

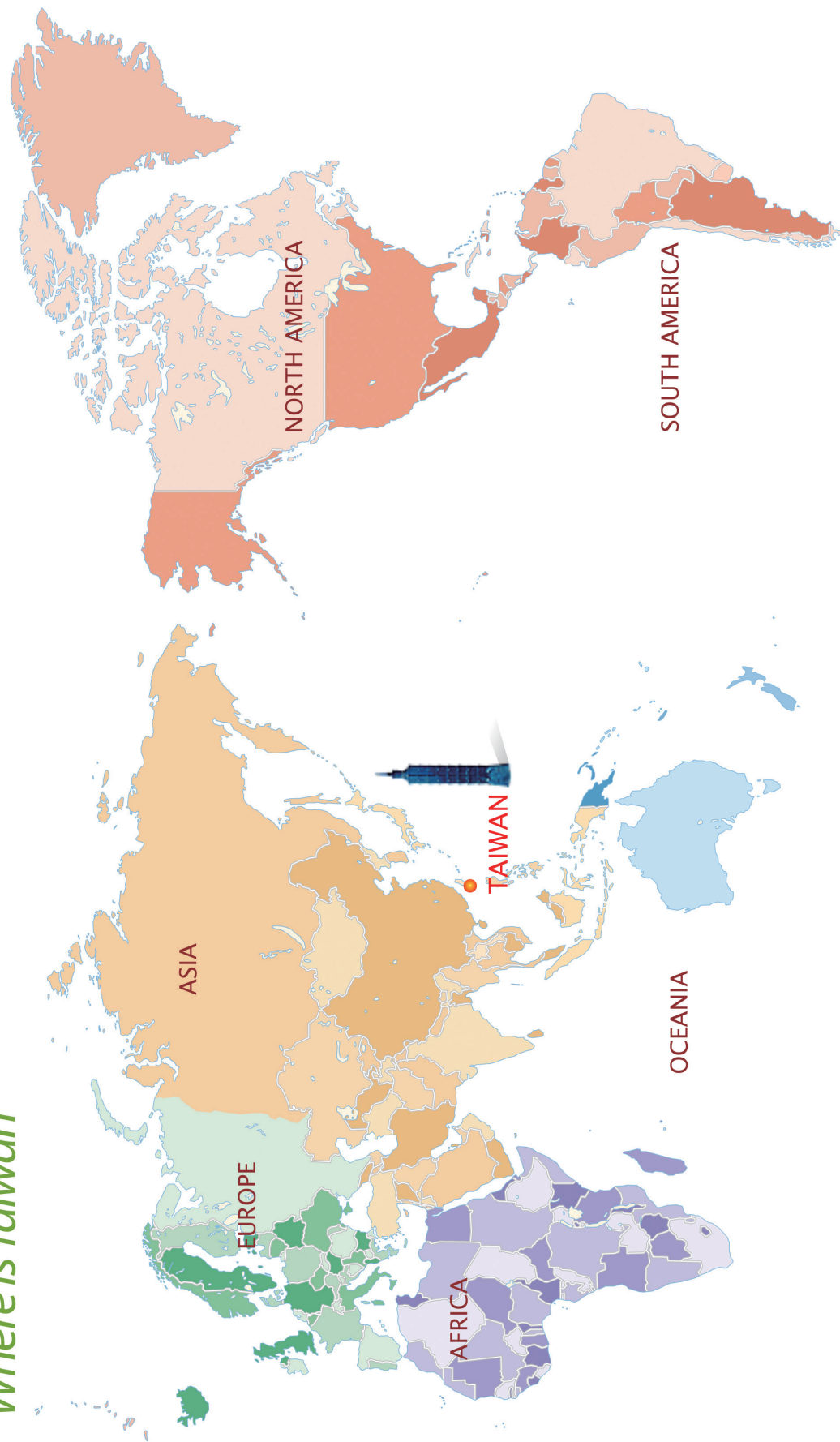
2017/2018 EDUCATION

Ministry of Education
Republic of China

In Taiwan



Where is Taiwan



2017/2018 EDUCATION In Taiwan

Ministry of Education
Republic of China





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Message from the Minister

Learner-Oriented Education:

The Right to Learn is replacing the Right to an Education



Minister of Education Pan Wen-chung receiving honorary chairman certificate and the scout neckerchief from the General Association of the Scout of China.

The ideal of all education workers is for our children to enjoy going to school and to enjoy learning, and so the Ministry of Education is steadfastly committed to “replacing the right to a basic education with the right to learn, for all citizens, and providing education that is genuinely learner-centered.” This is our policy focus. The students are what education is all about and their development is at its core. We are building a diversified education system, and planning education measures for adaptive learning, to nurture students and equip them with six core competencies: namely problem solving, life aesthetics, digital interdisciplinary integration, independent reasoning, teamwork spirit, and multi-faceted creativity, and encourage their multi-faceted adaptive development.

The Ministry of Education is the driving force, creating and promoting education policy, and it is actively fine-tuning and innovating the education system, based on the two key concepts of “nourishment” and “empowerment.” As well as making the utmost effort to provide quality public preschool education, gradually expanding the supply of public preschool education services, and improving the working conditions of preschool educators, we are also implementing the 12-year Basic Education program in ways that incorporate adaptive development and guide students to a diverse range of pathways and adaptive development.

We are actively training technological and vocational experts with practical skills and expertise, and working to create successful links between



Minister of Education Pan Wen-chung and Nanshan Elementary School student with his art piece.

school education and workplace competencies. We are also promoting the Youth Education and Employment Development Personal Account Project to provide young students more diverse range of flexible career choices and opportunities to explore.

At the same time, we are thoroughly working to develop a distinctive innovative higher education sector, re-examining and evaluating the roles of universities, and assisting individual universities to transform and develop, and train and educate highly skilled people who can blaze new trails. We will also continue building safe, sustainable, and friendly campus environments, and a sound three-tier guidance and counseling mechanism in order to promote students' holistic development.

In addition, the Ministry is training and educating professional and enthusiastic teachers who consider students' learning as their central task. They will equip their students with the forward-looking practical competencies which will help them to face the challenges of the future; safeguard the rights of underprivileged students in remote areas; implement multicultural education, and protection and respect of people's heritage; and provide a diverse learning environment for students with different needs.

On top of that, we are even more actively promoting multifaceted avenues for participation in

youth development and raising our young people's core competitiveness. We are building an education system that provides the general public with a diverse range of public channels and opportunities for lifelong learning. We want to nurture professionals with international skills and a broad outlook, and put full effort into implementing our plans to train New Southbound Policy experts. We are also working to boost the competitive sports skills of all the people, establish sound effective athletics organizations, and enhance our nation's performance in competitive sports.

The Ministry of Education will continue to pragmatically implement its various educational policies, and will continue working to establish collaborative partnerships with the different sectors of the community. We will invest even more resources and effort into encouraging schools, colleges, and universities to be creative about education, value their students' diverse strengths, implement learner-centered education, and develop the new future of education together! ■

Wen Chung Pan

Wen-Chung Pan, Ph.D.
Minister of Education

An Overview



The Ministry of Education is part of the Executive Yuan and is responsible for national academic and educational administration, including education policy planning and legislation and supervision of educational matters. As the originator of education policies, the Ministry is committed to the adaptation and innovation of the education system. First of all, in concert with Taiwan's "New Southbound Policy," based on the core value of "people-orientation, bilateral interaction, resource sharing," the Ministry will develop and strengthen cooperation with the New Southbound Policy countries; secondly, in order to promote the "Youth Education and Employment Development Personal Account Project," through subsidies, it will offer the students the opportunity to explore occupations and establish the right professional value system; thirdly, in order to implement the policy ideal of "complete exam-free admission and nearby enrollment," the Ministry will promote 12-year Basic Education in a stable way and look forward to the promotion of new policies bringing new opportunities for

