

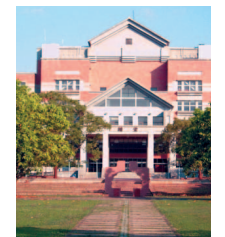


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2006 Education

in Taiwan



MINISTRY OF EDUCATION

2006 Education in Taiwan

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To Our Readers



Over the last few decades, the policies of the Ministry of Education (MOE) have kept evolving both in quantity and quality. The improvement of the general public's educational level directly helps boost the national economy, even contributing to the so-called "economic miracle." Therefore, the importance of education for national development cannot be overemphasized.

The goal of education is to allow every student to show his full potential and then make contributions to the society, the nation and mankind. Education equips children with important and necessary skills for future use.

Nowadays, society is changing rapidly and the flow of information through the Internet is unrestricted by national boundaries. Children grow up, facing competitions coming from all over the world. What students learn in the classroom is considered as only basic tools. What remains the most important is that education instructs and prepares the future generations to face challenges and work out solutions.

Thus, we have come up with three main expectations regarding education in Taiwan. The first

The goal of education is to allow every student to show his full potential and become an individual who can make contributions to society, the nation and mankind.

expectation is to develop a concern for our homeland. Studies about Taiwan's culture, ethnic groups, geography, history, art, religion, folklore and the natural environment are emphasized to ensure that students of different backgrounds get along harmoniously. Secondly, there is a need to educate the students about what it means to be citizens in this society. They need to appreciate such common values as democracy, freedom, the rule of law and human rights, among others. The level of the basic skills of Taiwan's nationals must be raised. Further knowledge about science, technology and liberal arts should be promoted and attitudes of pluralism and long-term sustainability should be fostered. Lastly, education must adopt an international perspective. The English proficiency of primary and secondary school students should be improved.

In addition, we encourage all students of senior high schools and higher education institutes to study a second foreign language. The creation of a multi-language living environment boosts the study motives of students. Also, MOE is increasingly encouraging Taiwanese students to study abroad and attracting more foreign students to study in Taiwan by offering scholarships. Educational schemes are drawn up to fully pro-

mote international academic exchanges.

The success of a nation's education system influences the overall development and advancement of national competitiveness. Education policies, therefore, are extremely important to a nation. The components of the education policy are closely linked. Recalling the so-called butterfly effect, the slightest lack of attention or any error in any aspect causes chaos across the whole system. Each component of the education policy must be managed well. Only then can we gain greater benefits from education.

To adequately meet the education demands of our society, constant policy revisions must be made. It is only through the continued improvements gained from these revisions and reforms that we can create a more beneficial environment for the long-term development of education.



Tu, Cheng-Sheng
Minister of Education

An Overview



Taiwan has experienced 50 years of economic development and in the process managed to create the "Taiwan economic miracle". Of extreme importance in this process has been the nurture of a big number of outstanding individuals. Over a period of half a century, social development has not only depended on the persevering efforts of all the people but also relied heavily on educational policies spanning a century.

Since 1968, Taiwan has implemented a nine-year national education plan and, for a long time, every effort has been made to improve the nation's educational standard and to cultivate outstanding talents. Taiwan's teachers have painstakingly made sacrifices to improve the nation's education.

The Taiwanese people have always cared about building the best possible educational system. After 10 years of educational reform, the educational system now includes the nine-year compulsory education, the multi-channel entrance program, the expansion and development of adult education as well as the setting up of a national educational network.

Modern Taiwan has gradually closed ranks

internationally and become closely linked with the rest of the world. While keeping an eye on the world picture, it will need to face and reflect on world trends.

Direction of Modern Education

Taiwan's educational system has grown and expanded, now even taking steps towards the upgrading of the quality of education.

Globalization has greatly affected education, economy and politics. Nations of the world have zealously worked to improve national competitiveness. While Taiwan, too, is trying to increase its competitiveness, it is even more important for it to be aware of what it is good at and what its advantages are as a nation. It is absolutely necessary for the citizenry to be made aware of their characteristics and to appreciate Taiwan, its culture, as well as its environment.

Looking at the present situation of Taiwan's society, the Ministry of Education has come up with the overall educational goal summed up in "Creative Taiwan, Eye on the World." Three core approaches support the implementation of this motto: adaptability in nature and ability, embracing globalization, and supporting the disadvantaged.

From 1998 to 2002, the Ministry of Education appropriated a budget of NT\$150 billion to implement 12 key points in educational reform. The educational system at every level looks after the citizenry's right to a good education and even raises the living standards. Thirteen administrative and governing directions, which took into consideration the needs at every educational level, were decided in 2004. They are listed below:

- 1. Education for the Citizenry:** Reduce the number of students in each high school class, introduce the nine-year compulsory education's curriculum, incorporating local subjects in classroom studies.
- 2. High School Education:** implement multi-channel entrance program at the senior high school level, introduce 12-year compulsory education plan.
- 3. Training Teachers:** reduce education courses for teachers, encourage elementary and high school teachers to seek further training while on job.
- 4. Vocational education:** strengthen collaboration between industrial sector and schools, international exchanges, and enforce stricter technical schools' evaluation standards.
- 5. Higher Education:** improve college and university international competitiveness, invite overseas resource persons to visit as faculty members, hire local specialists to fill teaching positions, modify and improve educational loan system, bring higher education and economic development together.
- 6. Social Education:** promote lifelong learning, bolster function of public social systems, promote cultural activities, provide adult education classes for female immigrants from overseas, including China.
- 7. Physical Education and Health Education:** implement school's physical education plan, hold sports competitions with other schools, strengthen health education plan.
- 8. International Cultural Education:** establish Taiwan scholarships, promote cooperation and exchange with overseas educational institutions, implement reciprocity and exchanges programs with schools overseas, participation in international scholarly symposiums, publicize overseas study programs and counseling, overseas study trips for students in senior high school or vocational school.

9. Training and Counseling: promote human rights on campus, counseling for dropouts, gender equality education, implement the organization of college volunteer squads, hold fairs for senior high school organizations.

10. Internet and High Technology Education: improve auxiliary education, encourage working for digital education certificates, establish community education network

11. Science Education: revamp science education, hold science-based competitions at college or university level, life-long science learning.

12. Environmental Protection Education: nationwide safety and hygiene training, school safety protection, establish sustainable campus, and so forth.

13. Special Education: accreditations for physically and mentally challenged students, subsidize special education in 25 counties and cities, improve quality of aboriginal education, open the possibility of overseas service as alternative for military service.

Throughout the decade of educational reforms, Taiwan's educational system has acquired valuable experiences, making possible the effective implementation of educational policies and the development of the educational spirit. Reviews and revisions have continued taking place until the goals are achieved. Diverse, creative and caring concepts take root with the help of Taiwan education. A new face in Taiwan's education emerges to strengthen Taiwan's global competitiveness.



Educational Administration System



Education in Taiwan is administered from two levels: through the Ministry of Education (MOE) at the central government level, and through the Bureaus of Education (BOEs) at the county and municipal government level.

The Ministry of Education (MOE) is in charge of nationwide educational and cultural affairs. It supervises the directors of the local Bureaus of Education, and with the approval of the Executive Yuan overrides abusive or illegal local bureau decisions.

The Bureaus of Education supervises schools and social education units or organizations within their jurisdictions. They administer schools, as well as plan and manage libraries, museums, public stadiums, and gymnasiums.

The central government sets the general direction of education, determining broad policies based on

research in education and social development. These policies, however, are adapted to meet the local education needs. The MOE works closely with local bureaus, schoolteachers, professional groups, scholars, and parents. This relationship helps the educational system respond better to the needs of individual students.

Greater flexibility in the choice of teaching materials includes allowing teachers to make their inputs besides using refer-

ences and to come up with their own versions of teaching materials. Students can begin learning using curriculums that are tailored to meet their needs.

Organization of Educational Administration Agencies

A. Ministry of Education (MOE)

The MOE is headed by a minister. Directly under him are one political and two administrative vice ministers. The Central Region office of MOE has one director and two deputy directors. The MOE runs two dozens institutions which promote cultural activities, compile textbooks and other publications, collect artwork and books, disseminate scientific teaching aids, and study Chinese medicine. Overseas units include 24 foreign offices



Flexing their creativity

Greater flexibility in the choice of teaching materials allows teachers to be innovative and to come up with their own versions of teaching materials. Students then learn from curriculums that are tailored to meet their needs.

for international cooperation and assistance of Taiwanese students abroad. MOE-affiliated schools include 52 national universities and colleges, one open university, 84 senior high schools, 80 senior vocational schools, nine experimental primary schools, 12 kindergartens, 96 continuing advanced education schools, and 16 special schools.

B. Taipei Municipal Bureau of Education (TMBE)

One director and two deputy directors run the TMBE. Its affiliated institutions include a library, a social education hall, a zoo, a stadium, teacher's in-service education center, and traffic museum and recreation center for children. TMBE-affiliated municipal schools include one university, one college, 26 senior high schools, 7 senior vocational schools, 63 junior high schools, 153 primary schools, 137 kindergartens, 31 supplementary schools, and 4 special schools.

