



# 2004 EDUCATION

in the Republic of China (Taiwan)



MINISTRY OF EDUCATION

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# Preface of the Minister

The goal of education is to allow every student to show their full potential and become individuals who can make contributions to society, the nation and mankind. In view of this goal, we should first of all ensure that each student is able to study according to his/her own attributes. Secondly, in keeping with the principle of social fairness, the Ministry of Education should allocate resources to those who need them the most in order to ensure that the needs of underprivileged students are also looked after. Furthermore, innovation is the source of a nation's power, the planning of Taiwan's education schemes should use those of advanced nations as a reference. These education schemes should possess the foresight to formulate curriculums that will give students the ability to meet the challenges caused by globalization, and therefore, continue increasing Taiwan's international competitiveness.

In order to nurture students that possess the skills necessary for the modernized 21st century, we must ensure that they have 'analytical thinking skills', 'innovative skills', 'an awareness of their duties as citizens' and 'viewpoints that are global in nature'.

Thus, we have come up with three main hopes for education in Taiwan. The first hope is based on fostering a care for our home country. Studies about Taiwan's culture, ethnic groups, geography, history, art, religion, folklore and the natural environment will be emphasized to ensure that students of different background are able of getting along harmoniously. Secondly, we must nurture the ideas students have about what it means to be a citizen in this society. They must be able to appreciate the common values of democracy, freedom, the rule of law and human rights. We should upgrade the basic skills as Taiwan's national, further knowledge about science, technology and liberal arts and foster attitudes of pluralism and long term sustainability. Lastly, education must go international. Starting with English language education, the English skills of primary and secondary school students should be improved. In addition, promotion of the study of a second foreign language will be encouraged for all students of senior high schools and higher education institutes. What is more important is that a multi-language living environment is created in order to increase the study motives of students. Also, the Ministry of Education will encourage more Taiwanese students to study abroad and at the same time attract more foreign students to study in Taiwan by setting up the 'Taiwan Scholarships'. Schemes such as these are set to fully



promote international academic exchanges.

To fully implement these education schemes, in addition to foresight planning quality control and evaluation are emphasized. Recently, quality evaluations of senior professional training schools and technical high schools have been completed. The evaluation of universities will also be carried out in the near future. The evaluation process will eventually establish a solid entry/withdrawal mechanism of higher education.

The success of a nation's education system will influence the overall development and advancement of its power and education policies are therefore one of the most important for a nation. Every component of education policy is closely linked. Like a butterfly effect, the slightest lack of attention or error in any aspect will cause chaos across the whole system. Each component of education policy must be managed well. Only in this way can we gain greater benefits from education. The train of education reform has already started and we cannot turn it back. To adequately meet the education demands of our society, constant policy revisions must be made. It is only with the continued improvements that are gained from these revisions that we can create an environment that is more beneficial to the long term development of education.



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Tu, Cheng-Sheng  
MINISTER OF EDUCATION

# 1. Introduction

Education is a huge undertaking and one that is focused on the nurturing of skills and talent. In order to create a strong basis for the sustainable development of their countries, well-developed nations have all spent much effort formulating education policies. These education policies have been implemented to develop the full potential of individual citizens and to increase the overall qualities of their citizens.

Taiwanese society and families place an extreme amount of importance on education and this concern towards education has become a graceful tradition in Taiwan. The impacts of this tradition have been far-reaching and all people of Taiwan have become concerned with the question of how to establish the best education system for developing capable, well-rounded citizens. However, before the 1980s and the emergence of democracy in Taiwan, the avenues for political participation for the common members of society were limited. Education policy was thus mainly planned by the Ministry of Education, that went along according to the policies of the central government. Thus, common members of society had very little to do in the process of planning the education system.



During the 80s, Taiwan started the move towards a plural, democratic and open model of society. There was wide-spread debate over the way in which Taiwan's education system should develop. In 1994, 'the Alliance for the Education Reform Movement' was established by the common people. They proposed that a basic education law be set up, and carried out the establishment of smaller schools with smaller classes, as well as a much greater number of senior high schools and universities. They pushed for the fore concepts of education modernization and helped forge a consensus for education reform amongst the general public. The government reacted immediately with concrete measures to meet the demands of society. This began with the Ministry of Education holding the Sixth National Conference on Education. Following this, the Administrative Yuan established the 'Committee for Deliberation on Education Reform'. This was then followed by the proposal of the 'Advisory Report on Education Reform'. This emphasized greater access to education, personal attention for all students, increases in the number of ways for students to continue more advanced studies, increasing the quality of education as well as the creation of a society that values lifelong learning.

In order to carry out the above-mentioned education reforms, the Administrative Yuan in 1998 specially allocated a total of NT\$ 150 billion. This money was to be spread out over five years. During these five years, twelve education reform projects would be launched. These reform projects included: (1) Building a complete education system for everyone (2) The popularization of kindergarten education (3) Building complete systems for teacher training and their



further on-job training (4) The promotion of a more diverse and improved technical education system (5) The promotion of the development of excellent higher learning institutes (6) The promotion of lifelong learning and online teaching (7) The furthering of home education (8) The improvement of the education for the mentally and physically disabled (9) The improvement of education for Aborigines (10) Easier access to higher education (11) The creation of new student counseling systems and (12) Increases in the amount of education funds and expansion of research into education.

Education reform must combine a nation's resources and the wisdom and will of its people. It is only by self reflection of the current problems faced by education in Taiwan, as well as by having the foresight to consider future trends in education that we can set up a modernized education system. In view of this, the Ministry of Education in September 2003, once again held 'the National Conference on the Development of Education' to explore the main challenges education in Taiwan will face in the future. Main issues explored at this conference included: (1) Increasing the education opportunities of the underprivileged and ensuring fairness across society (2) Furthering the quality and effects of higher education to increase international competitiveness (3) Returning to the basic idea of education for the people and the implementation

of the twelve year long education for the people program. This conference came to conclusions on 115 separate cases and has become an important reference for future education policy and planning in Taiwan.

After many years of continued education reform, there have been visible results in areas such as the more pluralized and more flexible school entrance system, the humanization of the study environment, greater technological improvements in teaching materials, increased relevance of course contents, greater professionalism of teachers and the establishment of a society that values lifelong learning. Over the next four years, the idea of 'A creative Taiwan as a global strategy' will be used as the main concept behind education. Special attention will be given to the four main ideas of 'Modern Citizens', 'Taiwan as the Main Concept', 'Global Viewpoints' and 'Care for Society'. The foreign language ability of Taiwan's people will continue to be improved, digital learning environments will be established, teachers will become more professional and education in areas such as the environment, art, citizen duty and science will also be strengthened. Greater assistance will be given to disadvantaged groups, efforts will be made to make senior high schools for local students and the curriculums of primary and middle schools will also be unified.

Education for new immigrants will be strengthened, outstanding students in various academic fields will be encouraged to go abroad and study, the intake of foreign students will be increased. Assistance will be given to universities for them to reach even higher levels of excellence. By the establishment of a high quality education system that is complete, the overall skill level of Taiwan's citizens can be improved and this improved skill level in the people will then lead an increase in Taiwan's competitiveness.







## 2. The Legal Basis for the Administration of Education

In order to ensure and spur the full development of education in Taiwan, the 13th Chapter of the Constitution, section 5 clearly states that all citizens should have equal access to education, and that the poor should be given greater financial assistance. Public and private educational undertaking that was established according to these laws all give assurance of these principles and offer scholarships to students with outstanding results. Clause 164 of the constitution further states and lists the minimum amount of expenses that each level of government must allot for education.

In 1997, the 'Amended Clauses of the Constitution' was released. This stated clearly that expenses for education, science, culture and especially national education should be prioritized. It also listed the lowest fraction of budget

that each level of government should spend on education, science and culture, and it also stipulated that this amount was not restricted by the restrictions in the 164th clause. The government further affirmed a more multicultural society, and expressed their commitment to the active protection of the development of aboriginal language and culture, offering assistance for these and spurring their development.

In 1999, 'the Basic Education Law' was promulgated. It stipulated that the citizens are the subjects to the right of education and that the goal of education was the cultivation of people that possessed good character, democratic thinking, concepts of law and order, cultural achievement, healthy and with the abilities of judgment and creation. It further stipulated that education should also stress and develop citizen's



respect for basic human rights, the protection of the ecological environment and the understanding of and care for people of different countries, social groups, genders, religions and cultures and to cultivate citizen's sense of national identity as well as global vision. The government, education bodies, teachers and parents should all be responsible for the achievement of the above-mentioned education goals. All citizens should have equal access to education regardless of their gender, age, ability, geographic origin, race, religious beliefs, political opinions, social economic status and so on. The autonomy and special nature of education for aboriginals, the mentally and physically disabled and other disadvantaged groups should also be taken into consideration. The law should be used to offer special assurance to these people and assistance should be given to them to aid in their development. The responsibilities of the central government and the various levels of city and county governments should be made clear and a clear legal definition should be firmly established for teachers and their profession.