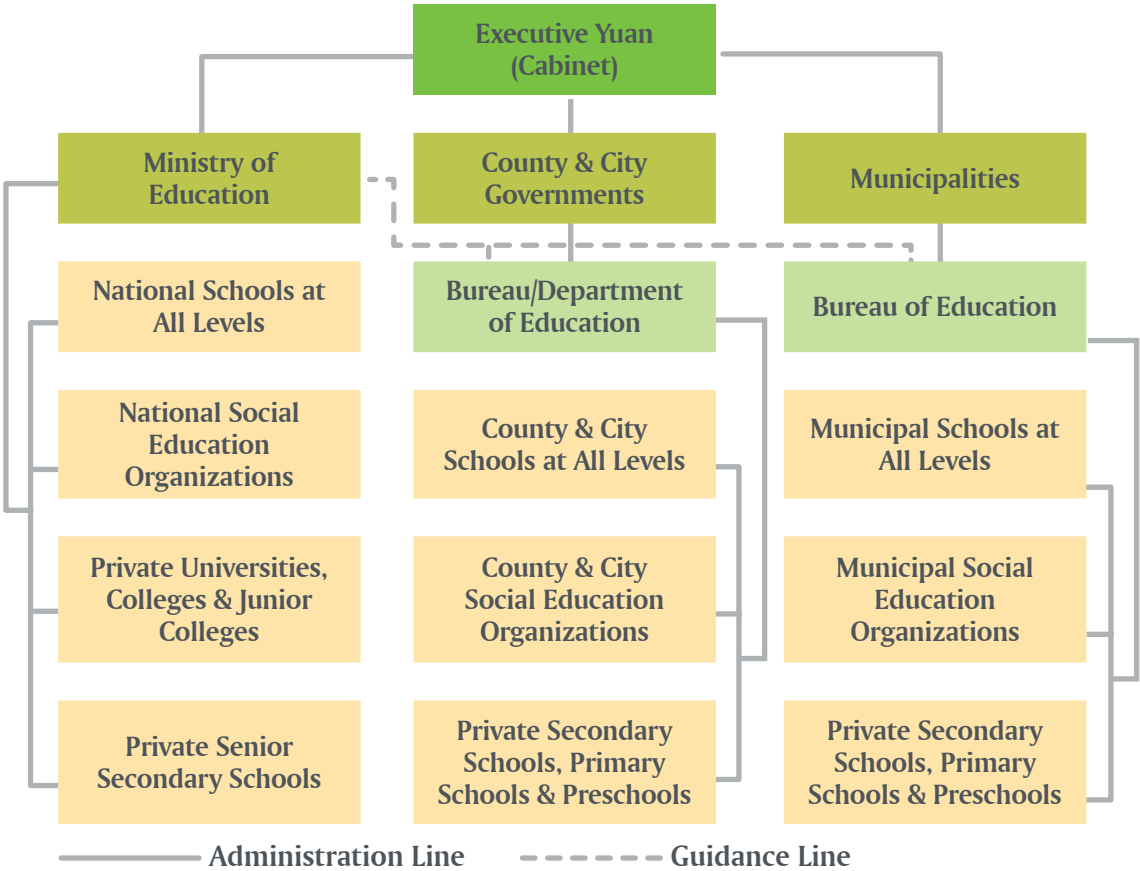
the development of education. In addition, the Ministry will present 13 key policy points to make education policies able to link up with the current practice of education, serve as a partner to local governments and schools, and continue to strengthen communication and dialogue with each sector of society while improving the coordination and efficiency of each system.

Education has always been highly valued in Taiwan. Our education system is currently a 6-3-3-4 structure which offers compulsory education as well as teacher training and vocational education. Although preschool education is not part of the compulsory education and educational system, the government provides assistance to toddlers in financially disadvantaged families to enter the school system early, which has led to an increase in the number of pupils attending preschools enrolling children from age 2-6. On Jan. 1, 2012, kindergartens and nurseries were integrated as preschools into the education system. Elementary school lasts for six years, from age 6-12; junior high school three years,

from age 12-15; compulsory education was extended to 9 years in SY 1968, which includes elementary and junior high school; in SY 2014 the period was extended to 12 years to cover senior secondary school. Senior secondary school lasts for three years between the ages of 15 and 18; university undergraduate education is four years, masters level graduate education one to four years, and doctoral education two to seven years. In addition, to offer the general public a broader range of continuing education options, there is also supplementary education and continuing education as well as special education for students with special needs due to extraordinary talent or mental/physical disability. Widely available lifelong learning courses give the general public an opportunity to extend their learning experience.

Education is a learning process that advances and improves without interruption. In Taiwan, the student is the core and subject of education, and the education values the individual differences and learning progress of the learner, allowing the multifaceted learning and the right of control to return into the hands of the learner, while moving toward multicultural and multiple value educational development. The hope is that the new generation of young people can pay attention to public issues, respect each other, and reflect the civic education of participation in public affairs. As each type of education policy needs cooperation between the Ministry and each sector, expect that under the joint continued pragmatic promotion, even more resources and effort will be invested to jointly develop the new pattern of Taiwan's education. ■

The Education Administration System 2017



Educational System



Students may study, under the current education system, for up to 20 years, which includes 6 years of primary education, 3 years of junior high school, 3 years of senior secondary school, 4 years of college or university, 1 to 4 years for a master's degree and 2 to 7 years for a doctoral degree.

Compulsory Education

9-year Compulsory Education system was put into effect in SY 1968, of which 6 years are for elementary education and 3 years for junior high school. To offer more diverse development opportunities for junior high school students, technical arts education is included as well, in addition to the regular curriculum. Practical classes allow students to better understand vocational education and their future career choices. 12-year Basic Education was carried out in SY 2014.

Senior Secondary Education

Senior secondary education consists of three years of schooling and includes "general senior secondary schools," "skill-based senior secondary schools," "comprehensive senior secondary schools," and "specialized senior secondary schools."

Junior College Education

Junior college education can be classified according to admission requirements into 5-year junior colleges and 2-year junior colleges. 5-year junior colleges admit graduates of junior high schools, whereas 2-year junior colleges admit graduates of skill-based senior secondary schools.

Teacher Education Programs

The teacher education system is comprised of diversified, training and selecting methods.



Teachers who teach in preschool, primary school, junior high school, and senior secondary school are trained in universities of education or normal universities with teacher training programs or centers. These institutions are also responsible for providing in-service training and guidance for local education practitioners. In December 2012, the Ministry published its White Paper on Teacher Education, which focuses on pre-employment training, counseling-infused teaching, teacher's professional development and support system with 9 development strategies and 28 action plans to provide a comprehensive plan for the education of teachers at all levels and for all subjects. To protect the teacher's professional status and the student's right to education, the Ministry will promote a professional development evaluation system for teachers in primary and secondary education. As a response to the implementation of 12-year Basic Education in SY 2014, the Ministry will improve professional knowledge and skills for effective teaching, multiple evaluations and differentiated knowledge among teachers. In February 2016, the Ministry of Education issued the "Republic of China Teacher Professionalism Standards Guide" as a reference for pre-work training and for the development of teachers' professionalism.

University/College and Graduate School Education

The maximum study period for university education (including universities, colleges, universities of technology, and technical colleges) is 4 years (the Post-bachelor Second Specialty

Program is 1-2 years, while the bachelor's program is usually 2 years), and internships can last one-half to 2 years depending on the needs of the subject. For Master's Degree candidates, the study period is limited to 1-4 years and for Doctoral Degree candidates to 2-7 years.

Special Education

Special education institutions are established for students with mental and/or physical disabilities, and offer education at the levels of preschool, primary school (6 years), junior high school (3 years), and senior or vocational high school (3 years). Moreover, students with disabilities from all educational levels may apply for extensions according to their mental and physical conditions, learning needs and willingness.

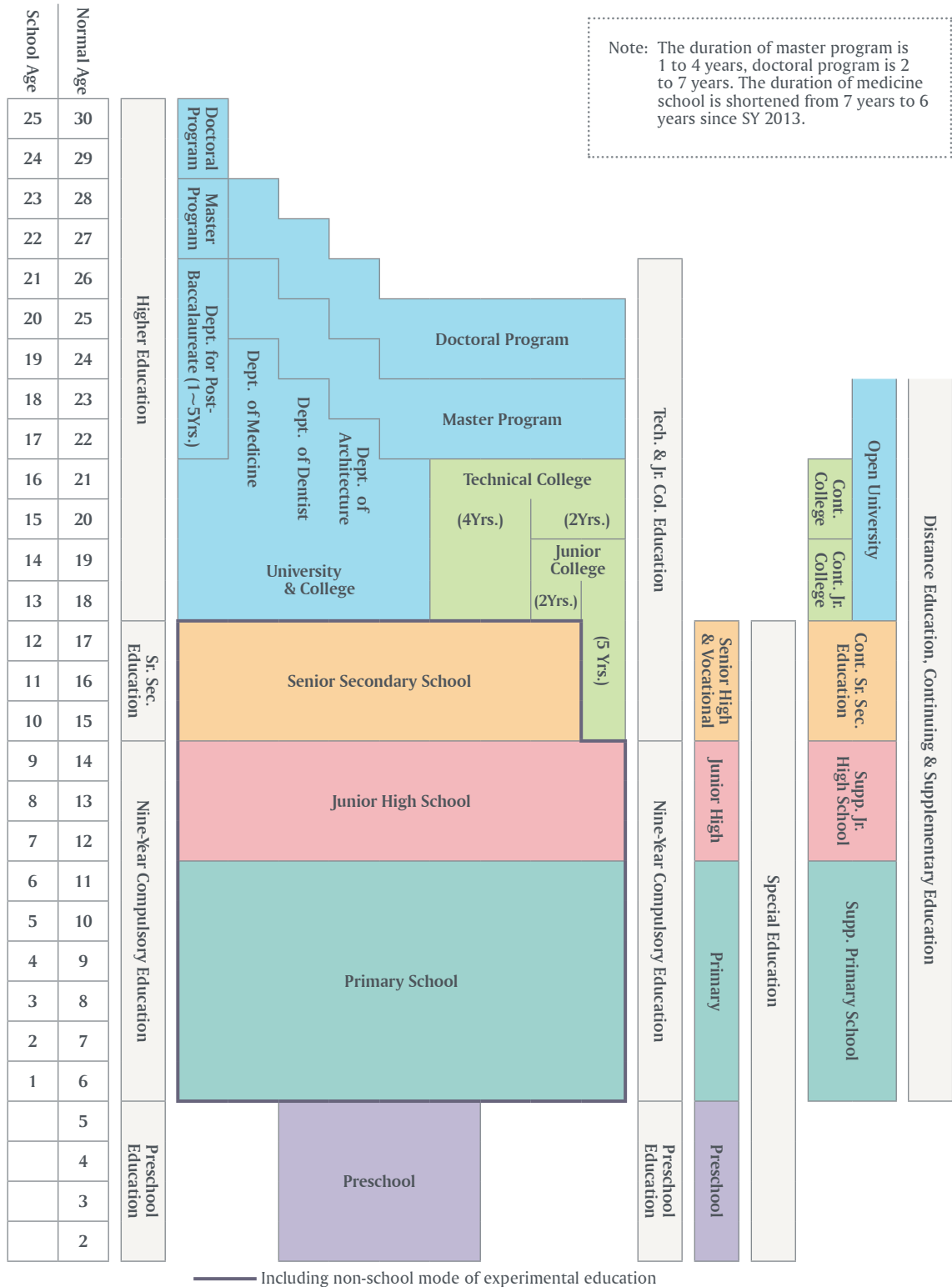
Arts Education

The goals of arts education are to cultivate artistic talent, enrich the spiritual lives of citizens and elevate the cultural level. Arts education in Taiwan can be divided into professional arts education offered at schools, general arts education offered at schools and arts education offered to the public.