C. Kaohsiung Municipal Bureau of Education(KMBE)

One director and two deputy directors take charge of the KMBE. Its affiliated municipal schools include 13 senior high schools, 5 senior vocational schools, 35 junior high schools, 88 primary schools, 67 kindergartens, 40 supplementary schools, and 3 special schools.

D. County and City Bureaus of Education (BOE)

One director heads each county or city BOE. The director is aided by a chief education supervisor. A typical BOE includes four units which cover: study regulation, social education, compulsory education, and physical and health education. The BOE also has a team to oversee compulsory education, and several education inspectors. Some counties and cities have extra units to supervise secondary or special education.

Legal Foundation and Goals of Education System

Our's Constitution mandates equal access to education for all citizens, providing extra financial assistance for the poor. It also lists the minimum levels of education funding that the national and various local governments are responsible for.

The "Basic Education Law" was passed in 1999, establishing education as a fundamental right of all citizens, regardless of gender, age, ability, geographic origin, race, religious or political beliefs, or socio-economic status. It declared that the purpose of education was to cultivate in people good character, understanding of democratic principles, law and order, cultural achievement, and judgment and creativity.

The "Law of Educational Budget Allocation and Management," which was passed in 2002, stated that the minimum budget allocation for education at all levels of government should be 21.5% of the average of the government's revenues over the past three years. The law created subsidies for people considered disadvantaged groups or from remote areas; the money for these should be drawn from throughout Taiwan. It also offered incentives and funding to well-performing private schools.

The Constitution and these two laws are the legal basis for comprehensive education in Taiwan. Within this framework, the MOE seeks to bring about improvement in four aspects:

1. Cultivating modern citizens - globalization in the information age places new demands on education. Biotechnology and information technology offer new opportunities and challenges. The MOE prepares students to face those challenges by emphasizing foreign language ability and a balanced education that advances technical thinking while also affirming humanity and rein-

forcing universal values.

2. Building Taiwanese identity - Taiwan is home to many diverse ethnic and cultural groups. The MOE is dedicated to spreading an understanding of and appreciation of these groups and their different values.

3. Global views - Business and trade connect nations today, so a global understanding and increased competitiveness are top priorities for the future Taiwanese work force. The MOE promotes international perspective in Taiwanese education by helping many more Taiwanese students study abroad, and attracting more foreign students to study in Taiwan.

4. Social concern - To pursue social justice and ensure that all citizens receive education equally regardless of their backgrounds, the MOE actively helps disadvantaged students. National resources are channeled to those from socially, economically, culturally, educationally, and regionally disadvantaged groups.

The MOE advances a wide variety of reforms to meet four goals:

- * Cultivating modern citizens by improving literacy, developing Chinese language ability, and encouraging creative and independent thinking.
- * Building a Taiwanese identity by instilling a concern for homeland and an awareness of Taiwan's place in the global order.
- * Embracing globalization and preparing students for the world through aggressive promotion of language learning and attracting foreign students to Taiwan for cultural exchange.
- * Helping disadvantaged students use national resources to pursue social justice.

Education Policies



The Ministry of Education (MOE) implements educational policies to develop the full potential of individual citizens and to improve the overall qualities of the citizenry. As mentioned earlier, with the launching of the Alliance for the Education Reform Movement in 1994, the members of the alliance pushed for education modernization and helped forge a consensus for education reform among the general public. The government reacted immediately with concrete measures to meet the demands of society.

Higher Education

World-class research centers as well as first-class and outstanding universities and colleges are pursued goals. The MOE encourages the establishment of cross-school research centers as well as the invitation of academic experts and researchers from all over the world. Moreover, it oversees the merging of universities or encourages cooperation between institutions to develop a world-class university.

To maintain and improve the quality of higher education, the MOE has put in place the mecha-

nism of university evaluation. It also encourages more flexibility among local higher educational institutions to boost their autonomy and competitiveness.

Vocational Education

Reviewing vocational education policy and system, the MOE increased subsidies for the private vocational education institutions. Subsidies were also granted on a competitive basis.

The MOE promotes the "last-mile course," which prepares students to enter the job markets. It also encourages and assists vocational education students to obtain certificates. The MOE actively promotes cooperation and exchange between schools as well as with the industrial sector. International exchanges in vocational education are promoted, too.

Upper Secondary Education

There are two types of institutions for students above the junior high school level. They are senior high and senior vocational schools, both taking three years to complete. Senior vocational schools offer courses in areas such as agriculture, industry, business, maritime studies, marine products drama and art.

The MOE is also planning to extend the compulsory education to twelve years to improve the qual-

ity of education and to boost the literacy rate.

Primary and Junior High Education

Depending on the needs of local governments, schools and teachers, Taiwan government now empowers them to decide the curriculum and teaching materials for their students. This empowerment manifests the most important value of the Nine-Year Integrated Curriculum with Multi-edition Teaching Materials.

Merging Kindergartens and Nurseries

The MOE favors merging kindergartens and nurseries to open up sufficient learning opportunities for children under five years of age and to give them a better learning environment.

Special Education

Regarding special education, the MOE focuses on the pre-school education needs of the challenged children. Teachers and civic groups are expected to bring their functions to full play in developing special education.

Fostering Teachers Qualifications

To strengthen teachers' qualification in primary and junior high schools, the MOE has been actively developing and adjusting available courses for teachers.

Moreover, it assists teacher training colleges and normal universities in introducing reforms. The MOE also provides teachers in primary and junior high schools opportunities for their practical training and life-long learning.

Life-long Learning

To build a life-long learning network and system, the MOE engaged in putting in place the non-formal learning certification system and encouraged employers to provide on-the-job training.

The MOE not only focuses on marriage and the family as part of adult education, but also encourages the improvement of the quality of social education institutions and community colleges, which provide life-long education.

International Exchanges

To encourage international exchanges, the MOE has seen to an increase in the two-way flow of students. Its policies help to attract foreign students to study in Taiwan.

Reform in the system of government funding allocation makes it easier for Taiwanese students to study overseas.

Strengthening National Identity

To bring about greater awareness of Taiwan's national identity, the MOE has been implementation policies like focusing on improving learning about the arts as well as physical education.

The MOE also assists in improving education in schools attended by minorities. It carries out the policy of providing equal education opportunities, including the nine-year compulsory schooling, for children born to couples who are partly foreigners.

Improving Study Environment

The MOE will encourage the building of a healthy and harmonious learning environment, tapping and integrating resources of local government, universities and colleges.

The MOE will get schools to address concerns regarding campus safety and cleanliness as well as environmental protection, including greening of campus, based on sustainable management.

Digital learning will be enhanced by strengthening the competence of teachers and students in the use of computers and the Internet. A better distribution of resources, depending on needs, will help bridge the learning environment gap between the urban and the remote rural areas.



Major Education Policies for 2006

Embracing Globalism

This concept requires vastly expanded international exchanges. The MOE has overseen an increase in the two-way flow of students by promoting the learning of foreign languages, and Taiwan's advanced technology, becoming a model for Taiwan's southeastern neighbors. In this manner, Taiwan has become an exporter of ideas.

Foreign Students Learn Mandarin Here

The Mandarin Enrichment Scholarship Program is expected to benefit 270 students from over 37 countries this year. Foreign students could receive NT\$ 25,000 per month that also covers the pre-requisite one-year Mandarin course before university.

The Ministry of Education has made available the Taiwan Scholarship for foreign students interested in studying in Taiwan. The MOE will also subsidize tuition fees and accommodations of Mandarin teachers in promoting the learning of Mandarin in foreign primary, secondary and post-secondary schools. MOE will provide Mandarin teachers employed overseas with US\$1,000 for living expenses and US\$300 for educational materials (in addition to the salary paid by the foreign educational institution).