In order to ensure the full development of education and in order to increase the efficiency in the use of educational funds, the government especially formulated 'the Law of Educational Budget Allocation and Management' according to the 2nd regulation in the 5th clause of 'the Basic education law' in 2002. This law concretely stated that the education budgets for each level of government each year should not be lower than 21.5% of their final average yearly income of the previous 3 years. Governments of special municipalities and counties should give priority to education spending. In order to meet the need for the balanced development of education in all areas of Taiwan and to continue to protect the education for aboriginals, the physically and mentally impaired and other disadvantaged groups, subsidies and funding from all

levels of government should be given to people in remote areas and people from special social groups. In order to encourage equality in the development of public and private education, private schools that operate well should be given appropriate subsidies and incentives. Governments of special municipalities and counties should set up education development funds, and schools that belong to local governments should set up funds for the development of school of affairs.

The Basic Education Law and 'the law of Educational Budget Allocation and Management' both supply a complete legal basis and a guarantee that allow the sustainable and complete development of education in Taiwan.



### 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.

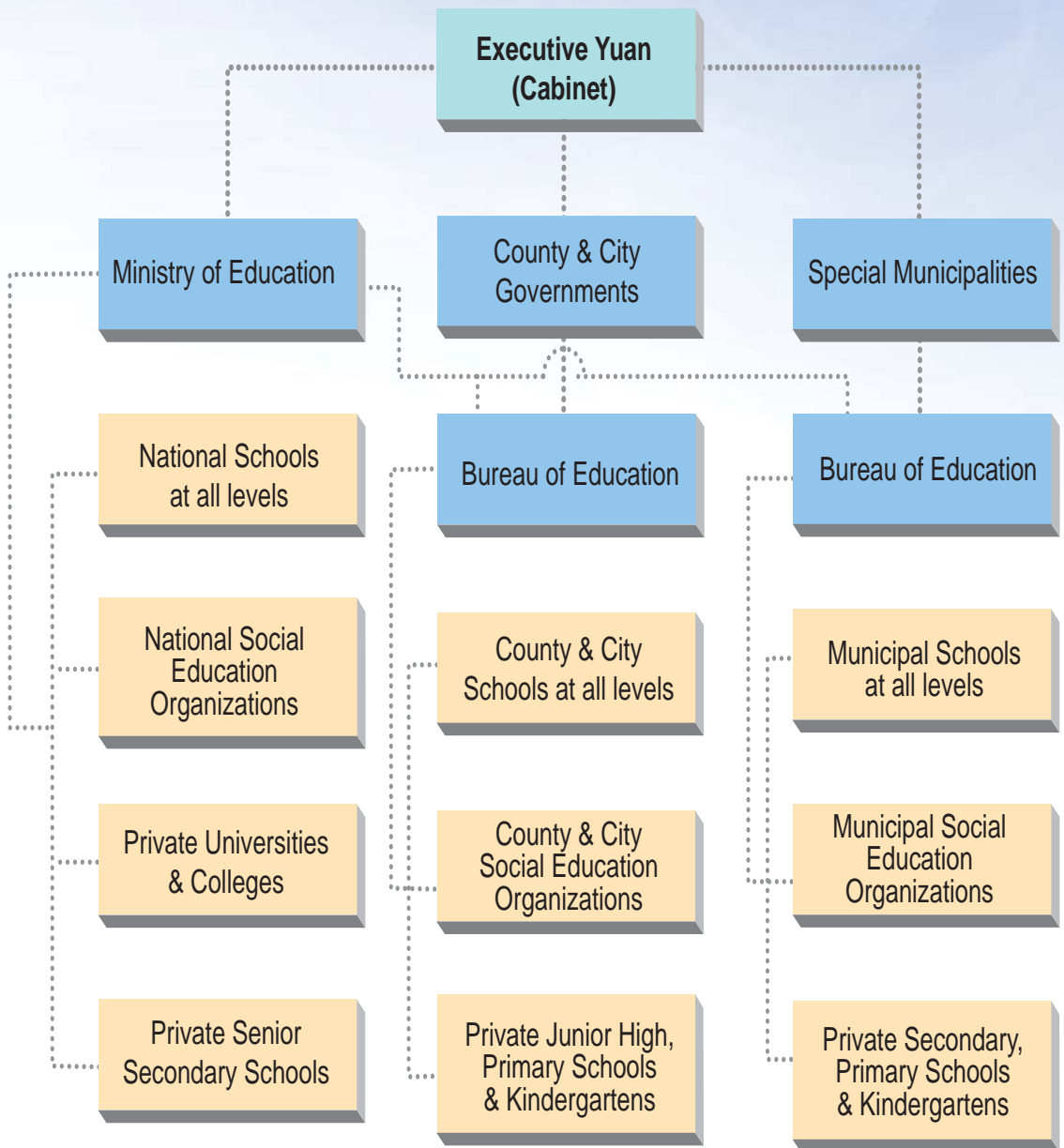
#### 2. The Bureaus of Education

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 2004





## 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 ten committees, in charge of planning, supervision and reviewing of educational programs at various levels. (2) Office of MOE in Central Taiwan 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 four educational and cultural institutions in charge of promotion and guidance of educational and 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, 82 senior high schools, 80 senior vocational schools, 9 affiliated experimental elementary schools, 10 affiliated kindergartens, 96 supplementary advanced education schools, and 16 special schools. (5) Overseas units include: 24 offices posted in foreign countries for the handling of international cultural and educational contacts and cooperation as well as assisting Taiwanese 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 training center, a traffic museum for children and a recreation center for children. They are responsible for the collection and exhibition of cultural artifacts, books and publications, traffic safety, promotion of social education activities, operation and management of the in-service training for primary and secondary school teachers and of the recreation center. (3) TMBE affiliated schools number: two municipal colleges, 26 municipal senior secondary schools, 57 municipal junior high schools, 152 municipal primary schools, 131 municipal kindergartens, 31 municipal supplementary schools, and 4 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 seven sections and five

offices. (2) KMBE affiliated office includes: a stadium (3) KMBE affiliated schools include: a municipal open university, 13 municipal senior high schools, 35 municipal junior high schools, 86 municipal primary schools, 68 municipal kindergartens, 40 municipals supplementary schools, 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 chief education supervisor. 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 2004

MINISTER		
1 Political Vice Minister;		2 Adminisrative Vice Ministers
INTERNAL UNITS	AFFILIATED AGENCIES	AFFILIATED SCHOOLS
Secretariat	National Central Library	Universities (34)
Counselors 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 (15)
Dept. of Technological & Vocational Education	National Taiwan Science Education Center	Junior Colleges (3)
Dept. of Secondary Education	National Taiwan Arts Education Institute	Senior High Schools (82)
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	Supplementary Schools (96)
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 & Aguarium	
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	National Hsinchu Social Education Institute	
Special Education Division	National Chang-Hwa Social Education Institute	
24 Overseas Cultural Divisions	National Tainan Social Education Institute	
COMMITTEES	National Taitung Social Education Institute	
Committee on Academic Review & Evaluation	National Academy for Educational Research-Preparatory Office	
Educational Research Council		
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 2004

## 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	Youth Recreation Center	Special Schools
Eighth Division		
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
Seventh Division		Special School
Secretary Office		
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 Educatonal Section	County/City Museums	County/City Primary Schools
Physical Educational Section	County/City Libraries	County/City Kindergartens
Special Educatonal Section		County/City Supplementary Schools
Inspectors Office		



## 5. An Educational Overview

**T**he current education system in Taiwan is comprised of the following components: basic education, intermediate education, advanced education and returning education. Basic education includes kindergartens, national primary and national middle schools. Intermediate education includes vocational schools and senior high schools. Advanced education includes junior colleges, universities and graduate schools. Returning education refers to schools for continuing education and supplementary schools. In addition to the above, complete special education is provided by all level of schools for students with physical and mental disabilities.

### 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 offer courses in areas such as agriculture, industry, business, maritime studies, marine products, medicine, nursing, home economics, drama and art.

### 4. Junior College Education

Junior colleges fall into two categories, five-year junior college and two-year junior college, each having a different set of admission requirements. Five-year junior colleges admit junior high school graduates, and offer courses of five-

year completion time. Two-year junior colleges admit senior vocation high school graduates and offer courses of two-year completion time.