Supplementary and Continuing Education

Supplementary and continuing education have the aim to supplement citizens' life knowledge, raise the education attainment, transfer practical skills, cultivate sound citizens, and help society to progress. This education system offers supplementary education, continuing education, and short-term supplementary education: all citizens who are past the usual study age but have not received the nine years of basic education can benefit from supplementary education; citizens who did receive nine-year basic education can receive continuing education; citizens who want to improve their life knowledge and ability can receive short-term supplementary education. ■

The Current School System



A

Provide Quality Public
Preschool Education

Continue to assist each local government in adding non-profit and public preschools in order to expand close, convenient and reachable public educare service; include teaching staff's payment rights, insurance and retirement system in the evaluation criteria; determine important topics for compensation, give bonuses to private preschools which provide staff with a friendly working environment and which meet certain conditions; promote non-profit preschools to set salary criteria.

B

Implement 12-Year
Basic Education with
Adaptive Talent-
Forming Development

Arrange classes and learning activities related to career development, assist students with conducting career planning and choices; check out and include the resources of senior

secondary school education, promote its improvement, equalization and development of its characteristics, implement adaptive, close, exam-free admission; assist teachers in developing diverse teaching models, raise the students' motivation to learn, shorten differences in study levels; encourage experimental education and education innovation, safeguard the students' right to study and the right of parents to choose their education.

C

Raise Practical and
Useful Vocational
Experts

Through flexible channels of entering schools and department adaptation criteria, complement work-oriented and ability-oriented education models, promote practical classes and industry-academia cooperation, implement smooth connections between school courses and work practice, and in 2017 fit in with the Youth Education and Employment Development Personal Account Project, provide a diverse

career exploration for young students; increase the professional teaching knowledge of teachers, strengthen the results of studying and the employment competitiveness; strengthen the development of cooperation between the universities, colleges and junior colleges and the local community, implement their social responsibility.

D

Root Higher Education with Innovative Characteristics Deeply

Promote deregulation of the higher education system, assist the innovation of higher education, develop the characteristics of each school; establish criteria for cooperation between industry, academia and research, encourage teachers to enter the field of practical teaching and technology, lay the foundation for the nurturing of diverse talent and learn to use a unified base; encourage each university to establish close cooperation relationships with international study and research institutions, in order to shape excellent world-class talent.

E

Build Safe, Sustainable and Friendly Campuses

Establish a three levels of guidance and counseling mechanism, implement gender equality, life, human rights, rule-of-law and moral education; actively maintain the safety of campuses, prevent substance abuse by students and exterminate campus bullying; promote the innovation and transformation of student affairs and counseling; implement environmental



education, promote projects to reinforce school buildings; promote health promotion and food safety on campus, build a friendly and healthy learning environment.

F

Cultivate professional and enthusiastic excellent teachers

Reform teacher qualification examinations and the order of educational practice, implement an education system with the student learning at its center, respect for diverse differences, social care and global views, and raise the quality of teachers; plan a reasonable number of teachers to achieve a balance between the number of students and the number of teaching staff; build a system to support the professional development of teachers, and provide the teachers with a diverse professional development model.

G

Foster Students' Foresight for the Future

Strengthen the students' problem-solving capabilities, life aesthetics, accumulation of knowledge, interdisciplinary integration, multi-

faceted creativity and team spirit so they can face the challenge of generational change, promote mid- and long-range plans for aesthetics education, improve the students' aesthetic sense; help the students to cultivate the ability to use key information for thorough studies, develop and practical digital courses, continue to pay attention to the phenomenon of digital divide between areas and groups, develop fair informatics education opportunities.

H

Guarantee the Right to Learn for Students in Remote Areas and Underprivileged Students

Stabilize the quality of teachers and teaching in remote areas, promote criteria to employ teachers across different schools; provide disadvantaged students with adequate economic support measures at each level of school, actively establish special education with adaptive personal characteristics; generalize the amount of preschool special education available and improve its quality, organize adaptive consulting work for physically/mentally disability students,



and offer the support service they need, and establish a friendly and accessible learning environment.

I

Create a Multicultural Education and Transmission of Culture

Respect diverse consciousness and historical culture, and pay attention to the stable development of the overall education system; promote native language education and the transmission of culture, improve the education of indigenous peoples and the transmission of their cultures, assist new immigrants to adapt to their environment, develop their talents, list the languages of the new immigrants as compulsory courses, strengthen the language and culture study results of the children of new immigrants, supply each kind of student with the diverse learning environment they need.

J

Promote Youth Development Based on Diverse Participation

Encourage schools to assist students with their career planning, develop opportunities for professional work experiences, inspire students to consider diverse career development models; expand the possibilities for young people to participate in public policies through various means, implement young people's empowerment; encourage youths to develop their personality,



Compulsory Education



experience learning, develop their international field of vision through international participation and exchanges, service, travel and other diverse means.

K

Establish a Lifelong Learning Education System

Subsidize and reward community learning centers, promote the stable development of community learning centers; strengthen the professional knowledge of relevant staff for senior citizens' learning as well as the training and services of community teachers, encourage the elderly to perform community services, and expand and promote resources for elderly education even further; build a positive environment for independent self-learning, promote the sustainable development of social education organizations and raise the quality of their services.

L

Cultivate International Talent with a Broad Vision

Launch the "New Southbound Policy," develop and strengthen cooperation and exchanges

with the countries of Southeast Asia, South Asia, Australia and New Zealand, including mutual visits, foreign studies, training, exchanges, intern, and other active measures for the common nurturing of talent, actively strengthen the development of overseas schools; build a friendly environment for foreign students in Taiwan, attract foreign students to come to Taiwan to study; promote the export of Mandarin language studies.

M

Promote Nationwide Competitive Sports

Enforce the effectiveness of sports organizations, form an "Executive Yuan Sports Development Commission," improve sports administration; actively increase domestic sports and leisure installations, promote a sports instructor system, improve our country's population of regular exercisers; implement the training of sports athletes, improve the competitiveness of our country's competitive sports; strengthen the professional development and guidance for our competitive athletes; support the development of private sports and leisure businesses, promote the development of sports businesses. ■



A

General Information

The infrastructure of a country and the development of its economy are a function of the country's cultivation of manpower and talent. This requires long term, continued investment and needs to start from the very bottom. The government set the length of compulsory education at 9 years in SY 1968, and further extended it to 12-year Basic Education in SY 2014, which helped to nurture and develop the manpower needed for economic growth.

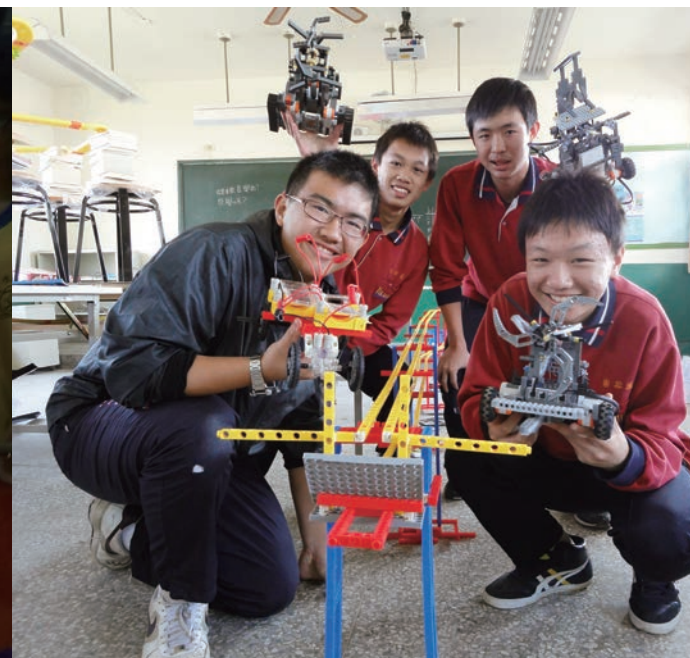
Ensuring that all toddlers receive proper preschool education is a major objective of our educational policy. Kindergartens are preschool institutions set up in accordance with relevant legislation for children aged 4 and above up until the eligible age for elementary school, and

are supervised by education administrative authorities, whereas nurseries are welfare organizations set up in accord with Children and Youth Welfare Act that accept toddlers aged 2 to 6 and are supervised by social administrative authorities. The talks and negotiations for merging nurseries and kindergartens started in 1997, and culminated in the Early Childhood Education and Care Act passed on June 29, 2011, to be put in place beginning Jan 1, 2012.

B

Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system. After the bill was enacted on Jan 1, 2012, nurseries and kindergartens were redesignated



“preschools,” in which toddlers from the age of 2 onwards are given complete and thorough education and care in the preschool until they enter elementary school. This bill consolidated the education and care of toddlers under a single administrative system, putting into practice a toddler-centered strategy that focuses on the toddler’s best interests. Taiwan is also the first country in Asia to consolidate the two systems.