New Face of a Campus

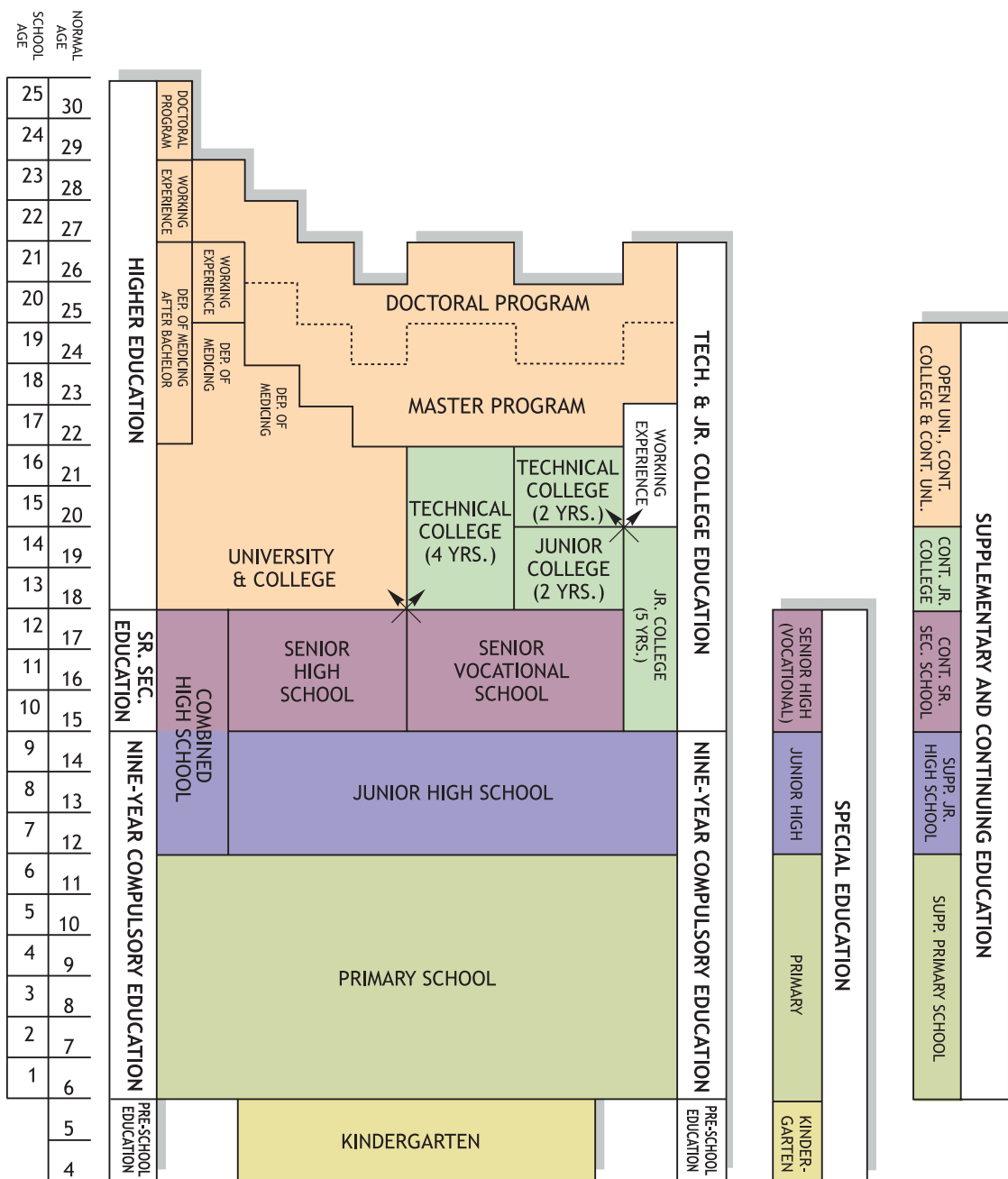
To build a progressive, stable, clean and healthy environment, the Ministry of Education made a plan that includes ecological creation and green construction. By understanding a campus's location, culture, history and ecological uniqueness, a multi-dimensional campus could be constructed with practical educational functions. The Ministry of Education's Four Year plan has as one of its primary objectives that of creating a healthy campus. The aim is to develop a friendly campus where teachers are reliable and know how to use their hearts, and students are happy.

Nurturing Versatility

One important development in Taiwan's educational system is nurturing versatile human talent. Education is becoming more diversified and internationalized around the world. Taiwan's TAV education leads in having cooperation between industrial enterprises and schools where education is aimed at increasing students' skills in the working world after graduation.

The plan to nurture versatility includes expanded foreign language education for senior high school students; boosting the competitiveness of technological and vocational (TAV) education by increased cooperation between industry and schools; and training artistic talent by encouraging students to join international art and design competitions.

The Current School System



Pre-kindergarten and Kindergarten



Pre-kindergarten Education

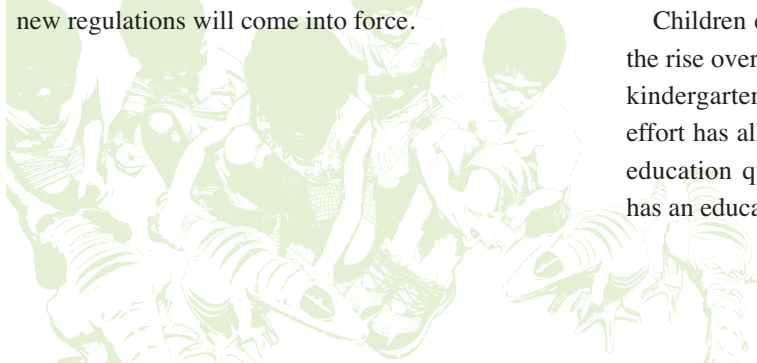
Taiwan pre-school education used to belong to different governmental departments. New policies being introduced has pre-school education integrated under the Department of Primary Education of MOE. The new policy has separated it into two phases for kids age between 0 to 7-year old: There are baby care centers for toddlers aging 0 to 2 and kindergartens for kids aging 2 to pre-school kids. The MOE has formed an executive committee in June 2005 to ensure a smooth transition to the new policy. More importantly, they will inform local government, parenting groups, teachers and representatives about the new policies and obtain their feedback. If the legislated change proceeds smoothly, the transition phase will end in 2009 and new regulations will come into force.

Kindergarten Education

To help more children admitted into pre-schools and ensure everyone receives basic care, the MOE has been promoting an educational plan since 2004 for five-year-old children from lower-income families. To lessen their financial burdens, financial support of NT\$6000 per semester is available for the preschoolers from these families.

Also, another ancillary education project has its focus on five-year-old children in Taiwan's three isles. In 2005, the project was expanded to include all five-year-old aboriginal kids in 54 towns. In 2006, the plan became nationwide and now applies to five-year olds from all low income families. The plan from 2004 to 2008 has an estimated 2.3 billion NT\$ budget.

Children enrolled in kindergartens have been on the rise over the years. By SY2005, a total of 3,351 kindergartens admitted 224,219 children. All the effort has allowed more kids to benefit from better education quality and ensuring that every citizen has an education opportunity.



Compulsory Education

Primary and Junior High Schools



Nine-year Compulsory Education

The nine-year education program from primary to junior high school started to be implemented in 1968 in Taiwan and in the outlying islands of Penghu, Kinmen and Matsu. But it was only in 1982 that the "Compulsory Education Regulations," defining the nine-year compulsory education, came out. The program is designed to integrate junior high school and senior vocational school curricula. Since then, the Ministry of Education (MOE) has undertaken continuing schemes to bring about educational reforms.

Regarding the educational system in Taiwan, primary schools fall under the jurisdiction of county/city governments. Children at least six years of age begin primary schooling without taking entrance tests. After six years, students graduate with a primary school diploma. Junior high schools similarly fall under the jurisdiction of county/city

governments. Under the nine-year compulsory education system, primary school graduates who are at least 12 years of age can start their three-year junior high school education. Graduates receive a junior high school diploma.

The MOE released the Education Reform Action Plan in 1998. This five-year plan covered 12 key policies, which had to do with preschool education and nine-year compulsory education. The targeted

completion of the plan was at the end of 2003.

In 2000, the Department of Elementary Education under the MOE completed the interim outline for the nine-year compulsory education. Thus, the Nine-Year Integrated Curriculum started taking effect for the first graders in primary schools in 2001, and for the fourth graders in primary schools and first year students in junior high schools in 2002.

With globalization in the 21st century, governments around the world have all seen the need to engage in educational reforms to improve their nations' and populations' competitiveness.

Taiwan's diversified and quality learning environment emphasizes the pluralistic and general education of its nationals, thus, fostering talents with high academic performance and improving Taiwan's national competitiveness.

As society gives importance to formal school-

ing, the MOE has been untiringly engaged in educational reforms. According to Article 8 of the second National Education Act revised in 1999, compulsory education institutions which have been approved by the MOE are to decide the outline of curriculum.

Nine-Year Integrated Curriculum

Traditionally, everything is decided by the government, like the standard curriculum and the uniform. But such process is no longer suitable for a democratic and free society.

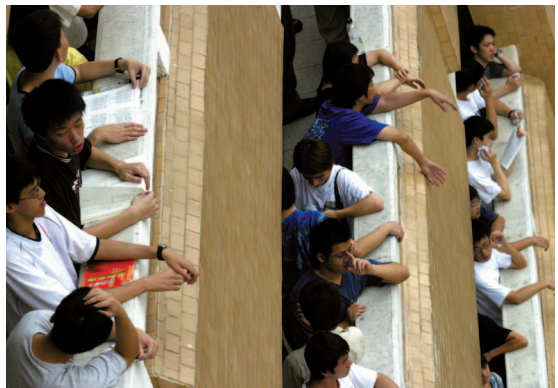
Taiwan government now empowers the local governments, schools and teachers to decide the curriculum and teaching materials depending on their respective needs and those of their students. Here lies the most important value of the Nine-Year Integrated Curriculum with Multi-edition Teaching Materials.