## 5. Teacher Education and Training Programs

In Taiwan, the 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 elementary schools and kindergartens. The former are primarily 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 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-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.

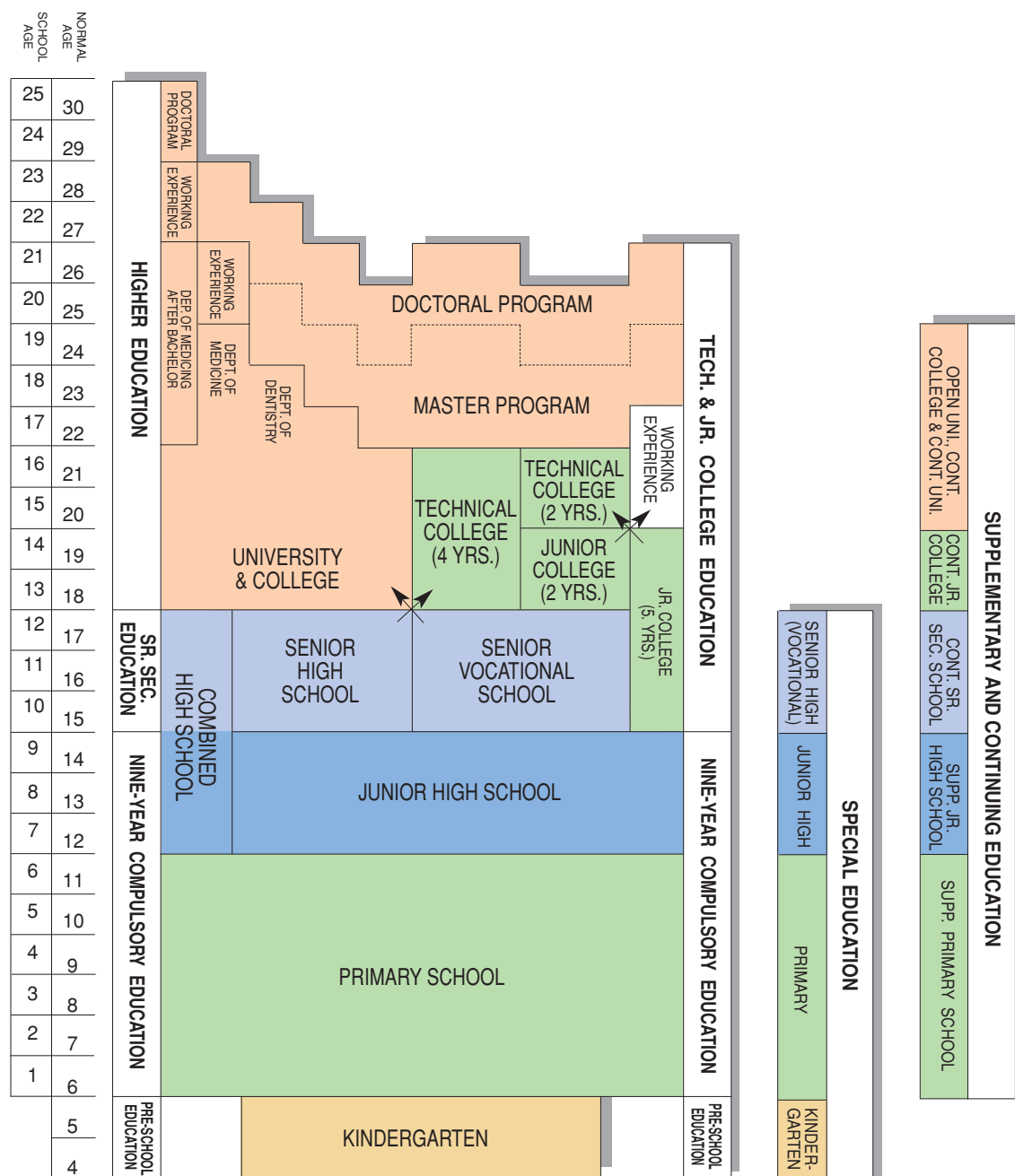
## 9. Supplementary and Continuing Education

Supplementary and continuing education provides citizens with an alternative way to achieve their educational goals. Based on the curriculum provided, it is classified into three main categories, including basic education, advanced study and short-term supplementary education. The study periods vary according to their curriculum design.

**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, SY2003 covered a period from August 1, 2003 to July 31, 2004.



## 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-discipline, 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 recommendation

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. Students are required to take entrance examinations before being admitted. There are other admission channels, including selection, registration for being allocated and assured recommendation. Students who have been in school for the stipulated minimum time period and completed all required credits will be awarded with a graduation certificate.

### 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 gradu-

ates. Students are required to take entrance examinations before being admitted. There are other admission channels, including selection, registration for being allocated and assured recommendation. Students who have been in school for the stipulated minimum time period and completed all required credits will be awarded with a bachelor degree.

## 7. Universities and Independent Colleges

Universities and independent colleges may be established and run either by government or private sector. At present, flexible admission channels include allocation based on test scores of entrance examinations and entry based on selection from personal applications and recommendations by high schools.

In principle, students are required to undergo the four-year education. However, such period may be prolonged for one 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 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 elementary 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 educa-

tion and training as well. In general, colleges and universities may offer secondary-education, elementary 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 divided into six levels: adult basic education, primary and junior high supplement education, senior (vocational) high, junior college, and university continuing education. Students of university continuing education program will be granted a bachelor's degree upon completion of the program. Students under the junior college continuing education program will be conferred an associate bachelor's degree 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 municipal 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	National, Municipal, Private		5 years	Satisfactorily completed at least 220 credits
				2 years	Having earned at least 80 credits
	Institute of Technology (University of Technology)	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 3 years	
	Continuing Senior Secondary School	Senior High	National, Municipal, Private	Age 15 or over; graduated from junior high school or equivalents	3 years	Satisfactorily completed 3 years schooling and passed the qualification examination.
		Senior Vocational	National, Municipal, Private	Same 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. Organization of Public Schools According to Level

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

### 1. Public University

To select a university's president, the university organizes a committee to select two to three presidential candidates. For national schools, these candidates' applications and credentials will be forwarded to the Ministry

After further reviewing by a designated committee, a president will be appointed by the Ministry of Education. For other public schools that are under local 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 for final approval and appointment. 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 chairperson or a director. The college deans, department chairperson and graduate institute directors serve a specific term. They are elected by faculty 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.

## 2. Public Senior High and Senior Vocational School

A principal is appointed to administer school affairs. For national schools, principals are selected by the Ministry of Education. For those under the jurisdiction of city/county and municipal governments, principals are 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. Directors head each office and assist 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,



Consulting Office, Personnel Office, and Accounting Office.

## 3. Public Primary School and Junior High School

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

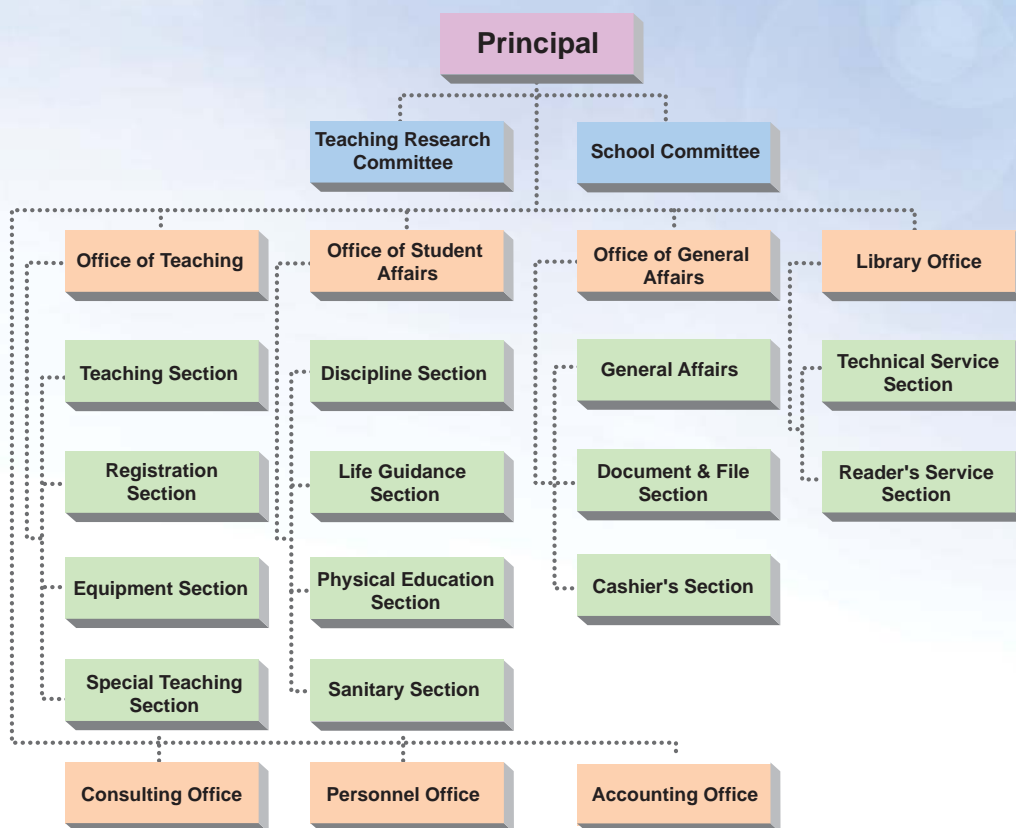
The school administration may set up three departments; study affairs, student affairs, and a general affairs department, or a combined study/student affairs department and a general affairs department. Directors head each department. Other areas of administration include: a guidance office, and personnel,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