According to statistics by UNESCO, there are over 40 countries in the world that have a basic education system that exceeds 10 years. The main reason for this is that many non-developed countries have noticed that basic education is directly connected to national competitiveness.

Put into practice in SY 1968, Taiwan’s 9-year Compulsory Education system is compulsory, free and obligatory. Legislation states that citizens from the age of 6 to 15 should receive compulsory education; which is divided into two stages – the first 6 years at the elementary school level, and the latter 3 in junior high school. However, this system has been in place for over 4 decades.

When first put in place, there were fewer than 10 countries worldwide with more than 9 years of

compulsory education in place, making us one of the forerunners. Compared with developed countries, however, the number of years was not that high. To solve the current educational conundrum and enhance the development of national manpower, a 12-year Basic Education system was adopted in SY 2014, a new landmark for our education system.

C Preschool and Compulsory Education Policies

Under Taiwan’s educational setup, preschool education is not compulsory. The education and care of preschool-aged toddlers was originally provided by, respectively, kindergartens and nurseries, largely consisting of privately-established institutions. As the two systems were separate and had different supervisory administrative units, they evolved different set-up standards and have different regulations regarding personnel and curriculum. Thus toddlers of the same age often received inconsistent education and care at different

institutions. Also, internationally, the trend of offering edu-care service has become a common scene. We thus started to promote the integration of early childhood education and care. The integration is aimed to be completed within 14 years.

To stimulate the development of junior high and elementary school education and improve its quality, and lay the groundwork for course planning, fundamental research in the development of elementary and junior high school curricula was carried out and added to the project “Establish the K-12 Curriculum System,” an accompanying measure to the 12-year Basic Education policy strategic plan, in 2012 to allow the National Academy for Educational Research to complete the “Proposal for 12-Year Basic Education Curriculum Development” and “Guidance for 12-Year Basic Education Curriculum Development” to ensure consistency. In November, 2014, “Curriculum Guidelines of 12-Year Basic Education (General Curriculum Guidelines)” were promulgated, and curriculum guidelines for different subjects have been promulgated in phases since February, 2016 and starting in SY2018 in phases.

Social development has caused population to move into cities and industries and people to move out of rural areas, resulting in the withering of local industries, difficulties in making a living and grandparenting. In order for each and every child to have his / her chances to adaptive development , and embody the fair and just social values of education, the Ministry of Education has promulgated respectively on April-28th, 2015 and October-2nd, 2015 the “Rural Education Development Project” and the “Stabilizing Rural Education Program” and included highlights for balancing urban and rural development into the “5-year-to Improve the 12-Year Basic Education Program” in order to offer an enriching learning environment, stabilize teaching manpower as well as introducing outside resources to ensure the students’ rights to learn in rural areas.

Another key strategy is the idea of “social care” and assisting in the safe education of children from economically disadvantaged families. Currently there are 3,662 schools participating in the “School Education Savings Account” project nationwide, which authorizes the schools to receive charitable donations. Many philanthropists in both business and society have been long-term donors to the economically disadvantaged children on the website of the program, a testament to the generosity of the people of Taiwan. ■



“We Are There to Support and Assist Our Students”



“They worked on the project mostly on their own,” said Huang An-cheng, teacher from the Office of Academic Affairs at Taipei Municipal Yong-Chun Primary School. Leading a team of seven students and winning the platinum prize in the 2016 International CyberFair, he said he was just there to guide and assist them.

The students from Yong-Chun Primary School formed a team to participate in the International CyberFair with their self-made website, “Taipei Railway Workshop Marches Forward.” It introduced the history of Taipei Railway Workshop, where the school located, and how the place can be used in the future.

Huang said it's a result of team work. Students have their own interests and are good at computer, writing or drawing respectively. They worked together and were responsible for various parts of the project.

In the beginning, the group did research around the school to explore and discover topics related to the community or the history of the region. Eventually they decided to go deep on the railway workshop.

“It's new to them. To learn the history and think about what they can do about the place; how they can design the future of a historic place,” said Huang.

As a national historical site, Taipei Railway Workshop once served as a base for maintaining and manufacturing railway vehicles. After almost eight decades, it was closed in 2012 and the operation was transferred to another workshop.

“We want to do a research on it to bring it back so as for it to march forward to the future, so that when tourists come to Taiwan, the first landmark they will want to visit is Taipei Railway Workshop,” wrote the students on the website.

They came up with a variety of ideas, including combining trains and B&B, building recreational facilities and making space for Songshan Cultural and Creative Park. The students have a clear map of what can be done and they know clearly how to renovate the place.

“They got very interested in the project and also knowing the community better,” said Huang. Most of the students also took part in the same competition after they went up to junior high school. “But this time they really work independently,” added the teacher.

The students' outstanding performance surprised Huang and he said the final work was beyond what he had expected. “They knew what to do and found ways to do it,” he said. ■



Senior Secondary Education



Senior secondary education is designed to cultivate physically and mentally sound citizens, laying the foundation for academic research and the acquisition of professional knowledge in later years. Senior secondary schools can be divided into “general senior secondary schools,” “skill-based senior secondary schools,” “comprehensive senior secondary schools,” and “specialized senior secondary schools.”

Students who graduate from junior high school or have an equivalent education level can gain admission to senior secondary school through methods such as exam-free entrance, specialty enrollment. 160 credits are required for graduation.

A

Promote Science Education and Cultivation of Science Talent:

1. Organize and participate in domestic and international mathematics and science competitions

1. Organize national senior secondary school mathematics, science and information technology competitions and science exhibitions for elementary and junior high schools.
2. Participate in international Math and Science Olympiads and in the Intel International Science and Engineering Fair.
3. Establish an incentives mechanism.

2 Subsidize science education projects for elementary and junior high schools.

3 Plan the training of senior secondary school science talent.

- 1 Subsidies for training projects for senior secondary school scientific research talent.
- 2 Plan senior secondary school science classes.

4 Organize a selection process for France's "Classes Préparatoires aux Grandes Ecoles."

5 Plan a science education tour for girl schools and students.

6 Key objectives for the year 2017:

1 Continue training students for the Math and Science Olympiads and for the Intel International Science and Engineering Fair, and organize similar domestic competitions in mathematics and information technology for senior secondary schools, and national science exhibitions for elementary and junior high schools.

2 Continue supporting secondary and elementary education projects in science and cultivation programs for scientific talent.

3 Draw up a "Ministry of Education Plan for the Realization of Senior Secondary School Science Classes."

4 Set up the "2018 Classes Préparatoires aux Grandes Ecoles" selective exams.

5 Continue science education tours for girl schools and students in order to raise the interest and confidence of girl students to study science and later engage in a science career.

B

Bring Second Foreign Language Education into Practice and Improve Students' International Awareness:

1 The main goals of the fourth phase 5-year plan is to "Improve Second Foreign Language Education at Senior Secondary Schools" include the following:

- 1 Encouraging senior secondary schools to adopt the plan and offering them support.
- 2 Strengthening the promotion mechanism for the second foreign language education system
- 3 Creating a second foreign language learning environment.
- 4 Promote the education of a second foreign language at rural schools.

2 In SY 1999, a total of 22,623 students enrolled in 648 second foreign language classes. Comparing the 11,500 students who were enrolled in the first semester of SY 1999 with the 56,732 students enrolled in the first semester of SY 2016, an increase



of 393 percent can be noted. In SY 2016, sixteen universities, colleges and junior colleges were granted subsidies to offer 35 "Advanced Placement Foreign Second Language Classes for Senior Secondary School Students."

3 Key points for the year 2017:

- 1 Continue subsidizing senior secondary schools to organize second foreign language classes.
- 2 Promote the diversity of languages for the second foreign language classes and promote the launch of classes in Southeast Asian languages in order to root second foreign language education in our nation's senior secondary schools.
- 3 Continue encouraging universities to organize the advanced placement second foreign language classes in order to cultivate even more excellent second foreign language talent for our country and boost our international competitiveness.



4 Continue subsidizing the organization of second foreign language camps for senior secondary schools in order to encourage students to study and use a second foreign language.

5 Continue planning the improvement of the effectiveness of second foreign language education at rural schools and promote second foreign language classes to improve the second foreign language ability of students at rural schools.

C

Practical Technical Program and Cooperative Education

Practical Technical Program

These programs impart practical skills to students who choose the technical arts curriculum in junior high school, providing them with the means to enter the job market and secure employment. Instruction is provided via day classes or evening classes, and students are eligible for graduation after completing 150 credits in 3 years.

Cooperative Education (Alternative Classes)

These classes were first implemented in 1969. Students study general subjects and theory at school while receiving hands-on training in the workplace. This approach was extremely

popular in past decades. Now, in response to the changing environment, the Ministry of Education has published "Implementation Guidelines for Cooperative Education in Vocational High Schools," in 2004, changing the hour-based system into a credit-based system. Students can graduate after completing 150 credits in 3 years.

In order to enhance cooperative education and ensure the rights and privileges of students in the cooperative education programs, the Ministry of Education established "the Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants' Right," which was approved, promulgated and enacted by the President on January 2, 2013.

Steadily Promote 12-Year Basic Education

The Ministry of Education has long been planning for the launch of 12-year Basic Education, and since 2008 has been implementing the 12-Year Basic Education Precursor Program (13 plans, 23 items) in order to lay the foundation for the realization of 12-Year Basic Education. Following the 8th National Education Conference, the Executive Yuan formed an interdepartmental “12-Year Basic Education Promotion Taskforce” as a response to national development needs and to public expectations. The Ministry of Education also formed a “12-Year Basic Education Taskforce” and a “12-Year Basic Education Working Circle,” inviting experts and academics, representatives of schools and relevant departments to actively research and discuss related plans, expenses and timetables.