The MOE has allowed non-governmental circles to decide the outline of curriculum; this means people on their own rethink how to design the curriculum and what methods to use to teach children and to sustain their interest in learning.

The policy has the following purposes:

1. To tie in with the values in a pluralist, democratic and free society;
2. To respond to society's need to utilize curriculum text with more diversification in both content and style;
3. To allow civilians who are not employed by

As society gives importance to formal schooling, the MOE has been untiringly engaged in educational reforms. According to Article 8 of the second "National Education Act" revised in 1999, educational institutions which have been approved by the MOE are to decide the outline of curriculum.



the government to design the curriculum contents that suit their needs;

4. To give teachers greater decision-making power through participation in the writing and the editing of the textbooks.

The Nine-Year Integrated Curriculum accounts for one of the MOE's important reform policies, aiming to diversify and increase the flexibility of school education. Moreover, it tries to change the writing style of curriculum materials. Furthermore, it explicitly spells out the basic skills that a student should have at each level.

The objectives of the Nine-Year Integrated Curriculum are to respect the individual's development, challenge his potential, equip a student with knowledge of the modern democratic system, respect the values of a multicultural society, increase knowledge of science and accommodate the needs of modern life.

The main points of the Nine-Year Integrated Curriculum are:

- * Reduction of the teaching time - Under the new policy, the basic course sessions take up 80% of the time, and the other 20% are for the teachers' flexible use.
- * Clearly define the learning areas for nine-year compulsory education - Traditionally, there are 11 subjects in the elementary school (grade 1-6) and 21 subjects in junior high school (grades 7-9). At present there are seven big learning areas

for all students from first to ninth grades. Included are language, physical education and health, society, arts, mathematics, science and technology, and combined activities.

- * The MOE also encourages schools to establish committees to examine and review the designed program and to evaluate the implementation of the curriculum developed by them.
- * Set index for students' academic attainment and their capability.
- * The new policy tries to convince both parents and students that the textbook should not be the only teaching material. The MOE also encourages schools to diversify in the use of teaching materials, drawing from approved textbooks, publications, multimedia materials, teaching materials developed by local governments, teaching materials edited by schools, and teachers' handouts.
- * English education will start from the 5th grade. Under the old system, it started from the 7th grade, which is equivalent to the 1st year in junior high school.
- * Aside from providing basic knowledge and skill learning, the curriculum should cover current affairs, including information technology, environmental education, sex education, human rights, career education and home economics education.

Improving the Quality of Education

Besides the Nine-Year Integrated Curriculum, the MOE also aims to decrease the class size in primary and junior high schools in order to not only improve the quality of education, but also to achieve the goal of diversifying and individualizing education for students. From 1998 to 2005, the class size in primary schools was cut down to 29.26 students. From 2002 to 2005, the class size in junior high schools was reduced to 34.79 students.

The MOE always encourages students to expand their global perspectives and to adapt to globalization. The MOE perceives Taiwan when compared with other Asian countries as having several advantages, citing the sufficient qualified teachers and educational facilities, and excellent learning environment.

Currently, the MOE subsidizes schools in bringing in more qualified foreign teachers. It also tries to minimize the gap in the educational resources for English teaching in urban and rural areas. To achieve this, the ministry will carry out the following plans:

- * Take better care of schools in areas where indigenous peoples constitute the majority;
- * Provide more subsidies for the disadvantaged groups, including indigenous peoples, lower-income families, and the challenged students;
- * Subsidize local governments in employing more qualified English teachers and substitute teachers;
- * Subsidize schools in disadvantaged areas, helping train teachers and seeing to it they pass the examination before they start teaching.



Building the Concept of New Campus



Rebuilding efforts after the Sept. 21, 1999 earthquake gave rise to new campus designs that broke with traditional ones and started

a new trend for school campuses. The idea was to present the campus to the public and citizens as a brand new learning center. MOE plans to invest NT\$ 25 billion for the schools' reconstruction that is expected to be completed between 2006 and 2008. From construction to space design, six architectural principles stress on: security, simplicity, health, friendliness, environment sustainability and cultural assets. A campus is no longer just a venue where people gather. The new campus integrates educational functions, user-friendliness and considers the psychological make-up of its students.

Sustainable Campus

The MOE made the Promotional Plan for A Sustainable Campus under the Six Year Priority Development Plan of the Executive Yuan. The plan envisages the inclusion of environmental, energy and sustainable concepts into the entire educational arena.

To build a progressive, stable, clean and healthy environment, the plan's hardware includes ecological creation and green construction. A multi-dimensional campus could be constructed with practical educational functions by understanding a campus's location, culture, history and ecological uniqueness. Cooperation or association with nearby



campuses to create an educational resource network that allows sharing of resources could help to fulfill the concept of a sustainable campus.

Healthy Campus

In recent years, the MOE has actively promoted the concept of a "healthy campus" that deals with the problems of drugs and gangs as a step towards a healthy and better learning environment. Nurturing a harmonious learning environment is in accordance with the Executive Yuan's "Healthy Taiwan" policy. Hence by integrating education, police support, medical and social resources, and through publicity, investigation, prevention and counseling, campus security is strengthened and accidents reduced.



Friendly Campus

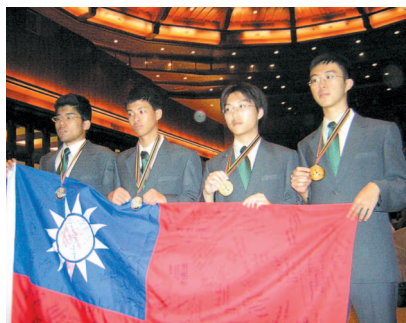
Having reliable teachers who know how to use their hearts. This is one of the primary objectives of the Ministry of Education's Four

Year Plan. It is an objective that helps in creating a healthy campus. In a friendly campus, students are happy. Other goals include: increase campus ability to handle cases of violence and emergencies; establish an educational environment without any sexual discrimination; install a system where slow learners are taken care of; teach "drug abuse prevention" and "AIDS prevention" among its courses; and promote the idea of no physical punishments in schools.



Upper Secondary Education

Senior High School



Secondary school in the ROC is a comprehensive system that provides students with various types of educational programs for their intellectual development and career interests. The system of schooling, which follows after the nine-year compulsory curriculum, is a multilateral system in which students are assigned to different types of schools based on a range of factors.

The majority of students in the mainstream educational system will enter one of three types of institutions after junior high school. Programs vary in length, though those oriented to college entrance are usually the longest and most difficult, terminating with rigorous examinations in the student's late teens.

In SY2005, 145,308 entered senior high schools,

119,533 went to three-year senior vocational schools, 38,669 studied at various supplementary schools, 17,245 went directly into five-year junior colleges, which also cover a student's high-school years, and 15,821 attended the Practical Technical Program. Before SY2001, senior high schools focused primarily on training students to pass the Joint University Entrance Examination (JUEE). Except for the Practical Technical Program and a few other experimental cases, admission into all of these institutions, was by competitive examination. After SY2001, the MOE adopted other admission channels. These include first, admission based on recommendation; second, test scores on related subjects set by the school; and third, by taking the JUEE.

Enhancing Global Competitiveness

The Ministry of Education's Plan for Enhancing the Global Competitiveness of Tertiary Institutions (designed in 2002) meant establishing a global learning environment with specialized counseling divisions and well-structured English courses. In 2005, the Subsidiary Plan for Encouraging Tertiary Institutions to Increase Admission of Foreign Students sought to increase the number of foreign students studying in Taiwan. Its overall objective was to have 12,830 foreign students in various tertiary institutions by the year 2011. Various experts and foreign students gave suggestions on designing English courses, administrative procedures and bilingual environments.

Exporting Technological Talent

Taiwanese corporations have investments in Southeast Asia where many countries have similar economic development histories as Taiwan. For many of them, Taiwan serves as an economic model and they would like to obtain lessons from Taiwan's human resources development.

Official visits, educational exhibitions, international education forums, collaboration plans, educational cooperation agreements, assistance in human resources training and development, research teaching materials, and equipment donations are some forms of international exchanges.

International Tours for Students

The internationalization of higher educational institutes, is implemented in collaboration with

Taiwan Visitors Associations (TVA). To welcome foreign students, MOE encourages various junior colleges to organize foreign educational trips. Through school alliances, collaborations could be expanded to a regional scale and international educational exchanges are strengthened.

In 2004 the estimated junior college overseas study groups to Japan was 34, with approximately 1,500 students, a 400% increase compared to 2003. In 2004, the total overseas study groups increased by 400% compared to 2003; Japan's junior college exchange students to Taiwan were around 750, a growth of 200% compared to 2003.