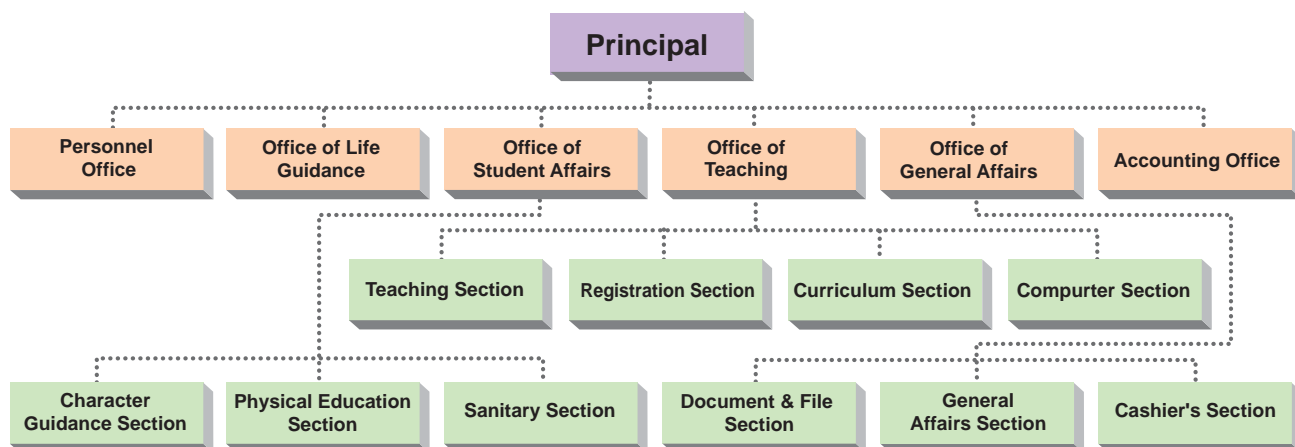
## Example: Organization of National Taiwan University 2004



## Example: Organization of National Pan-Chiao Senior High School 2004



## Example: Organization of West-Gate Primary School of Taipei Municipality 2004





## 8. The Curriculum, Instructional Material and Equipment

Curriculum, instructional material and equipment are inter-related components of effective teaching. Therefore, the Ministry of Education has prescribed unified standards/ guidelines for curriculum, instructional material and equipment for all levels of school education. The MOE also compiles, publishes and provides textbooks and teaching materials for elementary and secondary schools. The textbooks and teaching materials, prepared by private companies, will be reviewed by the National Institute for Compilation and Translation 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 revisions of curriculum standards / guidelines require the advice of specialists and committee study and recommendation.

Currently, curriculum standards have been established for elementary 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. Junior colleges shall set their own curriculum in accordance with the Junior College Law, and



universities and independent colleges shall set their own curriculum in accordance with Article 23 of the Implementation Regulations of 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.

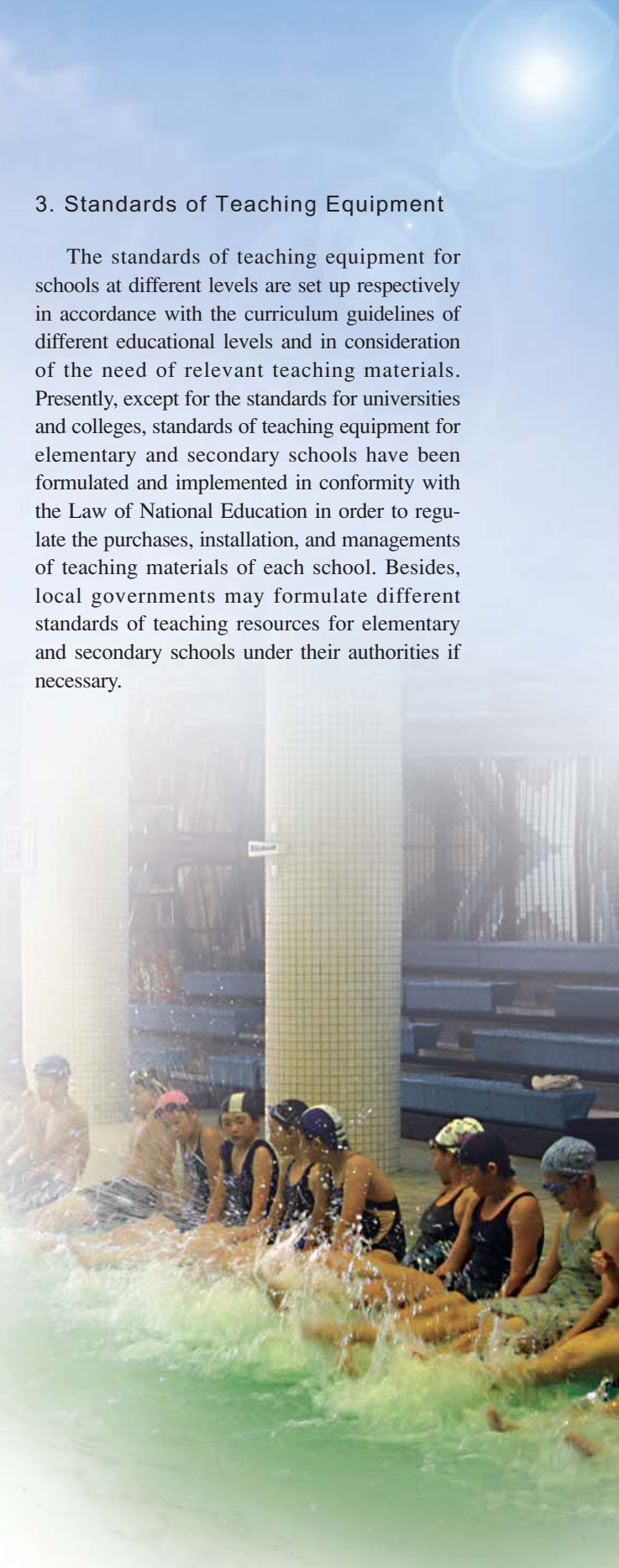
From SY91 on, along with the launch of the Grade 1~9 Integrated Coordinated Curriculum, textbooks in all courses and areas will follow.

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 elementary 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)

School		Primary School			Junior High School	
Subject	Grade	I, II	III, IV	V, VI	I, II	III
Language		4-6	5-8	5-8	6-8	6-9
Mathematics		2-3	3-4	3-4	3-4	3-5
Health and Physical Education		2-3	3-4	3-4	3-4	3-5
Life Curriculum		6-9	0	0	0	0
Social Studies		0	3-4	3-4	3-4	3-5
Arts and Humanities		0	3-4	3-4	3-4	3-5
Science and Technology		0	3-4	3-4	3-4	3-5
Integrative Actives		2-3	3-4	3-4	3-4	3-5
Flexible Learning		2-4	3-6	3-6	4-6	3-5
Total Number of Classes		22-24	28-31	30-33	32-34	33-35

**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 physical education, social studies, arts and humanities, natural 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.