On September 20, 2011, the Executive Yuan approved the “Implementation Plan for 12-Year Basic Education” and its accompanying “Establishing Plan for a 12-Year Basic Education Curriculum System.” The implementation plan includes the three main vision of “improving the quality of elementary and junior high school education,” “accomplishments for each child,” and “strengthen national competitiveness,” the five major principles of “teach regardless of distinction,” “teaching according to the intellect,” “adaptive growing of talent,” “multichannel admission,” “excellent connection,” and seven major work subjects (10 items), and 11 accompanying measures (19 items), or a total of 29 items. The Ministry of Education and the governments of the municipalities, cities and counties cooperate to implement each element of 12-year Basic Education and use each kind of promotional channel to let each part of society thoroughly understand the project. The core principle of the accompanying plan is to establish “the student as subject,” “courses link up vertically and horizontally,” “cultivate national core competencies” as the central principle of the



unified lesson system for 12-year Basic Education. According to these principles, the Ministry of Education has launched the second wave of the 12-Year Basic Education project, with the National Academy for Educational Research discussing each proposal and passing it on to the Ministry of Education for review. The National Academy for Educational Research completed the core competencies of each educational level in 2013. On February 17, 2014, it completed the “12-Year Basic Education Curriculum Development and Guidance” and the “Suggestions for the Development of the 12-Year Basic Education Curriculum.”

On the subject of admissions, from SY 2014, exam-free admission has become the mainstream for students moving up from junior high school to senior secondary school and to 5-year junior college. Each area offers at least 75 percent of places for enrollment, and keep 0 to 25 percent



to organize specialized enrollment, in order to offer some students the opportunity of admission through academic or practical examinations, so students have the opportunity to show their different talents. No matter whether with or without examinations, we all hope to attract students to develop according to their talents, interests and abilities.

On October 27, 2014, the Ministry of Education’s “Under Senior Secondary School Curriculum Review Commission” reviewed and approved the “Curriculum Guidelines of 12-Year Basic Education (General Curriculum Guidelines),” and on November 11, 2014 it proclaimed the curriculum guidelines, ruling that from August 2018, the program should be implemented gradually according to the different levels of education (elementary school, junior high school and senior secondary school from the first grade of each). The first wave of the Ministry of Education’s push to introduce the unified curriculum of 12-year Basic Education was completed in 2006. In order to establish a unified curriculum system for elementary and junior high schools, the Ministry of Education published the “Unified Curriculum Guide for Elementary and Junior High Schools” in October 2006 for consideration to review the curriculum for elementary and junior high schools. In 2008, the Ministry of Education completed the “9-Year Unified Curriculum Outline for Elementary and Junior High Schools” and implemented it year by year from SY 2011. In 2008, the “General Senior Secondary School Curriculum Outline” and “Vocational School Curriculum Outline” were

completed and introduced from SY 2010, while in 2010 the “Comprehensive Senior Secondary School Curriculum Outline” was completed to be year by year introduced from SY 2011.

In 2014, 12-year Basic Education was fully implemented and the first results have been seen. Taking the first nationwide exam-free admission for senior secondary schools in SY 2014 as an example, the number of students who listed vocational schools as their first choice rose to over 60 percent, with 62.86 percent gaining admission to their first choice (in other words, out of every three students, two gained admission to the school of their first choice), showing the results of adaptive counseling and adaptive admission policies.

In a diverse democratic society, there will be some doubts and different suggestions about 12-year Basic Education policies, so in order to plan through mid- and long-term policy, and gradually implement each kind of measure in an even more stable manner, the Ministry of Education already formed a “12-Year Basic Education 5-Year Progress Plan” working group in October 2014 to put the focus on five topics – the admission system, nearby enrollment, the development of schools’ characteristics, balanced development of education in the cities and the countryside, and remedial education. The launch was considered of relevant intensive action from 2015 to 2019 for progress and supplementary measures in order to implement the promotion of each kind of policy to achieve 12-Year Basic Education in a stable way. ■



“It’s What I’m Really Interested In”

“I’ve always been interested in math,” said Lin Rui-yin, 17, a student from Taipei First Girls’ High School who just won the third award in the 2017 Intel International Science & Engineering Fair.

Lin won the prize with her research on the 4-choosable planar graph, which in the past was limited to be 5-choosable. Her research has extended the idea and brought new possibility to the application of the result.

Lin attended the math and science class in her high school and chose to focus on math among six subjects, including biology, chemistry, physics, math, earth science and computer science.

She has started to research on the topic since the winter vacation of her first semester into high school. After more than six months of research, it had developed into a more complete work and her teacher encouraged her to compete in the science fair.

“I wanted to share the result and also participate in competition,” said Lin.



To her, the research project has become part of her life. Besides the four project-based classes every week, she stayed at school for additional meetings with her teacher after class. During the research process, the hardest time, she said, was when she was working on an argument that she found difficult proving.

“I was stuck there for almost a month and my teacher introduced me to a professor,” said Lin. She discussed her problem with the professor and later came up with a way to solve it.

Lin’s research is not only valued academically but can also be applied to numerous aspects of everyday life. Using production line in factories as an example, she explained that the result can be used in allocating resources to make machines operate more effectively.

But what really interests her is still the research part. The math.

“Now I’m still working on further research about the planar graph,” added Lin. “I figure that it’s what I’m really interested in.”

Higher Education



Taiwan enjoys excellent global competitiveness in spite of limited land and natural resources. According to the World Competitiveness Yearbook 2015 published by the International Institute for Management Development (IMD) in Switzerland, Taiwan ranked fifteenth overall in global competitiveness among 60 countries, and was notably outstanding in “Economic Performance” and “Business Efficiency Indices.”

One reason for Taiwan’s economic prowess is its quality human resources, an accomplishment closely tied to the issue of higher education. In the Global Competitiveness Report published by World Economic Forum (WEF) published in 2016, Taiwan ranked seventeenth in “Higher Education and Training.” Taiwan’s human resources provide highly-qualified workers in sufficient supply to the labor market and bring positive benefits for industry innovation.

Universities, Colleges and Junior Colleges

Higher education institutions in Taiwan include 2-year junior colleges, 5-year junior colleges, and universities. Like most countries, the study period is 4 years for an undergraduate university degree, 1 to a maximum of 4 years for a master degree, and 2 to a maximum of 7 years for a doctoral degree.

The popularization of education has led to a rapid increase in universities, colleges and student enrollment numbers, although the figure has leveled off in recent decades. In SY 2016, there are 158 universities, colleges and junior colleges, totaling 1,309,441 students.

Reforms in teacher training have played an important part in the expansion of higher



education. Significant improvements in teacher quality can be attributed to policy adaptations and the newly implemented evaluation system. Currently, Ph.D. degree holders account for over 80% of faculty in universities, the figure having increased by 15% in the past 10 years. Professors account for one-third of all teaching personnel.

To maintain competitiveness, Taiwan's government has invested more than US\$400 million in higher education annually in the last five years to encourage universities to enhance their standards for research and teaching, and the results have been remarkable.

Although Taiwan's higher education system has gained recognition for its achievements in many areas, tuition still remains very reasonable. Tuition is about NT\$58,726 (US\$1,817) dollars per year at public universities, and about NT\$109,944 (US\$3,402) dollars at private universities. College tuition stands at only 10~20% of the national per capita GDP, considerably lower than that of many other countries, which in some cases is over 30%.

The Ministry of Education and several universities have jointly established the Higher Education Evaluation and Accreditation Council

of Taiwan in the year 2005 to conduct evaluations of universities. This evaluation of accreditation consists of Institutional Evaluation and Program Evaluation. The former is held every 6 years to examine whether schools have achieved their strategic goals, while the latter is also conducted once every 6 years to examine the quality of faculty, teaching, research, and service. The Ministry also encourages universities to obtain international certification. The Higher Education Evaluation and Accreditation Council of Taiwan, for example, is a member of several international organizations, such as the Asia-Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Another of Taiwan's significant achievements is in the area of "Innovation." In a report from the World Economic Forum (WEF), Taiwan ranked eleventh among 144 countries in innovation in 2016. While universities are pursuing for innovation, university students in Taiwan exhibit abundant creativity. To encourage students to unleash their creativity, the Ministry screens and selects outstanding students to study abroad under sponsorship by the government. In recent

years, students from Taiwan have been making their mark in international design competitions such as Germany's iF Awards and Red Dot Award every year.

More Signs of Progress in Education

Everywhere around the world competition is getting fiercer and more talent is migrating across borders. How can Taiwan's higher education industry face up to these challenges so as to promote commercial innovation while strengthening Taiwan's international competitiveness?

Knowledge and innovation is the only way to increase global competitiveness. Countries the world over spare no effort in investing in the cultivation of innovation and talent by improving their higher education systems. Thus since 2006, the Ministry of Education has been promoting a plan called "Develop World-Class Universities and Research Centers." The program was renamed "Aim for Top Universities" and has been in place since April 2011. After 7 years, we are now reaping the rewards:



universities in the global university rankings (Quacquarelli Symonds, QS). In addition, seven schools are ranked among the 500 schools in Shanghai Jiao Tong University's Academic Ranking of World Universities in 2016 and their ranks improved year by year. This is a sign that the subsidized schools have inspired themselves to meet international benchmarks and rise up to international competition with the top schools in the world.