Nurturing Diversified Talent

Nurturing versatile human talent is a recent development in Taiwan's educational system. More diversified and internationalized education is being implemented from middle school up to tertiary educational institutions.

Language abilities have become more and more important in lessening the distances between countries and in strengthening a globalized education. Phase II of MOE's five-year plan "Senior High School Second Foreign Language Education" includes course syllabus design, teaching, administration, teacher staff and quality of teaching environment. This is a comprehensive second foreign language educational policy.

This plan's first phase was implemented in 1999. In the second phase the Ministry of Education added Korean, Vietnamese and Indonesian to Japanese, French, German and Spanish.



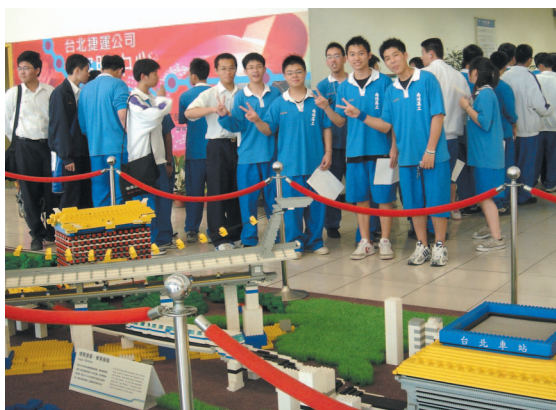
Senior High School

The three-year senior high school program prepares students aged 15 to 18 for specialized learning as well as for college study. In 1950, there were 62 senior high schools serving 18,866 students islandwide. Beginning in the 1970s, senior high schools entered a period of phenomenal growth. By 1972, there were 203 senior high schools with an enrollment of 197,151 students, more than ten times the number of students in 1950.

From 1971 to 1982, the number of students admitted into senior high schools gradually declined, while the number of students entering senior vocational schools increased to meet the growing demand for skilled workers in the rapidly

growing economy. Later, when demand for high-quality professionals increased, educational policies were reversed, reducing the number of senior vocational school students and increasing the number of students admitted into senior high schools.

By SY2005, senior high school students totaled 420,608, and the ratio of senior high school students to those in senior vocational schools (including those in the first three years of five-year junior colleges) was 52.3 to 47.7. Under the current education system, senior high graduates have two main options: either attend a university or college, or attend a two-year junior college after one year of work experience, provided that they have passed the relevant examinations. Some



85.15 percent of senior high school graduates chose to pursue higher education in SY2005.

To provide all students the opportunity for secondary education, the ROC has allowed all levels of training to be integrated, while maintaining enough variety to meet the different needs of students.

Dual-Stream High School

Since 1996, several experimental dual-stream high schools have combined vocational and academic programs, enabling students to select from a much wider range of courses before deciding on either the academic or vocational tracks. This has broadened the knowledge base of students prior to selection between the two tracks and requires both minimum academic credits and years of attendance. Subjects covered in bilateral high schools, as part of the general education for junior high students, include: a

Subjects covered in dual-stream high schools, as part of the general education for junior high students, include: a first and second language, mathematics, social and natural sciences, the arts, domestic science, physical education, composite or extracurricular activities, and vocational education.

first and second language, mathematics, social and natural sciences, the arts, domestic science, physical education, composite or extracurricular activities, and vocational education. Various technical courses are provided for students taking skilled trades and semiprofessional careers.

Vocational training has been divided into different, optional levels. Preliminary college courses have been designated, and students who have graduated with 160 credits have a number of choices after graduation. They may go on to a university, four-year technical college, or two-year junior college by passing relevant examinations. Alternatively, they may leave school for work. In SY2005, there were 111,666 students enrolled in 162 high schools that had adopted the bilateral high school curricula system. Nevertheless, all students in such experimental bilateral schools must fulfill the same general requirements for graduation as other high school students.

Integrated Junior-Senior High School

A pilot program designed to relax the keen competition of the senior high school entrance examination system and balance regional differences in educational resources between rural and urban areas has been conducted since 1996. Under the integrated junior-senior high school system, junior high students between 12 to 18 years of age involved in this program can be promoted to senior high school department after taking the Joint Public Senior High School Entrance Examination. By SY2005, 67 high schools of this type had been established.



Senior Vocational School

Technological and Vocational (TAV) Education

School System:

TAV education in Taiwan is organized into different levels: senior vocational schools (which include vocational programs provided by general senior high schools), junior colleges, colleges and universities of technology.

Technical programs are provided at the junior

high school level to enable students to gain an early awareness of their career interests and aptitudes.

In SY2005, there were 29 universities of technology, 46 colleges of technology, 17 junior colleges and 157 senior vocational schools in Taiwan. The total number of students was 1,001,098 including 331,604 students were enrolled in vocational high schools. Students at junior colleges of technology numbered 180,886. There were 465,840 undergraduates and 22,768 in graduate programs.



Senior Vocational Schools

The goal of senior vocational schools is to provide students with professional competencies and develop a workforce with basic technical skills in order to make students more aware of their environment. For example, Yingge Vocational High School set up Ceramics Department a few years ago to support the development of Ceramics Industry in Yingge.

Senior vocational school graduates are able to choose between starting a business, taking up employment or going on to further studies. To meet the demand of human resources for the overall

development of the country, in recent years, the time of TAV education system had been extended and channels are opened for graduates of senior vocational schools. Graduates who want to go on to further education can choose to study in two- year colleges of technology or four- year programs at colleges/ universities of technology.

Higher Education

Junior College



Junior colleges aim at cultivating a workforce with mid- level technical or managerial skills by teaching applied sciences and technology.

Programs at junior colleges are divided into five- year and two- year systems, offering daytime and evening courses. Junior high school graduates are admitted on the basis on their Basic Competence Test grades, their applications and the schools' recommendations. Certain students may

be admitted without taking any exam.

The sub-fields offered by junior colleges in Taiwan include industry, commerce, medicine, marine, languages, home economics as well as tourism and hospitality. According to the statistics, as of the 2005 academic year, there were 17 junior colleges. Some colleges and universities of technology also offer junior college programs.

Graduates of junior college can choose to enter the



job market and become mid- level technicians or continue their studies at either two- year colleges of technology or four- year colleges/universities of technology. Those who enter the job market after graduation may continue their studies by taking in-service study courses. Those who choose to continue their studies may also take the college/university transfer exam to enter regular colleges/universities.

Harnessing Technological and Vocational Education

Taiwan's TAV education is aimed at increasing students' skills in the working world after graduation. This educational system includes senior vocational high schools, specialized schools, technical institutes and technological universities.

MOE has established six Centers for Regional Industry-Academia Collaboration to foster more school-industry collaborations. Besides the establishment of industry-academia centers, MOE has also established 40 technical research centers within various universities. The "Research Center for Speedy Development of Precision Products" at Chienkuo Technology University has helped generate business opportunities for high-precision production processes and the semiconductor industry.

Participation in international art and design competitions

Taiwan industries are on the threshold of a major transformation and one of the key factors in upgrading and adding value to industries is innovative ideas. In collaboration with Taiwan's growing need for artistic and creative industry needs, the Ministry of Education drafted the Development Plan for Art and Design Talents in Tertiary Education Institutes. Specialization fields included in the plan are visual arts, performing arts, sound arts, industrial design, visual communication design, space design and fashion design. Using current resources as a foundation and integrating the learning environment of various educational institutions, collaborations with industries and international organizations are strengthened.

College and University of Technology



The goal of Colleges / Universities of Technology is to train a high- level workforce in the fields of technology, engineering and management.

Colleges / Universities of technology offer undergraduate programs, master's programs and doctoral programs.

In the academic year of 2005, there are 75 colleges/ universities of technology in Taiwan, 16 public and 59 private. Sub-fields are classified into eight categories: engineering, design, agriculture, management, marine technology, home economics, medical and nursing and commerce.

Individuals graduate from colleges/ universities of technology may choose to take up further study at a domestic or foreign university, develop aptitude for independent research or enter the job market based on their high level of technical expertise.

Present Policies

In order to face the tremendous changes in industries and cope with the international trends the following measures have been taken to make technological and vocational (TAV) education become more flexible and diversified.

1. Ensure the teaching quality by evaluation system

At present, many junior colleges have been upgraded to either college or university status. More opportunities for entrance into colleges or universities have been created.

With the increase in the number of colleges and universities, to maintain the quality of schools becomes an important issue. Besides encouraging schools to do self- evaluation, the MOE also delegates professional institutions to do evaluation on administrative affairs and disciplinary evaluation hoping that through the process, a consensus of evaluation standard can be built.

The quality of schools can, thus, be enhanced.

2. Develop basic abilities; build a knowledge-based society

In the future, TAV education should focus on not only the professional skills but also the scientific knowledge and language ability to empower the students to meet challenges.

3. Encourage vocational schools to set up courses in accordance with the needs of local industries.

Besides stressing technical skills and the development of professionals, TAV education in Taiwan also emphasizes the appreciation of culture and diversified learning. The purpose is to make students more aware of their environment.