## 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							
<b>TOTAL</b>		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>Grade</div><div>Subject \ Semester</div></div>	1		2		3	
	I	II	I	II	I	II
Basic studies						
Chinese	4	4	4	4		
Chinese Writing					2	2
English	2	2	2	2		
English Coversation					2	2
Mathematics	2	2				
Applied Mathematics			2	2		
Concept of Natural Science	2	2				
Humanity and Environments						2
Three Principls 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		
Business Management Practice					3	3
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 Situation of Schools According to Level

In SY2003, there were 8,252 schools at all levels in the Republic of China, with 274,837 full-time instructors, 5,384,926 students. On the average, there were 228 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:

### 1. Kindergarten

Private kindergartens are most independently operated, while most public ones are affiliated with public primary schools. In SY2003, private kindergartens were 1.4 times as many as public ones. Preschool children in the private kindergartens were 3 times as many as public ones. The ratio of students to teachers was 11:1.

### 2. Primary school

Most primary schools are public. Private primary schools account for only 1%. In SY2003, there are 2,638 primary schools. The ratio of students to teachers was 18:1.

### 3. Junior High school

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 SY2003, out of 720 junior high schools, only 11 were private, all others were public. The ratio of students to teachers was 16:1.

### 4. Senior High School

Private senior high schools are required to adopt the same curriculum as public ones. In SY2003, there were 171 public senior high schools and 137 private ones, and the ratio of students to teachers was 19:1.

### 5. Senior Vocational School

In this category, public schools outnumber private ones just a few. These schools are specialized in seven fields: agriculture, industry, business, marine products, nursing, home economics, and theatre. In SY2003, the student-teacher ratio was 19:1.

The comprehensive high school, implemented on a trial basis in SY96, offers both senior high and senior vocational curricula. As of SY2003, there were 159 comprehensive high schools.

### 6. Junior College

Due to the government's policy of encouraging the private sectors to establish schools, private junior colleges have increased substantially to four times the number of public ones. As for the number of students in SY2003, 2-year colleges were slightly more than 5-year colleges. There was an average ratio of 20 students per teacher.

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

### 7. University and College

As of SY2003, there were 67 universities, 75



colleges and 2,215 affiliated graduate program institutes. The number of school, teacher and student of private universities and independent colleges was greater than that of national ones. There was an average ratio of 20 students per teacher.

## 8. Special School

In SY2003, there were 23 government-run special schools and 1 private ones. Among them, 3 were for the deaf, 3 for the blind, 9 for the mentally retarded, and 9 for the physically handicapped and multi-handicapped students.

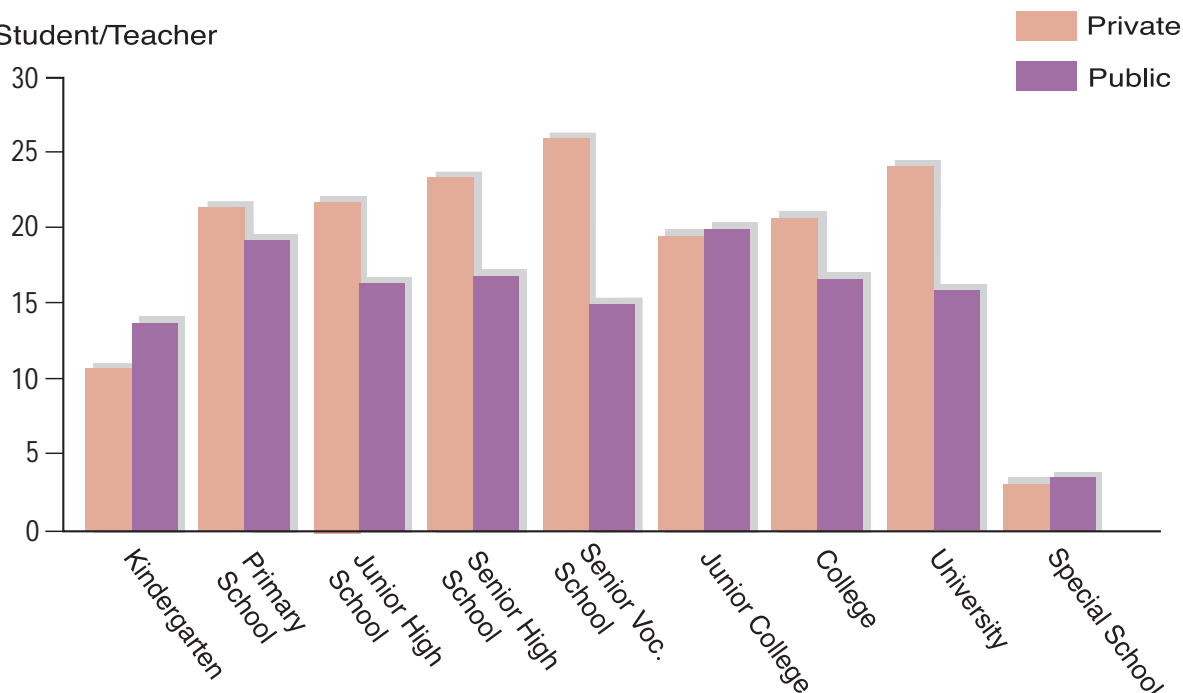
## 9. Supplementary and Continuing Schools

At present, the majority of primary and junior supplementary schools are public. The two open universities in Taiwan are also public. However, continuing education for junior colleges and colleges are mostly private. In SY2003, there were 621 fundamental supplementary schools, 235 senior continuing schools, 42 continuing schools of junior college level, 34 continuing schools of college level and 2 open universities.

## Number of Students Per Teacher at All Levels in School Year 2003 ~ 2004

	Average	Kindergarten	Primary School	Jr. High School	Sr. High School	Sr. Vocational School	Junior College	College	University	Special School
Average	19.59	11.34	18.43	16.14	19.24	18.19	19.78	19.90	20.07	3.51
Public	17.93	13.89	18.40	16.08	16.88	14.54	19.96	16.91	15.80	3.53
Private	24.83	10.48	21.29	21.36	23.08	26.25	19.77	20.78	24.15	3.00

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 SY2003, students of this category had risen to 325,996. Among these students, 140,347 majored in industry, 127,917 in commerce, 10,383 in agriculture, 33,022 in home economics, 6,576 in nursing and midwifery, 4,774 in marine products, and 2,977 in opera and arts.

### 2. Higher Educational Institutes

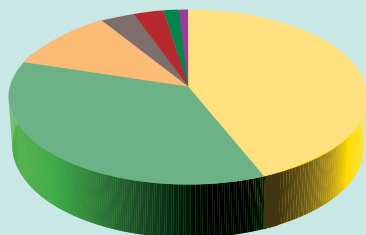
In SY2003, there were 1,270,194 students studying at universities, colleges, and junior colleges. Among them were 143,567 graduate pro-

gram students (including 121,909 pursuing the master's degree and 21,658 pursuing the doctoral degree), 837,602 university/college students, and 289,052 junior college students (including 138,612 under the 5-year program and 150,413 under the 2-year program). Out of these students, 42,548 majored in education, 31,211 in fine arts, 109,254 in humanities, 43,239 in economics, social science, and psychology, 285,500 in business administration, 15,075 in law and jurisprudence, 33,150 in natural science, 128,633 in mathematics and computer science, 126,818 in medical science, 1,661 in crafts, 289,137 in engineering, 17,812 in architecture, 28,541 in agriculture, 45,725 in home economics, 12,725 in transportation and communications, 25,866 in tourism, 20,753 in mass communication, and 12,546 in physical education.



### Categories of Senior Vocational School Students

SY2003-2004

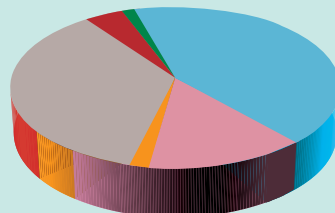


- Industry 43.05%
- Commerce 39.24%
- Agriculture 3.19%
- Home Economics 10.13%
- Nursing 2.02%
- Marine Products 1.46%
- Opera & Arts 0.91%



### Categories of University, College, and Junior College Students

SY1993-1994



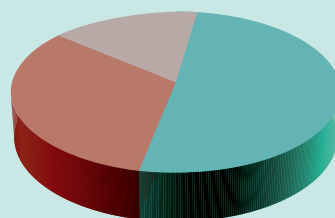
- 2-year Junior College 23.61%
- 3-year Junior College 1.80%
- 5-year Junior College 27.89%
- University & College 41.50%
- Master Program 4.08%
- Ph. D. Program 1.12%

SY2003-2004



- 2-year Junior College 11.84%
- 5-year Junior College 10.91%
- University & College 65.94%
- Master Program 9.60%
- Ph. D. Program 1.71%

SY2003-2004



- Sciences & Technology 50.99%
- Social Sciences 33.61%
- Humanities 15.40%



# 11. Students and Population

Since 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;