B The Quality of Students Continues to Improve

In terms of teaching, we see the light at the end of the tunnel for reform. Top universities in Taiwan have instigated reforms in their general education systems and interdisciplinary programs.

For example, National Taiwan University offers 183 open courses which have accumulated more than 10 million CTRs so far and are awarded The Outstanding Site Awards in 2014 and educator Award for Excellence in 2015 by Open Education consortium. National Sun Yat-Sen University has established "COLlegiate Learning Outcomes Assessment "COLA" for long-term follow-up survey and has accumulated 7,582 person-times taking the survey so far, implementing a mechanism for guaranteeing students' learning results and quality as well as establishing a support system for students and teachers. In addition, the number of foreign teaching staff and researchers hired by



A Taiwan is Reaching Out to the World

Looking at various international assessments, as of the end of 2016, 11 universities subsidized by this plan are ranked as top 500 universities in the world as well as the world's top 100



top universities in Taiwan has increased from 339 in 2010 to 420 in 2015 for improving the overall teaching and research quality. As for shouldering its social responsibilities, top universities doing their parts by offering educational opportunities for disadvantaged students. Since 2011, the total number of students admitted through star admission is 12,842, making up more than 10% of the total numbers of students admitted via various channels.



grown to 4.103 billion dollars, a proof that Taiwan universities promote industrial innovation and make contributions to the society through research and development.



quality talent," "strengthening the innovation and entrepreneurship system," "promoting locally linked development" and "pushing the international development of higher education." Mentoring the "practitioners," "entrepreneurs," "social carers" and the "international talent" of

the future will lead to the allocation of higher education funding being even better able to address the study achievements of each student, create value from higher education, value the achievements of each young person and lead the force for creativity in society. ■

C

The University is Becoming a Place for Innovation in Business

Taiwan's innovative ability has been recognized in the World Competitiveness Yearbook published by IMD. In recent years, the number of patents and new breeds developed by Taiwanese universities has continued to grow and the income derived from intellectual property related products has increased significantly. The number of patents and new breeds developed has grown from 320 in 2005 to 1,581. As of the end of 2015, the expenses for industry-academia cooperation provided by non-governmental sectors have

D

Campuses Play Host to the World

"Internationalization" is the key to global visibility. Whether the universities in a country are attractive to foreigners is also a criterion in evaluating national power. The number of teachers and students of top Taiwanese universities doing short-term research, participating in exchange-programs or studying double degrees have increased from 1,868 in 2010 to 6,216 in 2015. The number of foreign students studying in Taiwan or as exchange students in Taiwan has grown from 4,662 in 2005 to 18,118 in 2015. In addition, on average, almost 558 international conferences are held in top Taiwanese universities each year, thereby increase the international mobility of teachers and students, strengthen the international interaction

of teachers and students while broadening the horizons of Taiwanese students.

From about 2006, the Ministry of Education has been promoting plans called "Aim for Top Universities," "Promoting University Teaching Excellence Projects," "Developing Technological Universities Paradigms," use special-case funding to subsidize universities, to make universities develop top-notch research, excellent teaching model and cooperation between business and academia according to their own characteristics. In order to deepen and improve the competitiveness of Taiwan's talent, the Ministry of Education thus plans to launch the "Higher Education Root Program" from 2018 in order to promote the four aims of "cultivating strong

Vocational and Technological Colleges and Universities

A

Administrative Structure of Technological and Vocational Education

The highest authority in our country's educational administrative system is the Executive Yuan, which includes the Ministry of Education managing nationwide education work. The Ministry of Education has formed a Department of Technological and Vocational Education which is responsible for nationwide technological and vocational education affairs and directly oversees and guides universities of science and technology, technology colleges and junior colleges. The education departments

of municipalities are responsible for supervising secondary technological and vocational education affairs. The Ministry of Education's K-12 Education Administration supervises national senior secondary schools, junior high schools affiliated to them, and private senior secondary schools outside of the municipalities. County and city education departments are in charge of supervising the vocational education affairs of county or city senior secondary schools and the technological education affairs of junior high schools in their jurisdiction.

B Secondary technological and vocational education

Taiwan's secondary technological and vocational education is a general so-called senior secondary and junior high technological and vocational education and includes technological education of junior high schools, skill-based senior secondary schools, vocational education departments affiliated to general senior secondary schools, and comprehensive senior secondary schools.

1 Characteristics of secondary technological and vocational education development

- 1 Complete structure and system.
- 2 More students at private schools than at public schools.
- 3 Adaptive school system and subject courses.
- 4 Special classes oriented toward employment.

2 Key points for strengthening secondary technological and vocational education

- 1 Suitable concern for disadvantaged students.
- 2 Exam-free admission and specialty enrollment.
- 3 Actively improve the quality of teaching.
- 4 Promote the evaluation of technological and vocational schools.
- 5 Cultivate quality technological talent.
- 6 Pay attention to industry-academia creative research and development.



C Higher technological and vocational education

Higher technological and vocational education in Taiwan is divided into junior colleges (2-year and 5-year), technical colleges and universities of science and technology as follows:

1 Junior colleges: junior colleges are divided into two categories depending on the duration of their curriculum, two years or five years. The two-year schools have a day session, an evening session (continuing-education department) and continuing schools, while the five-year schools only have daytime classes. The two-year schools recruit students from skill-based senior secondary schools, comprehensive senior secondary schools graduates or with the same education level. The five-year schools are attended by junior high school graduates or students with qualifications of the same level. Graduates from the schools receive an associate degree.

2 Technical colleges and universities of science and technology: technical colleges and universities of science and technology are established according to the "University Act" for nurturing highly specialized professionals and vocational talent. Technical colleges and universities of science and technology may recruit students for associate-degree programs, bachelor

programs, master degree programs and doctoral degree programs. For the associate-degree programs, the source for the students and the obtaining of degrees are the same as mentioned above for the junior colleges; the bachelor programs are divided into four-year and two-year programs, and all have a daytime study program, a continuing education department and a continuing school (for the two-year program), while each school also has to set up admission guidelines for work experience and years of experience, and set up a class for those already employed.

1 Characteristics of Higher Technological and Vocational Education

- 1 Flexible study and return change: there needs to be the possibility for flexible switching vertically and horizontally between study systems, while channels must be kept open for those who want to return to study. Studying youths and people who already entered society should be able at any stage to find ways of studying on a level suitable for their personal situation.
- 2 Private schools should be excellent and active: private schools are an important force in the development of Taiwan's technological and vocational education system, as they realize an even closer integration between technological and vocational education on the one hand and business on the other.
- 3 Multiple school departments in close touch with industry: in addition to junior colleges, technical colleges and universities of science



and technology (including graduate schools), the higher technological and vocational education system also includes continuing education departments, special classes for working people and continuing schools, showing the diversity and flexibility of such education.

4 Excellent effectiveness of industry-academia cooperation: the technological and vocational education system emphasizes cooperation between industry and the academic world, and pays attention to students responding to the combined needs of education and business, so students can find employment immediately after graduation.

5 Practicality and usefulness of schooling results: technological and vocational education give the most weight to the practical and useful spirit, there are multiple channels of admission such as special achievement-based admission, recommendation and screening-based admission to encourage talented students with technological superiority to continue their studies.

6 Fruitful results at international competitions: a characteristic of technological and vocational education is "learning from doing," so by doing, the students accumulate experience as theory and practice are equally important.

2 Key Points to Strengthen Higher Technological and Vocational Education

- 1 Take care of disadvantaged students.
- 2 Admission amount control and multichannel admission.
- 3 Actively raise the quality of teaching.
- 4 Launch the evaluation of



technological and vocational schools. ⑤ Cultivate quality technical talent. ⑥ Value creative industry-academia research and development. ⑦ Develop exemplary universities of science and technology. ⑧ Launch a phase 2 of the technological and vocational education reform. ⑨ Develop international cooperation and exchanges.

D The Vision for Technological and Vocational Education

Secondary and higher technological and vocational education should emphasize studying with practical action as its main element, offering the abilities necessary for practical work in the job market and linking up with typical local industries, cultivate relevant talent to promote local development and march toward the international scene, exchanging experiences and cooperating with the technological and vocational education systems of other countries. In addition, the education must also take root downward, implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of the technological and vocational sector. The description is as follows:

① To expand professional interest downward: Article 9 and Article 10 of the "Technological and Vocational Education Act" clearly state that the curriculum outline of elementary and junior high schools needs to include professional

knowledge and exploration, and that visits by junior high school students should be organized to businesses. In order to implement professional exploration education, junior high schools can organize skills education in cooperation with technological and vocational schools or professional training institutions for carrying out professional knowledge education.

② Strengthen professional capabilities by practical orientation: The European Union and the United Nations Educational, Scientific and Cultural Organization (UNESCO) promote learning with work as the main focus. This type of learning focuses on technical practice, and its core spirit stands close to professional practice. In other words, this type of learning integrates the resources of business and strengthens the concept of businesses and schools shaping talent together. They can organize technological and vocational education together to make students understand what practical abilities are necessary, and they will supply the students with high-quality and highly relevant professional abilities.



③ Localize technological and vocational education and continuing education: the promotion of localized technological and vocational education should link up with local industry in order to cultivate the kind of talent needed by local industry, which will invigorate the development of local industry.