4. Integrate educational resources; build partnerships, especially emphasize on the linkage between schools and industries

TAV education is a multi-layered system creating a high-quality learning environment and sharing information through teaching and study-related activities at each level of the educational system. In addition, with the introduction of distance learning via the Internet, TAV education will provide learners more interactive and diversified learning programs. It will also encourage cooperation among academia, communities, governmental agencies, and industries in order to increase pre-job training opportunities.

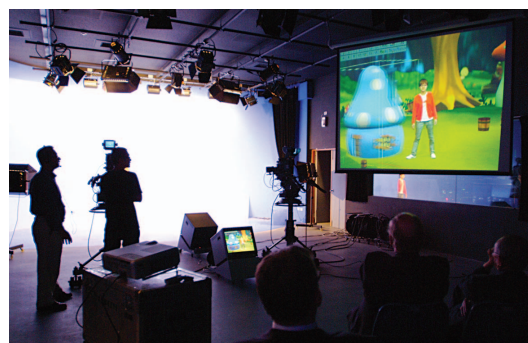
5. Promote international cooperation; enhance international exchanges

TAV education hopes to promote international academic activities through international visits, exchange students, exchange professors, lan-

guage education, information sharing and expanding recruitment for foreign students. In addition, to promote the overall development and academic status of each school, TAV education institutions in Taiwan will aim to cultivate personnel with international vision.

6. Encourage recurrent education; ingrain life-long learning habits

TAV education in Taiwan encourages a "live and learn" attitude to let everyone acquire new knowledge and update the abilities.



College & University

Increase in Colleges and Universities

In the past ten years, Taiwan's educational policy has led to an increase in colleges and universities.

Three notable developments are unfolding:

1. The proportion of private colleges has increased rapidly.
2. The growth rate of graduate schools is faster than that of undergraduate schools.
3. The proportion of technological and vocational schools in higher education is getting bigger.

In 1995, there were only 53 colleges and universities. By 2005, the number had gone up to 70. The upgrade of junior colleges to universities accounted in great part for the increase.

Subsequently, from 1995 to 2005, the number of students in colleges and universities multiplied by more than four times. The number of undergraduate students increased by 24.34 %; the number of masters degree students increased by 17.48%; and the number of candidates for doctorate degrees increased by 26.60%.

College/University Entrance Exams

MOE has separated the administering of examination and enrollment as well as maintained multiple channels for students' gaining entrance to colleges/ universities since 2000. The College/University Entrance Examination Center conducts the entrance exam and the colleges and universities decide whom to admit. (Please see Chart 1)

Enrolment of Foreign Students

Foreign students can come to Taiwan to get a degree via regular or special channels. To apply for admis-

sion, foreign students should send their diploma, ID and copy of their transcripts to Taiwan's de facto embassies for verification. (Please see Chart 2)

College & University Evaluation

With the increase in colleges and universities, maintaining the quality of schools becomes an important issue. Besides encouraging schools to do self- evaluation, the MOE also delegates professional institutions to do evaluations on administrative affairs, medical evaluation, management evaluation and chemistry evaluation, hoping that through the process, an evaluation standard could be built. The quality of schools can thus be enhanced.

From July 2004 to September 2004, the MOE authorized specialized institutions to carry out a comprehensive college and university evaluation.

In 2005 the MOE established a professional evaluation institute - the Higher Education Evaluation and Accreditation Council of Taiwan(HEEACT) - to train professional staff and set up standards and database.

In the future, the MOE will regularly hold college and university evaluation.

Chart 1

Entrance Channels		Description
Admission through recommendation and screening	School recommendation	High school recommends qualified students to a department of a college/ university. The high school can recommend 2 to 3 students to the same department of a college and one student can only be recommended to one department.
	Individual application	Every student qualified to enter a college/ university can apply to enroll in at most 5 departments.
Admission via examination and placement		The Subject Competence Test is taken as a basic requirement. Every school designates 3 to 6 subjects.

Source: MOE

Tuition

Before 1999, the tuition was based on uniform standards decided by the government. Since 1999, the MOE has implemented the "Flexible Tuition Plan" allowing schools to strike a balance between covering the school's overhead and not imposing an economic burden on students. In 2005, the public university tuition accounted for 11.78% of per capita GDP and private schools accounted for 21.62%.

Internationalization

Internationalization is important to higher education. Policies that revolve around the idea of internationalization are:

1. To enhance international competitiveness

In August 2002, the MOE promotes "Plan for Enhancing International Competitiveness." The plan includes international exchange activities, improving students' English proficiency and encouraging colleges and universities to recruit international students.

2. Expanding the plan to recruit international students.

Since August, 2003, attracting international student to study in Taiwan has become an important goal. The ways to attract international students include giving scholarship to international students and encouraging schools to conduct classes in English and strengthen integration with the industries.

3. Encourage students to study abroad.

Students are encouraged to study abroad. In

Chart 2

Channel	Application	Citizenship Qualification	Qualification of Educational background
General Channel	Via the same channel as Taiwan's students	There is no restriction on the foreign citizenship.	1. For bachelor's degree: Having educational attainment equivalent to Taiwan's high school level and verified by Taiwan's representative office. 2. For master's degree (1) Have a degree equivalent to one from Taiwan's college/university and verified by Taiwan's representative office (2) Have graduated from three-year technological and vocational school, having left school for more than two years or graduated from five-year technological and vocational school, having left school for more than three years.
Special Channel	Colleges/ Universities have quotas for foreign students	The person should not have Taiwan's nationality and should not be a compatriot living abroad. Former R.O.C. nationals should have lost citizenship for more than eight years.	3. For doctorate degree: (1) Have master's degree from a graduate school verified by the MOE. (2) Have bachelor's degree and published dissertation equivalent to master's dissertation. For medicine or dentistry graduates, two years training and dissertations equivalent to master's level are required (3) Having bachelor degree and having been working related to the fields for more than six years and publish dissertation equivalent to master degree.

Source: MOE

2004, the MOE set up "Loan for Studying Abroad" for those who go abroad to study for their masters and doctorates.

4. Creating a friendly environment for foreign students.

Colleges and schools are encouraged to build a bilingual campus and train counselors for foreign students.

The MOE also works with other government institutions to simplify visa application procedure and allow foreign students to work in Taiwan after graduation.

At present, 63.78% of the foreign students are from other Asian countries and most of them study in technology- related fields, which account for 36.22%.

Other Education

Special Education



The Special Education Law was first announced in 1984 and amendment was completed by 1997. The Special Education Law of 1997 has since then served as landmark and guidepost for special education in Taiwan. Moreover, its related regulations delineate the goals and purposes of special education and suggest materials and methods for instruction.

In response to stipulations in Article 10 of the Special Education Law, the MOE established the Special Education Unit on April 16, 1997, to take care of the needs of the local disadvantaged groups. Its functions cover four areas, including special education policy-making, special education for the physically and mentally challenged students, education for the gifted students, and other related areas.

Only the MOE-designated schools can admit students who are physically and mentally challenged. Special education requires six years in primary school, three years in junior high school,

and another three years in senior high and senior vocational school. Otherwise regular education institutions, including primary school as well as junior and senior high schools, open special classes. At the university and college levels, resource classes accommodate blind and deaf students.

In Taiwan, the variety of student placement includes special education school, self-contained class, resource room, itinerant services, bedside instruction, and regular class.

The special education schools can be classified into various types, including special schools specifically for the visually impaired, for the hearing impaired, for the mentally and physically challenged, and the comprehensive type.

Self-contained classes are often established in the regular school, but these are open only to students with disabilities. Resource room program means students with special needs receive special education there although they spend most of their time in regular classrooms.



Itinerant services represent an alternative offered by the local government in the absence of special education or related services in school.

Students, who are confined in a hospital from three to sixth months and need routine learning, are provided bedside instruction. This is also for those whose illness is so severe that it becomes inappropriate to expect them to attend school on a daily basis. Besides, they are hospitalized and unable to attend regular school.

Education Minister Tu Cheng-sheng said: "Special education aims at providing proper education to students challenged mentally or physically as well as those who are gifted with the purpose of developing their potential, fostering sound characteristics and improving capacity to serve the community."

Special schools have been established for training those with special needs. The Compulsory Education Law and the Special Education Law regulate the admission requirements and the dura-

tion of the learning programs. Different academic programs have been designed to meet the specific needs of the students.

The MOE has been engaged in recent years in carrying out reforms in legislation, administration, and educational institutions. Included are:

- * Preparing the annual budget in accordance with the Special Education Law;
- * Satisfying the educational needs of the physically and mentally challenged children from the age of 3 to 5;
- * Carrying out the 12-year special education placement for students with special needs;
- * Assisting the physically and mentally challenged students to get into higher education;
- * Providing financial assistance, including scholarships (NT\$2,000 ~ NT\$40,000), especially for the physically and mentally challenged students; and
- * Assisting the physically and mentally challenged students to study abroad.

