strategies would go along with expansion of educational program and upgrading educational

quality-setting up flexible schooling system to lessen pressure of academic advancement, removing the bondage of joint entrance examinations, narrowing the gap between rural and urban educational resources availability, evenly distributing public and private school resources, promoting life-long education, building a learning society, and reinforcing international cultural and educational exchange.

The goal of producing such an ideal educational system could not be attained in an instant. It may be possible only through the full participation of all citizens.





Appendix

1. Summary of Education at all Levels

SY 2002-2003

	No. of Schools	No. of Teachers	No. of Classes	No. of Students	No. of Graduates in 2002	No. of Students Per 1,000 Population
Total	8,222	273,376	154,213	5,376,947	1,251,011	238.75
Kindergartens	3,275	20,457	10,233	241,180	...	10.71
Primary Schools	2,627	104,300	63,679	1,918,034	326,223	85.17
Jr. High Schools	716	49,098	26,816	956,823	300,235	42.49
Sr. High Schools	302	32,401	9,241	383,509	112,596	17.03
Sr. Vocational Sch.	170	16,211	8,569	339,627	134,013	15.08
Jr. Colleges	15	1,931	7,112	347,247	123,317	15.42
Uni. & Colleges	139	44,111	19,747	893,045	173,567	39.65
Special Schools	25	1,647	610	5,800	1,692	0.26
Supplementary & Continuing Sch.	953	3,220	8,206	291,682	79,368	12.95

2. Number of Schools at Each Level

SY 2002-2003

Unit :School

	Total	Public				Private
		Sub-total	National	Municipal	County & City	
Total	8,222	5,728	346	646	4,736	2,494
Kindergartens	3,275	1,331	10	201	1,120	1,944
Primary Schools	2,627	2,597	9	225	2,363	30
Jr. High Schools	716	704	0	90	614	12
Sr. High Schools	302	166	79	38	49	136
Sr. Vocational Sch.	170	95	82	12	1	75
Jr. Colleges	15	3	3	0	0	12
Uni. & Colleges	139	50	48	2	0	89
Special Schools	25	23	15	7	1	2
Supplementary & Continuing Sch	953	759	100	71	588	194

3. Number of Students at Each Level

SY 2002-2003

Unit :person ; %

	Total	Rate of Female Students	Public		Private	
			Male	Female	Male	Female
Total	5,376,947	48.9	1,933,224	1,805,821	814,883	823,019
Kindergartens	241,180	47.7	38,862	37,520	87,214	77,584
Primary Schools.	1,918,034	47.9	987,151	907,492	12,796	10,595
Jr. High Schools.	956,823	48.0	448,389	418,755	49,544	40,135
Sr. High Schools.	383,509	50.1	126,419	126,865	65,129	65,096
Sr.Vocational Schools.	339,627	47.1	80,350	63,575	99,468	96,234
Jr. Colleges	347,247	54.1	19,711	19,306	139,666	168,564
Uni. & Colleges	893,045	48.4	168,962	129,703	291,833	302,547
Special Schools	5,800	40.5	3,356	2,298	93	53
Supplementary & Continuing Schools.	258,527	53.9	50,103	77,073	69,140	62,211
Open Universities	33,155	70.1	9,921	23,234	—	—

Appendix

4. Number of Teachers and Assistants at Each Level

SY 2002-2003

Unit :person ; %

	Total	Rate of Female Teachers	Public		Private	
			Male	Female	Male	Female
Total	273,376	61.6	77,349	131,349	27,651	37,027
Kindergartens	20,457	98.1	61	5,302	336	14,758
Primary Schools.	104,300	68.1	33,120	70,052	194	934
Jr. High Schools.	49,098	66.1	16,367	32,166	259	306
Sr. High Schools.	32,401	57.4	8,039	11,865	5,773	6,724
Sr.Vocational Schools.	16,211	48.1	6,149	4,898	2,266	2,898
Jr. Colleges	1,931 (1,889)	50.5 (49.9)	36 (36)	79 (79)	919 (910)	897 (864)
Uni. & Colleges	44,111 (41,412)	33.8 (31.5)	12,276 (11,768)	5,247 (4,237)	16,913 (16,619)	9,675 (8,788)
Special Schools	1,647	71.2	473	1,122	2	50
Supplementary Schools.	3,136	43.9	769	593	989	785
Open Universities	84	29.8	59	25	—	—

Note:The figures in parenthesis are not included assistants.