④ Reach out into New Southbound Policy countries and move on to the global scene: international exchanges and cooperation in technological and vocational education can develop separately from the national, local and school levels. On the national level, one needs first to collect and analyze information systematically about the area or country one wants to communicate with before establishing concrete cooperative relations. At the local level, the scale is rather small, so exchanges can begin from the characteristics of local industry. As to the school level, the main emphasis should be on encouraging local students to learn to move on to the global scene, expand their field of vision and develop their latent capabilities. In addition, it is possible to establish "qualification structures," using the index of study results as a tool to link with different qualifications and degrees, express the mutual standards, levels and results in a transparent way, which will benefit the student to learn from each channel and seek international employment or advanced professional learning. Since 2017, the

Ministry of Education has responded to the "New Southbound Policy" by expanding its training of technological and vocational talent from the relevant countries, encouraging bilateral exchanges, launching a special class for "New Southbound Policy Countries' Industry-academia Cooperation Class for Overseas Students," "Short-term Technological Training Classes for Overseas Youths from New Southbound Policy Countries," "Technology Teacher Training Classes for New Southbound Policy Countries," and the All-English degree learning plan. Young students from the New Southbound Policy countries are being accepted with the excellent domain of domestic technological and vocational schools to accompany the country's development in order to cultivate the necessary talent. In addition, there is a plan for subsidies to be expanded for technological and vocational schools to organize international cooperation and improve the foreign language ability of students, Southeast Asian languages and industry courses, international trade and business elite intensive training courses, accept domestic students and at the same time train them in the languages of New Southbound Policy countries, professional English, global views, business management and trade abilities, and other professional knowledge needed by industry, in order to become the vanguard of our country deepening roots in Southeast Asia. ■

“We All Work Together to Help International Students with What They Need.”

Helping all international students in the university, Office of International Affairs of National Cheng Kung University (NCKU) is where foreign students go to whenever they have questions or problems. The office handle a variety of works, including counseling, accommodation, course registration and any other that international students may encounter.

“Basically, we work together with other offices in the university,” said Huang Yueh-min, vice president of the office.

Huang said that besides administrative works, they work with staff from other offices to provide international students with all the things they need help with.

“We have counseling for students who are under pressure or cannot adjust themselves to a new environment; we also have a committee to help them with relationships and gender-based issues,” the vice president said.

The questions that are asked most frequently are the ones about visa, courses and cultural differences. Huang said the office and student organizations hold events such as Culture Day and International Cuisine Festival for international students to introduce local students their hometowns’ food and cultures, vice versa.

However, he said, a problem often faced by some foreign students is the coverage of health insurance. Though students coming from foreign countries are under the insurance of the



university, nevertheless it is still insufficient to cover the cost of major surgery operations.

“There was a student from Vietnam who got seriously disease and couldn’t afford the medical treatment, and their student association held fundraising events to help cover the fee, which induced a charity donation activity” said Huang.

Since Colleges of Engineering and Management provide more international programs, they are ranked top 2 in terms of international populations. Many of them stay in the same fields in their career after they graduate and a large number plan to work in Taiwan to get practical training.

With affordable education fee and opportunities to work with people from a variety of industries, Taiwan is one of the best destinations for those who seek study abroad experiences. In addition, on-campus Mandarin Language Learning Center is there to help international students who are interested in the language in a more effective way at NCKU.

“Our goal is not only to cultivate students in academic area but also stress the necessary hands-on training so that they can gain more real-life experiences,” said Huang. ■



“We Work Together to Create the Environment to Help International Students Find Their Place Here in Taiwan”

Office of Public Affairs has a major role to play in the lives of exchange students in Shih Hsin University. Whether it's a new student or an existing one, the Office of Public Affairs handles all kind of issues when it's related to its international students.

“Making them feel at home is the most important and critical task for us. Many students face cultural shocks when they stay here for longer. We try to communicate with them and indulge with them in activities that include both local and international students to come together and share some quality ice breaking time. Help them connect and make new friends.” said Kevin Yeh, Dean of Office of Public Affairs.

“We have counseling group for students who feel homesick, financial aid and even student meal coupons for students who might have financial trouble during their stay in Taiwan,” continued the Dean.

“Majority of our students come from Malaysia, Singapore, Hong Kong or Macau. We also have students coming from Eastern Europe. We have alumni in Malaysia, Hong Kong and Macau with a strong association that help promote our university in their respective countries. We also receive funding and assistance from our alumni for underprivileged international students.” said Kevin Yeh.

Most of the queries from students are about visas, courses and cultural differences. Students also enquire about housing, food, and scholarships. Dean Yeh said the university often

holds events to promote cultural exchange and International cuisine exchange. To help local students learn more about international culture as well as to give international students the feeling of home here in Taiwan.

When asked if the Office of Public Affairs has ever come across any difficult situation while handling all the international students, Dean Yeh said once they had a student from Malaysia who was diagnosed with acute pneumonia but the Office of Public Affairs acted quickly and together with the Ministry of Education, provided all the necessary assistance to the student and he was finally able to recover and graduate in the right time. Dean Yeh said it was a critical time for everyone in the university but they overcame it with constant effort and perseverance.

Shih Hsin University is known for its Communication and Journalism Department. They excel at what they do when it comes to mass communication. Most of the exchange students come to find out more about their courses during their exchange time and some even stay back after graduation. Dean Yeh said some students go back to their countries and after graduation come back to pursue a higher degree in Shih Hsin University which the university considers is a very huge achievement.

With affordable education and ample opportunities to work with people from diverse culture and background, Taiwan offers its students one of the best experiences of studying abroad. Taiwan is constantly trying to improve its existing norms but updating itself regularly which is widely appreciated by international students. In addition, Mandarin education is also very attractive to students who like to learn about different cultures with depth and enjoy mastering skills of several languages aside from their own native language.

“Our motto is to make sure our students feel safe and comfortable during their stay here as they would feel in their homes” concluded Dean Kevin Yeh. ■



Lifelong Education



A

Subsidize Community Colleges, Offer Guidance for its Wholesome Development

In order to raise civic awareness of people, to care for major social issues and encourage the public to take part in community education, the Ministry of Education has since 2003 offered subsidies and assistance to local community education organizations (community colleges) in order to promote and expand lifelong learning activities. In 2016, 79 community colleges received subsidies. In the future, each community college will be encouraged to develop its own characteristics, while continuing to develop localized culture courses and raise their quality. By strengthening the outlook for common

participation by community learning organizations, community learning power will be revitalized while stimulating community growth.

B

"The Learning City" Project

To promote diverse lifelong learning channels, promote the establishment of a lifelong education system, encourage local governments to take each location's development characteristics as the base to respond to the local population's divers learning needs, integrate the cities' lifelong learning resources, link up and develop partnership relations between public and private departments, cultivate each kind of lifelong learning talent, increase learning opportunities and environments, establish a "learning city" together. In 2015 seven counties and cities linked

up to experiment with "learning city" plans, in 2016, there were ten counties and cities, hoping to move in the direction of "a learning society, a learning Taiwan."

C

Multifunctional Community Learning Center

In order to promote the effective use of elementary and junior high school facilities, and to maintain the lifelong learning function of the community's elementary and junior high schools, in 2016, 33 elementary and junior high schools were visited and continued to receive subsidies to serve as multifunctional community learning centers, receiving assistance for their sustainable management and to become a platform for community learning.

D

Promotion of Open University Education

Taiwan has two Open Universities, the National Open University and the Open University of Kaohsiung. Open Universities do not require entrance exams and have no set time limits for completion of coursework. Students who fulfill 128 credits will be awarded a bachelor's degree, while 80 credits will earn the student an associate degree.

E

Promotion of Certification for Non-orthodox Learning, Linking Formal and Informal Learning

The Ministry of Education has long encouraged people to engage in lifelong learning and is dedicated to acknowledging accomplishments in personal learning as part of its drive to link formal and informal learning. In 2006, the Ministry initiated a certification system for courses taken via informal education and achievements obtained through non-orthodox learning, and modified methods of certification for non-orthodox learning achievements, in the process encouraging lifelong learning institutions to establish systematic

curricula so as to foster professional skills among the general public.

F

Supervision of Short-Term Cram Schools

The number of short-term cram schools stood at 18,492 as of Dec. 2016. Annual subsidies and rewards are provided for local authorities to conduct inspection and training to allow the public to inquire about information related to cram schools and ensure public safety at these facilities. A "Municipal, Counties and Cities Cram-School Information System" database is now being set up to allow the public to look up relevant information.

G

Advocate Family Values and Promote Family Education

In order to advocate family values and promote family education, continue to promote each kind of family education work according to the "Mid-Range Plan for Promoting Family Education" (2013-2017) and the "Integration Plan for School and Family Education for Primary Education and Preschools" (2013-2017), and appoints the Ministry of Education Home Education Counseling Group to assist with the promotion of counseling. In 2016, advocate the concept of "Using 3C Happy 3T" and the family-loving activity, organize a series of family education promoting activities, include "Reading Together, the Happy Family Joy of Books" family reading together activity, "Playing Together 999 Family Photo Text Competition" and "Running Together" mini-marathon family event.

H

Promotion of Elderly Education, Build a Comprehensive Senior Citizens System

With advances in medical science leading to greater longevity for the nation as a whole, the aging of society is an inevitable part of the future. Eight years from now (2025), the elderly are expected to constitute 20.1% of the total



population in Taiwan, turning the country into a “hyper-aged society.” To improve the adaptability of citizens in both family and social spheres after retirement, to slow the speed of and delay the aging of the population, since 2008 the Ministry of Education has set up “Senior Citizens’ Learning Centers” with courses appropriate for seniors. As of 2016, a total of 339 Senior Citizen Learning Centers have been established. The Ministry has also pioneered “Senior Citizens’ Learning Universities”. These centers utilize the personnel and facilities of existing higher learning institutions and are aimed at citizens aged 55 and older. In 2016, 107 senior citizens’ learning universities were established; in addition, to promote senior citizens’ education in a mobile and generalized way, 80 senior citizens’ independent learning groups were founded in 2016, using an independent and self-help method, and partly move to remote areas to promote lifelong learning to increase the social participation and lifelong learning opportunities for the elderly.