Social Education



Social education strives to offer citizens various accesses to knowledge. Due to the necessity of life-long learning in modern society, government is obliged to build various learning networks with abundant resources to meet self-development needs and social progress on basis on positive values.

In Taiwan, an assortment of learning channels has increased the width and depth of knowledge of extensive fields. These channels include libraries, museums, arts education center, science education centers, four national social education centers, 63 community colleges, 13 tribal community colleges,

and 276 social work stations around Taiwan in 2005. In the future, to construct a learning blueprint for citizens, the MOE is working to promote accreditation for non-formal learning achievement and open learning and distance education. Every one could learn anytime and anywhere.

Knowledge will become more accessible and citizens could better their lives through this learning network. Since 1998 "Towards a Learning Society" was announced, the MOE has been devoted to promoting life-long learning to benefit as many citizens as possible.

These include promoting adult basic education,



reducing rate of illiteracy, enhancing service in foreign spouse education, building community education system, integrating governmental and private groups for boosting social learning, and encouraging arts education development.

The planning and implementing of life-long learning policy is centered on the following key concepts:

1. Social education is to offer more opportunities for citizens to access knowledge.
2. The content of social education meets both needs of social development and individuals. The education will also pay special attention

to Taiwanese culture development.

3. More social education institutes will serve the needs of accessing and sharing knowledge. Basic learning centers are located in communities for easy reference.
4. Social education will connect formal education systems by integrating resources from families, schools, and societies.
5. Social education features high accessibility and diversity; with the advantages of internet or multi-media.

International Cultural and Educational Exchanges



The MOE has long been viewing international academic and cultural exchanges as effective ways for promoting understanding of peoples of different nations. The MOE considers these opportunities helpful in cultivating education, which serves as the foundation of any nation, and in producing educated individuals, who make up the cornerstone of national development.

The MOE established the Bureau of International Cultural and Educational Relations (BICER) in 1947 to promote academic and cultural exchanges at both the domestic and international levels. Since its establishment, BICER has set up

four sections, overseeing the evaluation of foreign studies. A total of 22 overseas service offices were created. Two special representatives were appointed to help raise the MOE's global educational and cultural goals.

To promote international cultural and educational collaboration, BICER assists colleges and universities to enter into academic cooperation with other foreign institutions of higher learning.

BICER also sponsors international scholar exchange programs, organizes bilateral conferences on higher education, encourages Taiwan specialists, academics and doctoral students to



International educational exchanges offer foreign students a variety of activities that enable them to know Taiwan's history, language, customs and food.

participate in international academic conferences abroad, promotes the activities of the Southeast Asian Academic Association and participates in exchanges involving major international academic organizations such as the Asia-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).

Overseas Study on Government Scholarships

To broaden the perspective of Taiwanese students, the MOE has been promoting two-way overseas study programs. It offers government scholarships to encourage Taiwanese students to study abroad. At the same time the Taiwan Scholarship Program seeks to attract foreign students to study in Taiwan.

To encourage Taiwanese students to study abroad, the MOE set a budget of NT\$280 million in 2004 and over NT\$450 million in 2005 for government scholarships. Moreover, the MOE offers

government loans with low interests to students from lower-income families to encourage them to pursue postgraduate studies abroad.

Study in Taiwan

Before foreign students come to study in Taiwan, they should understand the advantages of studying in Taiwan. One of the MOE's most important tasks is to make known the advantages of seeking education in Taiwan.

Taiwan is an open and free society. Thus, it provides a better and more comfortable learning environment both on and off campus.

Taiwan's learning environment should be the most important reason why foreign students choose to study in Taiwan. Many students indicate that they like studying in a much more westernized and free society, which Taiwan offers.

Also, the friendliness and warmth of the people of Taiwan have contributed to attracting foreign students to study in Taiwan. Such invisible advantage can help foreign students and local students as well as residents build good relationships.

The MOE also subsidizes local colleges and universities, allowing them to establish scholarship programs to attract more outstanding foreign students to study in Taiwan. The MOE's subsidies reached NT\$26 million in 2004 and NT\$56 million in 2005.



Another one of the biggest advantages worth citing is that Taiwan possesses a strong information technology industry base and has a reputation for excellent software design. This also helps Taiwan dominate in Mandarin language digital learning.

Above all the advantages is the quality of teaching. Lots of students openly express their preference for Taiwan's quality of teaching. They are convinced that they are more likely to receive 'individualized' teaching in Taiwan and their relationships with the teachers in Taiwan tend to be more like friends, since Taiwan's teachers are more willing to help students solve problems related not only to their studies but also to their life. Contacts after classes tend to be more commonplace.

Taiwan Scholarship Program

Currently, BICER offers 'Taiwan Scholarships' to encourage exceptional foreign students to study in Taiwan. The purpose of the Taiwan Scholarship Program is to encourage promising students from foreign countries to pursue studies in Taiwan and to enhance educational and academic exchange. The scholarships fall under these categories:

- Undergraduate Scholarships: A stipend of NT\$25,000 per month per student will be provided.
 - Master's and Doctoral Program Scholarships: NT\$30,000 per month will be offered to qualified foreign students who want to pursue their master's and Ph.D. degrees at Taiwan's universities/colleges.
- Those applying under the Taiwan Scholarship Program must meet the following requirements:
- Must have an outstanding academic record and be of good moral character;
 - Must not be overseas Chinese students or foreign students who are concurrently holding Taiwan nationality; and
 - Must not be exchange students.

The Taiwan Scholarship Program jointly funded by the Ministry of Foreign Affairs (MOFA), National Science Council (NSC), the Ministry of Economic Affairs (MOEA) and the Ministry of Education (MOE) gave 555 foreign students opportunities to study in Taiwan in 2004 and 713 students in 2005. The MOE promises to keep increasing the designated number, reaching over



1,000 students by 2007.

The MOE also subsidizes local colleges and universities, allowing them to establish scholarship programs to attract more outstanding foreign students to study in Taiwan. The MOE's subsidies reached NT\$26 million in 2004 and NT\$56 million in 2005.

The MOE also provides incentives other than scholarships to attract more foreign students. For example, it encourages local colleges and universities to offer more courses that suit the needs of foreign students.

The MOE likewise engages in building a bilingual living environment for foreign students, including offering subsidies to allow schools to recruit bilingual instructors, offer more accommodations, simplify the visa application procedure,

and ease up regulations for foreign students to find work in Taiwan after they graduate.

Aside from establishing the website (<http://www.studyin-taiwan.org>), which offers foreign students useful information, the MOE has also published handbooks for their convenient use, during their period of study in Taiwan. Moreover, the MOE has also set up Taiwan Educational Information Centers in countries like the U.S., U.K., Japan, Korea, Thailand, France, Russia and Australia. By 2006, more information centers will open.

Interested students can log on to the MOE's web-





site (<http://www.edu.tw/english>) for the latest information and latest program guidelines about the scholarships. Or they can visit the official government website at <http://www.studyintaiwan.org> for advice on how to study in Taiwan.

Educational Exports

Taiwan's rich Chinese-language educational experience and its excellent teachers in Mandarin education have driven several countries to request Taiwan to export teachers. This means that the MOE offers incentives to attract and "import" foreign students to study in Taiwan, but also works at providing educational "exports" by sending teachers overseas.

The exported teachers take care of planting the seeds, which will sprout overseas. This is how Taiwan contributes to the international society through education, calling the whole process education diplomacy.

This past September in 2005 Taiwan signed a contract with the Thai government, to run a program organized by the National Taiwan Normal University (NTNU) to export Mandarin teachers to

high schools and universities in Thailand.

In the near future the MOE is going to promote Taiwan's exclusive Mandarin education to the world, cooperating with universities in different countries in offering intensive Mandarin programs, setting up education programs for related degrees as well as dispatching more recruits to give Mandarin instruction overseas.

International Competitions

The MOE has been regarding Taiwanese students' participation in international competitions as a very important priority. Thus far, Taiwan has been performing very well in the international arena.

At the First International Junior Science Olympiad in Jakarta, Indonesia, in 2004, six Taiwanese junior high school students collected five gold medals, one silver medal and a special award. The Olympiad attracted 173 students from 30 countries. At the 16th Olympiad in Informatics (OII) held in Athens, Greece, in 2004, four Taiwanese high school students won two gold and two silver medals.

Minister Tu said, “Taiwan has been participating in the OII since 1994. Since then, Taiwan’s performance has been improving every year. This year, Taiwan has proved to the world that it is No. 1 in both individual and group rankings, in such keen competitions.”

This not only demonstrates that the Taiwanese students’ performance in physics is improving every year, but also shows that the MOE’s effort in emphasizing the study of physics is bearing fruit. Above all, the MOE has successfully internationalized Taiwan’s education.