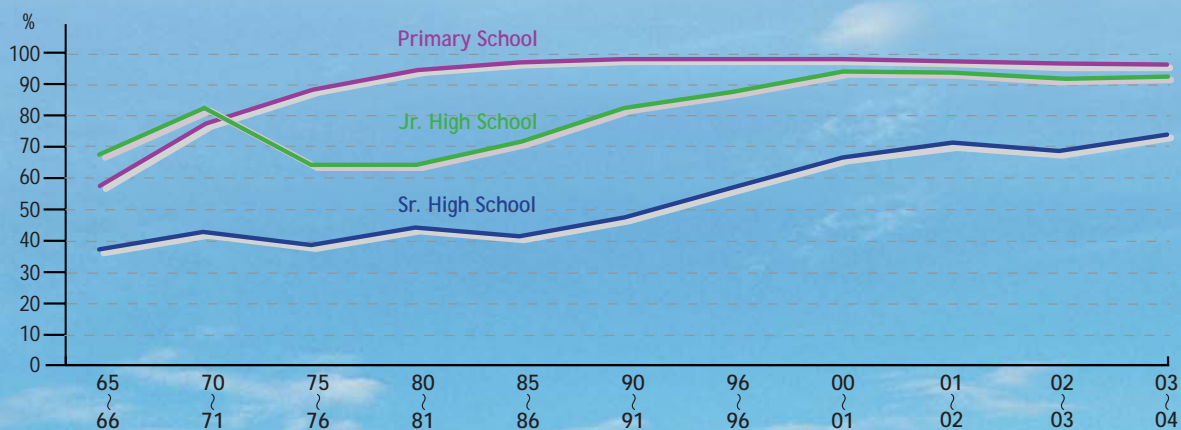
**(2) Quality improvement:**

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	98.0	99.7	95.5	69.0
2003~04	22,605	5,385	238.2	97.3	99.4	95.7	74.9

Graduates Admitted to Next Level of Education







## 12. 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\$634.9 billion or 6.23% of GNP in FY2003.

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 FY2003, the expenditure of private education reached 27.56 percent of total educational expenditure, while that of public education, 72.44 percent.

In FY2003, the educational expenditure of the governments.

at all levels accounted for 20.76 percent of

the total budget. For the central government, the educational, scientific and cultural expenditure was 18.92 percent of the central budget.

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

#### (1) By Program:

In FY2003, the expenditure of kindergarten education accounted for 2.98 percent; compulsory education, for 46.47 percent; senior secondary education, for 14.98 percent; higher education, for 34.97 percent; social education, for 0.60 percent.

#### (2) By Nature:

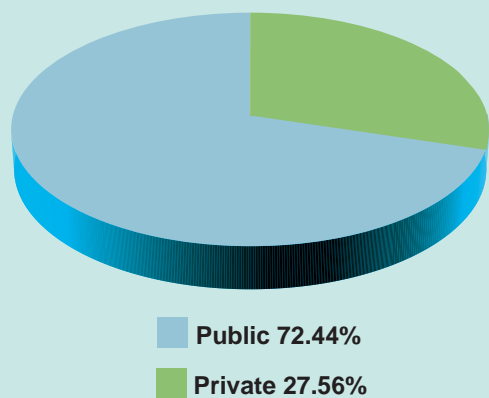
In FY2003, recurrent expenditure accounted for 87.56 percent of the total educational expenditure, while capital expenditure, for 12.44 percent.

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

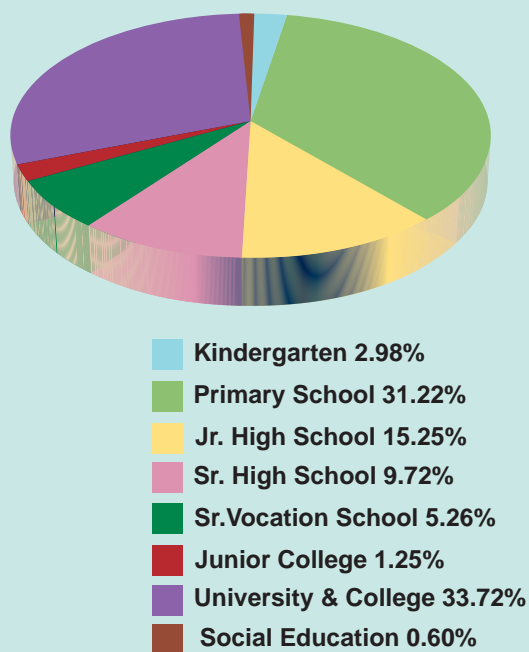




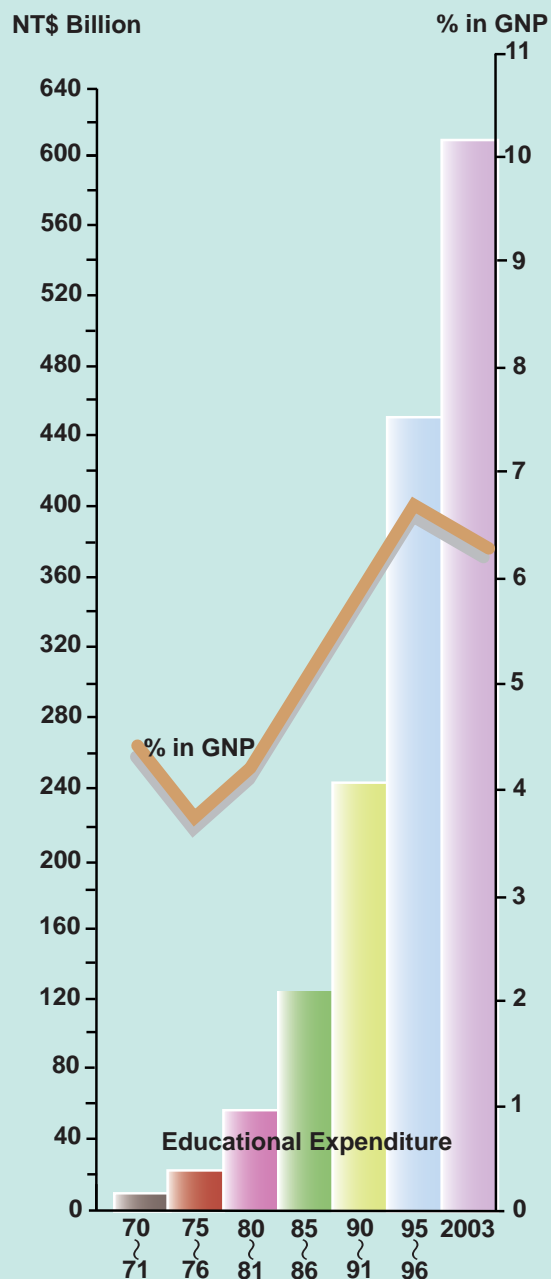
### Educational Expenditure Allocation FY 2003



### Total Educational Expenditure at All Levels of Schools



### Educational Expenditure & Percentage in GNP



## 13. Teacher Qualification

**T**eachers training education in Taiwan traditionally falls into two categories: The first type is normal college, preparing teachers for primary schools and kindergarten. The second type is normal university, preparing teachers for middle schools. Both types of institutes accept senior high school graduates for 4-year training courses. In addition to this, some other universities also offer teacher training

program to prepare teachers of primary and middle schools. Graduate courses (especially at the doctorate level) are the main training ground for teachers of colleges and universities.

In recent years, there have been rapid expansion across the various levels of education in Taiwan and caused the need of continuing improvement of teacher training. In order to meet the needs of a more diversified society, we

### A. Kindergarten to Senior Secondary School Teachers

According to the new teacher training act, to become a qualified teacher, individual must meet the following conditions before being eligible to take the licensing tests and practice internships.

#### (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

In addition to submitting academic publications, basic requirements for lecture, assistant professor, associate professor and professor are given as following.

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

will have to train more qualified teachers for students in general and students who need special education. 'The Teacher Education Law', revised and released in 1994, allowed all public and private universities to take part in the training of teachers. In addition, some normal colleges have already begun the training of teachers for middle schools, and normal universities have begun the training of teachers for primary schools.

Tuition and fees of teacher training education programs for teachers in senior high and the

lower level schools are basically paid by trainees themselves. However, full or partial financial assistance are available for some students. Full program of teacher training include common courses, disciplinary courses, education specialization courses, and a half-year of teaching practicum. Those who meet the program requirements obtain a certificate. They must then also pass the teacher qualification exam held by the Ministry of Education for final teacher qualification.

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.