5. Brief Introduction to School Education

School Year	Schools		Teachers		Students		No. of Schools Per 1,000 Sq. Km.	No. of Students Per 1,000 Population	No. of Students Per Teacher
	Number	SY50 =100	Number	SY50 =100	Number	SY50 =100			
1950	1,504	100	29,020	100	1,054,927	100	41.65	139.64	36.35
1956	2,321	154	45,093	155	1,678,788	159	64.27	177.92	37.23
1961	3,095	206	71,098	245	2,540,665	241	85.71	226.91	35.73
1966	3,457	230	93,232	321	3,253,636	308	95.73	249.33	34.90
1971	4,115	274	126,454	436	4,130,691	392	113.80	274.04	32.67
1976	4,572	304	149,805	516	4,478,957	425	126.40	270.15	29.90
1981	5,241	348	170,347	587	4,641,975	440	144.86	255.14	27.25
1986	6,491	432	191,773	661	5,045,768	478	179.41	258.64	26.31
1991	6,787	451	219,788	757	5,323,715	505	187.60	258.36	24.22
1996	7,357	489	247,246	852	5,191,219	492	203.35	241.17	21.00
1997	7,562	503	251,768	868	5,195,241	492	209.02	238.94	20.64
1998	7,731	514	256,916	885	5,215,773	494	213.69	237.85	20.30
1999	7,915	526	262,541	905	5,241,641	497	218.77	237.26	19.97
2000	8,071	537	268,677	926	5,303,001	503	223.09	238.05	19.74
2001	8,158	542	271,610	936	5,354,091	508	225.49	238.96	19.71
2002	8,222	547	273,376	942	5,376,947	510	227.26	238.75	19.67

6. Gross and Net Enrollment Rate by Level of Education

Unit :%

School Year	Gross and Net Enrollment Rate by Level of Education										Kindergarten	
					2nd. Level				3rd Level		(3-5 Yrs.)	
					1st Level		Junior					
	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross
1976	67.57	69.67	97.54	100.65	77.33	90.21	43.17	56.54	9.97	15.70	10.45	11.06
1981	69.52	72.47	97.59	101.11	84.41	97.71	52.58	68.03	11.47	18.71	14.87	15.74
1986	74.42	78.26	96.75	99.57	89.12	100.97	66.45	83.84	14.24	25.18	19.98	20.07
1991	78.74	83.73	98.70	100.99	91.70	100.23	72.93	90.28	20.98	37.92	23.30	24.13
1996	78.95	84.81	99.02	101.12	94.27	100.81	80.30	91.12	29.07	47.71	23.45	24.50
1997	79.26	85.60	98.62	100.63	95.60	102.01	81.74	92.91	31.09	51.06	23.34	23.87
1998	80.04	87.16	97.78	99.80	96.15	102.97	83.34	94.78	33.32	56.09	23.62	24.56
1999	80.40	88.60	97.81	99.67	96.52	103.27	84.95	96.54	35.43	60.99	23.27	24.01
2000	81.23	90.77	98.78	100.49	93.96	99.86	87.08	98.66	38.70	68.42	24.47	25.05
2001	82.29	93.12	98.19	99.66	93.53	99.25	88.21	99.66	42.51	77.12	22.94	26.96
2002	83.44	95.05	98.04	99.99	93.47	98.74	89.32	99.94	45.68	83.42	25.74	27.62