Learn Mandarin in Taiwan

Taiwan is the most advanced country in the world in terms of resources, options and the environment to learn Mandarin.

The MOE has made available the Taiwan Scholarship for foreign students interested in studying their bachelors or masters degree in Taiwan. Under the Mandarin Enrichment Scholarship Program, foreign students could receive NT\$ 25,000 per month that also covers the pre-requisite one-year Mandarin course before university. This program is expected to benefit 270 students from over 37 countries this year.

There are also incentives for groups who come to learn Mandarin in Taiwan during winter or summer vacations. Each group can have 10 to 15 people going through 6 to 8 week language courses. MOE will subsidize US\$ 5,000 per group.

In order to promote Mandarin in other countries, the MOE will subsidize the tuition fees and accommodations of Mandarin teachers of foreign primary, secondary and tertiary educational institutions. MOE will also help foreign educational institutions that need proficient Mandarin teachers to link up with overseas agencies to collaborate with them. MOE will provide Mandarin teachers employed overseas with US\$1,000 for living expenses and US\$300 for educational materials (in addition to the salary paid by the foreign educational institution).

Starting May 2006, MOE will subsidize overseas teaching apprenticeships of Mandarin Education majors with US\$500 per month, for a period of one year. The aim is to encourage students gain overseas teaching experience that would benefit their actual teaching or research in the future.

MOE and education authorities of other countries have signed mutual exchange memorandums for Mandarin and English teachers. They include education authorities of England, Canada, Australia, Thailand and the U.S. states of Iowa, Ohio, Michigan and Indiana.

Since past Mandarin educational systems have not been systematic, this year MOE has stressed Mandarin teaching as a priority policy. Besides the above projects, MOE also intend to establish within the educational system a certification of Mandarin abilities, verification of Mandarin skills and a certification of Mandarin teachers.

Take Mandarin teacher certification for instance. In the future MOE will award the certificate to those who qualify and pass a test. There will be standard proficiency test for foreign students who come to Taiwan to learn Mandarin. MOE also encourages Taiwan educators to compile attractive and practical Mandarin materials to assist Taiwanese educators in promoting Mandarin courses overseas.

For more information for foreign students to study in Taiwan, please visit the MOE’s website at <http://www.studyintaiwan.org/>.

Education Expenditure



Legal Foundation of Education Budget

The Compilation and Administration of Education Expenditures Act is the cornerstone of the rational distribution of budget. In the act, it stipulates that government should guarantee the stable educational budget and establish a committee to regulate the use of educational budget at different levels of schools.

There are three goals of the act:

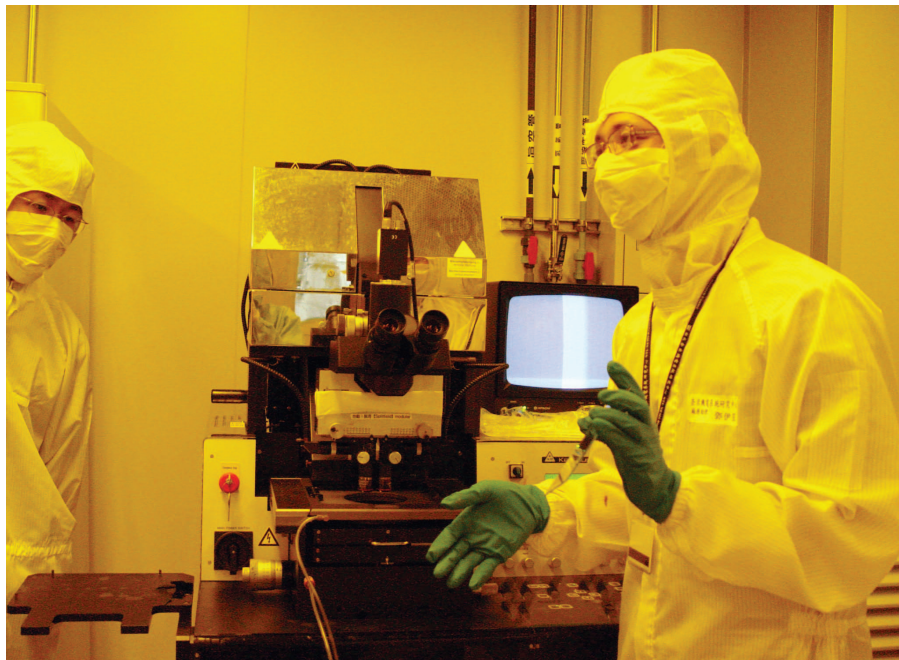
- 1 Rational distribution of educational budget
- 2 Institutionalize the distribution of educational budget. By building up a standard of calculation on the needs of every level of governments.
- 3 To publicize the distribution of educational budget, central and local governments should regularly announce the balance sheet of its budget to be the reference of education policy review.

Public and Private Expenditures

In fiscal year 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 expending kept growing, reaching NT\$ 676 billion or 5.92 percent of GNP in FY 2005.

Before FY 1961, 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 FY 2005, the expenditure of private education reached 27.54 percent of total educational expenditure, while that of public education, 72.46 percent.

In FY 2005, the educational expenditure of the government at all levels accounted for 18.41



percent of the total budget. For the central government, the educational, scientific and cultural expenditure was 19.20 percent of the central budget.

Distribution of Total Educational Expenditure at All Levels of Schools

(1) By Program:

In FY 2005, the expenditure of kindergarten education accounted for 3.23 percent; compulsory education for 40.26 percent; senior secondary education for 15.56 percent; higher education for 40.29 percent; special education for 0.66 percent.

(2) By Nature of Expenditure

In FY 2005, recurrent expenditure accounted for 86.74 percent of the total educational expenditure, while capital expenditure for 13.26%



Teachers' Qualifications

Teachers 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 order to meet the needs of a more diversified society, we 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 programs of teach 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 teach qualification exam held by the Ministry of Education for final teacher qualification.



Table of Teaching Qualifications

Kindergarten to Upper Secondary School	
<p>Teachers of Common Subjects should have:</p> <ul style="list-style-type: none"> • Graduating from a teachers college or a normal university • Graduated from a department of education in regular universities • Graduated from regular universities and have completed required credits in educational programs while at university 	<p>Teachers of Vocational Courses should have:</p> <ul style="list-style-type: none"> • Graduated from a teachers college or a normal university, or other university or college with programs designed to train vocational school teachers.
University and College	
<i>In addition to submitting academic publications, the basic requirements are:</i>	
<p>Lecturers should have:</p> <ul style="list-style-type: none"> • Earned a master's degree from a graduate school with good academic performance record; or • Been a teaching assistant for at least four years with good performance record and specialized publications; or • Been an assistant undertaking research at an educational institute or a professional agency for at least six years with remarkable contribution and with specialized publications. <p>Assistant Professors should have:</p> <ul style="list-style-type: none"> • A doctorate from a graduate school with good performance record and specialized publications; • A master's degree and did research at an educational institute or a professional agency for at least four years 	<p>Associate Professors should have:</p> <ul style="list-style-type: none"> • Been an assistant professor for at least three years with good performance record and specialized publications; or • A doctorate or equivalent diploma, having previously been involved in research in 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. <p>Full Professors should have:</p> <ul style="list-style-type: none"> • Been an associate professor for at least three years with good performance record and specialized publications; or • 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 contributions or specialized publications.
<p>Regulations for hiring Technical Professionals:</p> <ol style="list-style-type: none"> 1. Full Professor: have engaged in a specialized profession related to the appointed subjects for over 15 years with a track record of professional achievements. 2. Associate Professor: have engaged in a specialized profession related to the appointed subjects for over 12 years with a track record of professional achievements. 3. Assistant Professor: have engaged in a specialized profession related 	<ol style="list-style-type: none"> to the appointed subjects for over 9 years with a track record of professional achievements. 4. Lecturer: have engaged in a specialized profession related to the appointed subjects for over 6 years with a track record of professional achievements. 5. Others: please refer to Regulations Governing University Appointed Technical Professionals To Be Employed as Teachers (Amended 12 Jan. 2004).

Vision





The Ministry of Education is dedicated to realize a goal of achieving "Success for All" in a diverse and increasingly competitive international environment. All educational reforms depend on the cooperation from central and local governments and schools. Educational reforms are divided into four main policies.

The four main policies are: "forming modern citizens, building Taiwanese identity, developing global views, and social concern". The main emphases of the policies are:

To form literate citizens who can think independently and have self-esteem;

To form loyal citizens who have a good understanding and appreciation of Taiwanese culture;

To form global citizens who has a global world vision;

To form just citizens who respect law and order.

Through these efforts, the MOE prepares students to face international challenges by emphasizing literacy, developing Taiwanese identity, strengthening competitiveness, and enhancing sense of social responsibility.

The Ministry of Education not only do its best to ensure equal educational opportunities for the general public, but also provides high quality education to those in needs of special attention. With full participation of members from different levels, a more complete picture is formed for Taiwan education reform.





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