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

**(C) Associate Professor:**

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

(b) earning a doctor's degree or equivalent diploma, having previously been involved in research of their specific academic area, having held a position in their specific professional field for more than four years and having specialized publications in their academic area.

**(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-job Training and Advanced Study for Teachers

An on-job training and advanced study program is designed for teachers, who have been in service for a required length, 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-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 of 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-job Training Centers for Secondary School Teachers

Two centers, one at the National Taiwan



Normal University and the other in Taichung county, have been set up by the Ministry of Education. 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-job Training Centers for Higher Educational Institutes

A multitude of channels have been set up for the teacher for higher education. The 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, teacher 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. Full-time professors can apply for sabbatical leave. 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 members including 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 Governing the Employment of Educational personnel. On the other hand, the Law of

Retirement Affairs of Civil Servants and the 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) To improve the welfare of teachers and staffs in private schools, the Insurance Statute for Private School Faculty promulgated in 1980. 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 Scale 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 job 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.

nization 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 engage 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

**S**ocial education is implemented to all citizens of Taiwan. There are many programs to choose, including supplementary and continuing education, education on-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 and Continuing Schools

Supplementary and Continuing 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-job youths. In 2003, some 36,580 students attended 1,829 adult education classes; 17,662 students in 334 primary supplementary schools; 14,719 students in 287 junior high supplementary schools; 235 senior high and senior vocational continuing schools with 4,861 students attending in the former and 90,401 students attending in the latter; 63,861 students in 42 junior college continuing schools, and 23,773 students in 34 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 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 2003, there were two schools for the hearing impaired, with students totaling 719; one schools for the blind with 195 students; six schools for the mentally handicapped with 2,252 students; one school for the physically challenged with 330 students; and five schools for special education with 692 students. Furthermore, there are 2951 special classes in primary, junior and senior vocational schools to accept a total of 54,405 students with comparatively less serious disabilities. For gifted students, there are special classes in areas of art, music, dance and physical education in some primary, junior, senior high and senior vocational schools. There are a total of 1,421 such classes accepting 36,799 students.

### 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. 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. In 2003, more than 500 social education institutions exhibit different subjects and education themes depending on their specialization. As far as the private sector is concerned, more than 2,000 cultural and educational foundations and 240 working centers are engaged in promoting social education and conducting relevant activities.

### 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 as well as other programs on literature, arts, music and social services. 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 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 support art education activities, exhibitions and performances. Moreover, the MOE also provide assistance to the 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. In 2004, law drafting related to the Family Education Law will be continuing promoted.

## 7. Lifelong 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 has launched 14 promotional programs outlined in the said white paper. In 2004, a five-year plan of 'Creating a society that values lifelong learning' will continue to be formulated and promoted. This plan will be focused on increasing personal skills, the displaying of one's best potential, increasing citizens' global vision and thus preparing Taiwan move towards the 21st century with an integrated form of competitiveness.





## 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 four sections, together with the creation of a task force to supervise 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 Taiwan specialists, academics and doctoral students to participate in international academic conferences abroad, promotes the South east 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 'Taiwan 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 Taiwan students. The purpose is to cultivate highly specialized talent for Taiwan and advance international academic and educational exchange. Japan is among the 17 nations that provide 100 scholarships to students from Taiwan 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 2004

Country	No.of Students	Country	No.of Students	Country	No.of Students	Country	No.of Students
<b>Asia:7</b>	<b>2,301</b>	<b>America:2</b>	<b>12,137</b>	<b>Europe :14</b>	<b>8,470</b>	<b>Africa :1</b>	<b>16</b>
C.I.S.	78	Canada	1,813	Austria	....	South Africa	16
India	29	U.S.A.	10,324	Belgium	28		
Japan	1,337			Czechoslovakia	5	<b>Oceania:2</b>	<b>3,394</b>
Korea	89			Denmark	13	Australia	2,823
Philippines	3			France	627	New Zealand	571
Singapore	700			Germany	442		
Thailand	65			Ireland	17		
				Italy	209		
				Netherlands	119		
				Spain	206		
				Sweden	56		
				Switzerland	85		
				Turkey	1		
				United Kingdom	6,662		
<b>Total: 26,318</b>							

## Foreign Students Studying in Taiwan in SY 2003-2004

Country	No.of Students	Country	No.of Students	Country	No.of Students	Country	No.of Students
<b>Asia:25</b>	<b>5,428</b>	<b>America:27</b>	<b>1,349</b>	<b>Europe:29</b>	<b>750</b>	<b>Africa:18</b>	<b>149</b>
Burma	87	Brazil	21	Austria	17	Burkina Faso	8
India	121	Canada	304	Belgium	18	Chad	5
Indonesia	1,002	Chile	5	Czechoslovakia	18	Ghana	8
Japan	1,825	Costa Rica	28	France	160	Liberia	6
Jordan	16	Ecuador	4	Germany	126	Malawi	7
Korea	1,112	El Salvador	11	Hungary	13	Morocco	4
Malaysia	194	Honduras	17	Italy	38	Senegal	13
Mongo	71	Mexio	4	Netherlands	30	South Africa	75
Nepal	16	Panama	17	Poland	31	Swaziland	10
Philippines	140	Paraguay	13	Slovakia	15	Others	13
C.I.S	82	Peru	7	Spain	29		
Thailand	202	U.S.A.	862	Sweden	19	<b>Oceania:5</b>	<b>168</b>
Turkey	30	Others	56	Switzerland	24	Australia	118
Vietnam	438			United Kingdom	140	New Zealand	46
Others	92			Others	72	Others	4
<b>Total: 7,844</b>							

## 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.

Taiwan is a country short of natural resources. However, through careful planning, we are able to create an optimum educational environment to cultivate citizens for the era of knowledge-based economy. The Ministry of Education will do its best not only to ensure equal educational opportunities for the general public, but also provide quality education to those in need of special attention.

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.









## 1. Summary of Education at all Levels

SY 2003-2004

	No. of Schools	No. of Teachers	No. of Classes	No. of Students	No. of Graduates in 2003	No. of Students Per 1,000 Population
<b>Total</b>	<b>8,252</b>	<b>274,837</b>	<b>156,095</b>	<b>5,384,926</b>	<b>1,269,529</b>	<b>238.22</b>
Kindergarten	3,306	21,251	10,417	240,926	...	10.66
Primary School	2,638	103,793	64,000	1,912,791	318,718	84.62
Jr. High School	720	48,845	26,573	957,285	313,549	42.35
Sr. High School	308	33,122	9,569	393,689	124,739	17.42
Sr. Vocational Sch.	164	15,771	8,275	325,996	114,041	14.42
Jr. College	16	1,770	6,210	289,025	110,208	12.79
Uni. & College	142	45,702	22,615	981,169	208,659	43.41
Special School	24	1,687	600	5,921	1,740	0.26
Supplementary Sch.	932	2,803	7,186	248,888	74,406	11.01
Open University	2	93	650	29,236	3,469	1.29

## 2. Number of Schools at all Levels

SY 2003-2004

Unit :School

	Total	Public				Private
		Sub-total	National	Municipal	County & City	
<b>Total</b>	<b>8,252</b>	<b>5,752</b>	<b>347</b>	<b>584</b>	<b>4,821</b>	<b>2,500</b>
Kindergarten	3,306	1,358	10	199	1,149	1,948
Primary School	2,638	2,609	9	225	2,375	29
Jr. High School	720	709	0	91	618	11
Sr. High School	308	171	81	39	51	137
Sr. Vocational Sch.	164	93	80	12	1	71
Jr. College	15	3	3	0	0	12
Uni. & College	143	51	49	2	0	92
Special School	24	23	15	7	1	1
Supplementary Sch.	932	733	99	8	626	199
Open University	2	2	1	1	0	0

## 3. Number of Teachers and Assistants at all Levels

SY 2003-2004

Unit :person

	Total	Public				Private
		Sub-total	National	Municipal	County & City	
<b>Total</b>	<b>274,837</b>	<b>208,551</b>	<b>37,854</b>	<b>36,624</b>	<b>134,073</b>	<b>66,286</b>
Kindergarten	21,251	5,362	77	1,363	3,922	15,889
Primary School	103,793	102,653	591	17,486	84,576	1,140
Jr. High School	48,845	48,306	0	9,109	39,197	539
Sr. High School	33,122	20,513	8,983	5,321	6,209	12,609
Sr. Vocational School	15,771	10,819	8,587	2,118	114	4,952
Jr. College	1,770 (1752)	112 (109)	112 (109)	0 0	0 0	1,658 (1643)
Uni. & College	45,702 (43050)	17,852 (16362)	17,502 (16062)	350 (300)	0 0	27,850 (26688)
Special School	1,687	1,638	973	637	28	49
Supplementary School	2,803	1,203	952	224	27	1,600
Open University	93 (85)	93 (85)	77 (69)	16 (16)	0	0