Appendix

7. Average Number of Students Per Class

Unit : person

School Year	Average	Kinder-garten	Pri - mary	Jr. High	Sr. High	Sr. Voca.	Jr. Coll.	Uni. & Coll.	M.D. Prog.	Ph.D. Prog.	Special School	Supp. School
1950	51.76	43.10	53.81	44.62	44.08	36.33	-	23.88	-	-	16.00	32.59
1956	50.06	43.88	51.34	48.48	48.32	44.58	41.53	34.01	7.74	-	17.10	41.23
1961	50.76	41.23	52.68	50.85	44.49	40.09	38.55	31.85	6.42	-	15.09	36.58
1966	50.70	42.89	52.00	52.81	47.52	44.63	44.43	39.49	6.94	-	14.31	44.49
1971	48.84	45.40	49.83	51.86	46.29	43.28	44.44	42.93	11.01	3.29	14.25	44.81
1976	47.03	40.57	47.13	51.77	46.14	44.35	46.78	43.98	9.49	4.03	12.59	41.98
1981	44.64	39.84	43.72	46.67	47.49	46.40	50.31	46.58	11.68	4.60	10.47	45.29
1986	43.78	30.25	43.88	45.09	49.57	46.31	50.61	48.83	17.90	9.57	10.55	44.46
1991	41.94	28.31	40.95	43.83	48.76	46.36	49.23	49.97	22.67	13.74	8.96	41.32
1996	38.00	27.05	34.17	40.10	44.51	46.58	50.77	48.69	23.39	15.13	9.84	37.03
1997	37.31	26.38	33.06	38.68	44.45	46.04	50.86	50.31	24.23	15.24	9.99	36.91
1998	36.41	25.26	31.91	37.37	43.89	45.43	51.27	51.16	24.94	15.15	10.10	36.14
1999	35.89	24.45	31.46	35.91	43.33	44.42	51.24	52.58	25.66	15.49	9.94	36.06
2000	35.42	24.23	30.84	35.01	43.21	42.93	50.98	53.25	25.62	15.83	9.93	35.99
2001	35.20	24.28	30.48	34.91	42.40	41.04	50.38	53.37	26.85	16.63	9.92	35.96
2002	34.87	23.57	30.12	35.68	41.50	39.63	48.83	51.77	27.17	17.83	9.51	35.54

8. Students as a Share of Population by Level of Education

Unit: %/100

School Year	Total	Kindergarten	Primary School	Secondary Education			Higher Education
				Sub-total	Jr. High	Sr. High	
1950	139.64	2.27	120.11	16.39	11.16	5.23	0.88
1956	177.92	5.75	142.57	27.20	18.83	8.37	2.40
1961	226.91	6.99	178.46	38.03	26.92	11.11	3.43
1966	249.33	6.25	176.97	57.48	39.54	17.94	8.63
1971	274.04	6.68	163.10	93.25	58.66	34.60	11.01
1976	270.15	7.32	141.32	107.23	66.43	40.80	14.28
1981	255.14	10.54	122.16	105.91	61.30	44.60	16.54
1986	258.64	12.22	122.22	104.32	55.69	48.62	19.88
1991	258.36	11.41	112.37	107.79	58.33	49.46	26.79
1996	241.17	10.96	90.99	104.88	53.22	51.66	34.33
1997	238.94	10.62	88.73	101.97	50.56	51.41	37.61
1998	237.85	10.90	88.24	98.06	47.15	50.91	40.66
1999	237.26	10.54	88.24	93.93	44.36	49.57	44.57
2000	238.05	10.92	87.38	90.33	42.67	47.66	49.41
2001	238.96	11.00	86.76	87.10	42.61	44.49	54.10
2002	238.75	10.72	86.01	85.25	43.28	41.97	56.77

9. Percentage of Female Students at Each Level

Unit : %

School Year	Total	Kinder-garten	Primary School	Jr. High School	Sr. High School	Sr. Vocational School	Jr. College	College & Uni.	Supp. School
1950	37.52	43.52	38.99	28.66	27.09	15.51	10.89		-
1956	42.80	43.76	45.77	31.31	29.57	22.66	17.23		19.53
1961	44.60	45.07	47.07	36.53	32.08	31.80	23.39		25.80
1966	45.37	45.28	47.91	39.06	36.11	44.66	32.13		46.68
1971	45.78	44.77	48.41	42.33	36.97	44.06	37.27	36.45	50.74
1976	46.85	46.78	48.61	45.42	40.96	46.80	38.50	35.78	54.59
1981	48.25	46.80	48.60	47.68	44.63	50.41	42.45	40.00	58.08
1986	48.75	47.35	48.51	48.42	45.49	51.58	44.48	42.16	58.60
1991	49.11	47.81	48.48	48.57	46.57	53.97	48.67	43.30	56.49
1996	49.21	47.16	48.12	48.57	48.05	52.28	52.80	45.60	55.60
1997	49.32	47.47	47.96	48.57	48.76	51.54	53.51	46.48	56.05
1998	49.30	47.18	47.87	48.54	49.31	50.62	53.81	46.90	56.40
1999	49.17	47.48	47.82	48.47	49.55	49.99	53.70	46.96	56.03
2000	49.02	47.68	47.81	48.25	49.54	49.52	56.15	47.17	55.76
2001	48.96	48.23	47.83	48.12	49.78	48.44	53.71	47.78	55.49
2002	48.89	47.73	47.87	47.96	50.05	47.05	54.10	48.40	55.42

10. Percentage of Female Teachers at Each Level

Unit : %

School Year	Total	Kinder-garten	Primary School	Secondary School	Junior College, College & Uni.	Special School	Supp. School
1950	26.49	93.75	30.47	16.04	7.88	32.61	10.68
1956	30.75	98.77	34.66	17.78	13.46	34.72	10.64
1961	32.52	97.04	35.77	20.76	16.69	49.49	11.52
1966	33.90	99.47	38.38	24.74	20.28	56.84	14.33
1971	39.14	98.38	43.63	35.44	22.81	55.61	19.13
1976	44.06	98.52	47.28	42.58	26.25	57.86	26.39
1981	48.50	99.08	51.57	46.04	28.14	59.55	34.71
1986	51.51	98.62	54.30	47.85	29.79	66.61	35.95
1991	55.55	98.49	60.36	52.25	31.27	69.34	37.26
1996	58.20	97.71	63.98	56.00	33.90	69.40	42.00
1997	58.76	99.12	64.70	56.57	34.09	69.18	42.34
1998	59.64	98.81	66.12	57.03	34.45	70.43	43.33
1999	60.15	99.22	66.56	57.85	34.53	69.67	43.28
2000	60.70	98.90	66.79	58.55	34.64	68.58	43.66
2001	61.22	98.99	67.57	59.50	34.66	69.74	42.97
2002	61.59	98.06	68.06	60.24	34.53	71.16	43.57

Appendix

11. Brief Introduction to Educational Expenditure

Fiscal Year	Public and Private Educational Expenditure						Government's Educational Expenditure			
	Amount (NT\$1,000)	SY76 =100	Per Student (NT\$)	% of GNP			Amount (NT\$1,000)	SY76 =100	Per Capita (NT\$)	% of Gov't. Exp.
					Public	Private				
1951	213,082	1.0	175	1.73	1.73	-	213,082	1.0	28	9.93
1956	844,838	3.3	503	2.27	2.27	-	844,838	4.0	90	12.74
1961	1,671,962	6.6	704	2.52	2.22	0.30	1,470,169	7.0	136	13.32
1966	3,959,628	15.6	1,270	3.38	2.76	0.62	3,234,989	15.4	255	14.58
1971	11,236,766	44.3	2,815	4.58	3.69	0.88	9,065,121	43.3	614	16.51
1976	25,377,015	100.0	5,704	3.95	3.26	0.69	20,952,991	100.0	1,292	12.00
1981	74,112,578	292.0	16,119	4.54	3.69	0.85	60,262,157	287.6	3,373	14.71
1986	137,899,432	543.4	27,902	5.14	4.21	0.93	112,949,397	539.1	5,848	16.45
1991	300,965,051	1,186.0	57,002	6.49	5.34	1.15	247,488,080	1,181.2	12,131	17.77
1996	500,863,136	1,973.7	86,047	6.72	5.47	1.25	407,595,911	1,945.3	19,085	19.50
1997	533,672,566	2,103.0	96,483	6.61	5.21	1.40	420,905,497	2,008.8	19,554	18.91
1998	550,309,889	2,168.5	102,723	6.29	4.92	1.37	430,675,819	2,055.4	19,808	18.54
1999	581,536,145	2,291.6	105,509	6.31	4.92	1.39	453,089,741	2,162.4	20,662	18.80
2000	534,289,235	2,105.4	102,082	5.45	4.10	1.35	401,537,000	1,916.4	18,175	19.18
2001	570,795,923	2,249.3	104,194	5.89	4.22	1.67	409,307,000	1,953.5	18,527	18.02
2002	608,629,450	2,398.3	110,142	6.08	4.38	1.71	438,074,000	2,090.7	19,829	19.76

Note: Since FY2002, the education expenditure excludes scientific and cultural expenditure.





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