**Note:** The figures in parenthesis are not included assistants.

## 4. Number of Students at all Levels

SY 2003-2004

Unit :person

	Total	Public				Private
		Sub-total	National	Municipal	County & City	
<b>Total</b>	<b>5,384,926</b>	<b>3,739,206</b>	<b>884,873</b>	<b>1,156,739</b>	<b>2,408,703</b>	<b>1,645,720</b>
Kindergarten	240,926	74,462	960	19,344	54,158	166,464
Primary School	1,912,791	1,888,522	10,464	302,341	1,575,717	24,269
Jr. High School	957,285	868,015	3015	150,876	714,124	89,270
Sr. High School	393,689	258,432	152,313	73,050	33,069	135,257
Sr. Vocational School	325,996	136,018	105,767	27,997	2254	189,978
Jr. College	289,025	30,477	30,477	0	0	258,548
Uni. & College	981,169	325,906	320,562	5,344	0	655,263
Special School	5,921	5,774	4188	1,468	118	147
Supplementary School	248,888	122,364	82,458	10,643	29,263	126,524
Open University	29,236	29,236	26,808	2,428	0	0



## 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	177.71	37.23
1961	3,095	206	71,098	245	2,540,665	241	85.71	226.64	35.73
1966	3,457	230	93,232	321	3,253,636	308	95.73	249.02	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
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
2003	8,252	549	274,837	947	5,384,926	511	228.09	238.22	19.59

## 6. Gross and Net Enrollment Rate by Level of Education

Unit :%

School Year	Gross and Net Enrollment Rate by Level of Education										Kindergarten	
	1st Level				2nd. Level				3rd Level		(3-5 Yrs.)	
					Junior		Senior					
	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	15.40	10.45	11.06
1981	69.52	72.47	97.59	101.11	84.41	97.71	52.58	68.03	11.47	16.71	14.87	15.74
1986	74.42	78.26	96.75	99.57	89.12	100.97	66.45	83.84	14.24	21.58	19.98	20.07
1991	78.74	83.73	98.70	100.99	91.70	100.23	72.93	90.28	20.98	32.37	23.30	24.13
1996	78.95	84.81	99.02	101.12	94.27	100.81	80.30	91.12	29.07	40.90	23.45	24.50
2001	82.29	93.12	98.19	99.66	93.53	99.25	88.21	99.66	42.51	62.96	22.94	26.96
2002	83.44	95.05	98.04	99.99	93.47	98.74	89.32	99.94	45.68	67.56	25.74	27.62
2003	85.09	96.77	97.29	99.53	92.41	100.99	87.63	97.04	49.05	72.37	24.97	28.16

# 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.A. Prog.	Ph.D. Prog.	Special School	Supp. School
1950	<b>51.76</b>	43.10	53.81	44.62	44.08	36.33	-	23.88	-	-	16.00	32.59
1956	<b>50.06</b>	43.88	51.34	48.48	48.32	44.58	41.53	34.01	7.74	-	17.10	41.23
1961	<b>50.76</b>	41.23	52.68	50.85	44.49	40.09	38.55	31.85	6.42	-	15.09	36.58
1966	<b>50.70</b>	42.89	52.00	52.81	47.52	44.63	44.43	39.49	6.94	-	14.31	44.49
1971	<b>48.84</b>	45.40	49.83	51.86	46.29	43.28	44.44	42.93	11.01	3.29	14.25	44.81
1976	<b>47.03</b>	40.57	47.13	51.77	46.14	44.35	46.78	43.98	9.49	4.03	12.59	41.98
1981	<b>44.64</b>	39.84	43.72	46.67	47.49	46.40	50.31	46.58	11.68	4.60	10.47	45.29
1986	<b>43.78</b>	30.25	43.88	45.09	49.57	46.31	50.61	48.83	17.90	9.57	10.55	44.46
1991	<b>41.94</b>	28.31	40.95	43.83	48.76	46.36	49.23	49.97	22.67	13.74	8.96	41.32
1996	<b>38.00</b>	27.05	34.17	40.10	44.51	46.58	50.77	48.69	23.39	15.13	9.84	37.03
2001	<b>35.20</b>	24.28	30.48	34.91	42.40	41.04	50.38	53.37	26.85	16.63	9.92	35.96
2002	<b>34.87</b>	23.57	30.12	35.68	41.50	39.63	48.83	51.77	27.17	17.83	9.51	35.54
2003	<b>34.50</b>	23.13	29.89	36.02	41.14	39.40	46.54	49.87	26.09	18.90	9.87	35.60

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

Unit:‰

School Year	Total	Kindergarten	Primary School	Secondary Education			Higher Education
				Sub-total	Jr. High	Sr. High	
1950	<b>139.64</b>	2.27	120.11	16.39	11.16	5.23	0.88
1956	<b>177.92</b>	5.75	142.57	27.20	18.83	8.37	2.40
1961	<b>226.91</b>	6.99	178.46	38.03	26.92	11.11	3.43
1966	<b>249.33</b>	6.25	176.97	57.48	39.54	17.94	8.63
1971	<b>274.04</b>	6.68	163.10	93.25	58.66	34.60	11.01
1976	<b>270.15</b>	7.32	141.32	107.23	66.43	40.80	14.28
1981	<b>255.14</b>	10.54	122.16	105.91	61.30	44.60	16.54
1986	<b>258.64</b>	12.22	122.22	104.32	55.69	48.62	19.88
1991	<b>258.36</b>	11.41	112.37	107.79	58.33	49.46	26.79
1996	<b>241.17</b>	10.96	90.99	104.88	53.22	51.66	34.33
2001	<b>238.96</b>	11.00	86.76	87.10	42.61	44.49	54.10
2002	<b>238.75</b>	10.72	86.01	85.25	43.28	41.97	56.77
2003	<b>238.22</b>	10.67	85.44	83.75	43.05	40.70	58.35

## 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	<b>37.52</b>	43.52	38.99	28.66	27.09	15.51	10.89		-
1956	<b>42.80</b>	43.76	45.77	31.31	29.57	22.66	17.23		19.53
1961	<b>44.60</b>	45.07	47.07	36.53	32.08	31.80	23.39		25.80
1966	<b>45.37</b>	45.28	47.91	39.06	36.11	44.66	32.13		46.68
1971	<b>45.78</b>	44.77	48.41	42.33	36.97	44.06	37.27	36.45	50.74
1976	<b>46.85</b>	46.78	48.61	45.42	40.96	46.80	38.50	35.78	54.59
1981	<b>48.25</b>	46.80	48.60	47.68	44.63	50.41	42.45	40.00	58.08
1986	<b>48.75</b>	47.35	48.51	48.42	45.49	51.58	44.48	42.16	58.60
1991	<b>49.11</b>	47.81	48.48	48.57	46.57	53.97	48.67	43.30	56.49
1996	<b>49.21</b>	47.16	48.12	48.57	48.05	52.28	52.80	45.60	55.60
2001	<b>48.96</b>	48.23	47.83	48.12	49.78	48.44	53.71	47.78	55.49
2002	<b>48.89</b>	47.73	47.87	47.96	50.05	47.05	54.10	48.40	55.42
2003	<b>48.78</b>	47.52	47.92	47.83	50.22	45.55	54.84	48.78	54.37

## 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
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
2003	61.67	98.35	67.73	60.80	34.50	71.43	45.03



# 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				
1976	25,377,015	100.0	6,889	3.95	3.26	0.69	20,952,991	100.0	1292	15.06
1981	74,112,578	292.0	20,395	4.54	3.69	0.85	60,262,157	287.6	3373	14.71
1986	137,899,432	543.4	29,341	5.14	4.21	0.93	112,949,397	539.1	5848	16.45
1991	300,965,051	1,186.0	56,533	6.49	5.34	1.15	247,488,080	1,181.2	12131	17.77
1996	500,863,136	1,973.7	96,483	6.72	5.47	1.25	407,595,911	1,945.3	19085	19.50
2001	601,358,531	2,369.7	110,142	6.20	4.54	1.67	409,307,000	1,953.5	18268	18.02
2002	639,876,507	2,521.5	107,802	6.40	4.69	1.71	438,074,000	2,090.7	19452	19.76
2003	634,853,400	2,501.7	...	6.23	4.51	1.72	423,266,000	2,020.1	18724	20.76

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







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