I Promote Across Boundary Value-added Development Plan, Shape the Cross Boundary Experience and Create a Space to Practice Lifelong Learning

Provide assistance and execute “the value-added development plan for cross boundary and lifelong learning by the National Social Education system”. The plan will integrate 7 social education institutions under the Ministry of Education through the creative design facilities and incorporating digital resources. The plan will further integrate the locals, civilians, business sectors and interlibrary



cooperation, so the values of the social education institutions and the surrounding sites of the targets will increase, values to their creativity and boost local cultural tourism.

J Promoting a Creative Technology Service Plan, Building a Complete Learning Environment for Intelligent Service and Nationwide Happy Learning

In order to correspond to national technology policies and to reach the policy aim of “promoting digital learning, building an excellent environment for fair, open and independent learning,” guide the 10 social education bodies under the Ministry of Education to implement the “Intelligent Service and Nationwide Happy Learning – The Creative Technology Service Plan for National Social Education Organizations” (2017-2020)



together. Thoroughly change the traditional look and service model of museums and libraries, through the use of cloud technology extended into the home, offer the public and the users a personalized and bespoke experience before, during and after their visit, and develop it into a complete intelligent learning environment which combines humanities, technology and life.

K Raising Educational Awareness and Collaborating with Non-profits

In order to effectively integrate education foundation resources and achieve sustainability in non-profit organizations, the Ministry of Education started promoting the “Educational Foundation Lifelong Learning Locomotive Realization Plan” in 1999. The Ministry put many efforts in expanding all types of education discussion topics, increasing more lifelong learning opportunities, to include core educational issues in the previously mentioned implementation project to maximize the effectiveness of the strategy alliance of the education and charity fund. In 2011, this lifelong learning locomotive was transformed into a lifelong learning education foundation. In 2017, there were 7 major topics, and 7 learning circles which together executed all types of educational activities.

L Innovating Library Service and Functions, Promoting Public Reading

To improve the quality of service at libraries and satisfy the needs of users, the Executive Yuan approved the Ministry of Education’s organization of the “Reading Promotion and Space Transformation: Library Service Innovating Development Project 2013-2016.” The project includes subsidizing the National Central Library to enhance its collection resources, added information services, collection of ancient documents and celebrity manuscripts, research and set up library technical standards; subsidize the National Taiwan Library to conduct the optimization of its special collections and digital resources, the innovating of services at the Taiwan Study Research Center and at the Taiwan Book Hospital; subsidize the National Library of Public Information to optimize its public digital resources and optimize mobile reading promotion and e-books. Until the year 2016, 12 regional resource centers were set up, and in addition subsidies were awarded to public libraries established by local governments for four projects, namely the organization of reading excellence models, the development of the integration of resources, the upgrading of the reading environment and library hardware, and the promotion of reading and optimization of the collections.

M Promoting Native Language Learning, Strengthening the Promotion of Taiwan’s Native Language Education

Continue promoting native languages and writings, and establish language learning resources; continue to maintain the electronic dictionary for native languages; organize the research and definition, reorganization and rewarding of standards for native language writing and pronunciation; conduct certification work for Taiwanese language ability; in order to raise the value of language diversity, integrate the resources and forces of private organizations and other bodies to jointly promote native language activities. ■

Special Education



Special Education Principles, Laws and Funding:

In order to allow citizens with disabilities, underprivileged citizens and gifted citizens to receive adaptive education and fully develop their abilities, Taiwan has already set up the “Special Education Act” and relevant branch laws to appeals for assessment, diagnosis and guidance, examination services, support services, professional teams, education subsidies, and assistive educational devices. Taiwan is also upholding the spirit of equal opportunities present in the Convention on the Rights of Persons with Disabilities (CRPD) under the United Nations, and continuing to promote inclusive education and least restrictive environment while offering full support services under the concept of special education. In 2016, the Ministry of Education set aside a budget of NT\$10.3 billion for special education, or 4.5 percent of the total education budget. Of that sum, NT\$9.9 billion is devoted to education for students with disabilities, and NT\$400 million for gifted education; in addition, municipal and city and county governments have allocated NT\$23.8 billion for special education, amounting to 5.8 percent of the total education budgets for local governments,

including NT\$21.9 billion to spend on education for students with disabilities and NT\$1.9 billion for gifted education.

Special Education Placement and Categories:

Meeting global trends, Taiwan promotes inclusive education, so the majority of special education students will be placed in the average school. The three types of classes include centralized special education classes, decentralized resource rooms and itinerant counseling classes, but special education services can also be offered as special education cases during usual classes. In preschool education, compulsory education, senior secondary education and higher education, special education services will be offered at each level. The 13 categories of special education are intellectual disabilities, visual impairments, hearing impairments, communication disorders, physical impairments, cerebral palsy, health impairments, severe emotional disorders, learning disabilities, multiple impairments, autism, developmental delay and other disabilities. There are six categories for gifted education: intelligence, scholarship, arts, creativity, leadership and other areas.

Schooling Opportunities:

In respect to non-discrimination and equal opportunities in education for students with disabilities, the elementary and junior high school levels are compulsory education, so after the needs of the students have been determined, they will be placed in the appropriate schools and classes. After graduation, they will move up into senior high schools, vocational high schools or junior colleges through adaptive counseling placement, exam-free admission or specialty enrollment. In order to increase the opportunities for students with disabilities to attend universities, colleges and junior colleges, the government has added tests to the original channels, and rewards schools organizing their own separate admission exams for students with disabilities. Each type of admission exam offers related services, such as early entry, longer examination time, enlarged-type writing, Braille or voice playback for exam questions, Braille computers, transcripts for the answers, examination locations for limited amounts of students or on an individual basis, or other necessary services.

Numbers of Students and Classes in Special Education:

In SY 2016, a total of 2,453 schools had established 5,238 special education classes for students with disabilities, while 28 special education schools had formed 687 classes. The number of students in special education totaled 135,858, including 118,310 students with disabilities, with 13,711 students enrolled in universities, colleges and junior colleges and 104,599 in schools below the senior secondary school level (including preschool). Of those, 98,450 or 94 percent study at average schools and 6,149 or 6 percent at special education schools. Of the 98,450 students at average schools, 85,846 or 87 percent attend regular classes, resource rooms and itinerant classes, while 12,604 or 13 percent were placed in centralized special education classes. As to gifted education, there were 17,548 students at the levels below senior secondary school, with 375 regular schools having formed 947 classes for gifted students.

Supporting Services for Special Education

Offering the necessary supportive services for special education students in an inclusive education environment is an extremely important element for their learning and for the development of their potential, so the government and the schools all offer various types of supportive services. In SY 2015, the number of professional services extended to assist special educations totaled 98,000 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. More than 20,000 teaching assistants have been appointed to assist students whose disability level is rather serious. More than 2,700 persons made use of almost 5,000 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication, computers and the like. Special books have been offered to students who are visually or learning impaired, including 7,500 books with large-size characters, 8,500 audio books and 2,500 Braille books. In addition, the government and the schools also offer scholarships, subsidies and cuts in study fees, and subsidized accessible vehicles or transportation fares, while funds have been earmarked to improve the barrier-free environment on campus.

Vision

In future, no matter whether in special education for students with disabilities or in gifted education, the principles of “diversity” and “flexibility” will be enhanced, while the aim will be to strive for “excellent quality” and for “performance.” The needs of students will form the basis, the students’ rights will have priority, and the students’ positive development will be of the highest importance. The Ministry of Education will continue to establish a positive and friendly education environment, broadening special education related professional teams and manpower to assist resources, strengthening each type of special-education administrative support network, implement the transition work for each level of education, in order to raise the study quality of students, and realize the aim of adaptive and suitable education. ■

Sports Affairs



A Overview

The Sports Administration of the Ministry of Education integrates sports resources and affairs in schools and society and issued the “Sports Policy White Paper” in June 2013. The action plan for the White Paper was completed in September and published in December. The White Paper sets out the vision of “Healthy Citizens, Athletic Excellence and Vitality in Taiwan” with the core philosophy of Quality Sports Culture, Outstanding Athletic Performance and Prosperous Sports Industries as guidelines for sports development in Taiwan. In the next decade, the proposals in the action plan will be gradually put into practice to generate pleasant sports experience, cultivate healthy, outstanding athletes and move the entire nation toward a better sports environment.

B Key Policies and Achievements

1 Popularize and Diversify National Sports

- 1 Promote the “Taiwan i Sport” program, implement “Deep-Rooting Sport Culture Program,” “Expansion of Sports Knowledge Program,” “Spread Seeds of Exercise Program” and “Sports City Program.” MOE works with city and county governments to realize the vision of the Sports Policy White Paper “sports improve your health and quality of life.”
- 2 Improve students’ physical fitness and promote 12-year Basic Education – Fitness Examination Establishment Plan, all cities and counties are subsidized to establish 45 Fitness Examination Stations in SY 2016.
- 3 Promote corporate and women sports programs and encourage employees and women to exercise and participate in sports activities, helping them cultivate regular exercise habits.

- 4 Care for seniors’ health, extend the age limit for physical fitness exam and encourage seniors to participate in outdoor activities and develop the habit of exercise.
- 5 Continue to promote exercise programs for the disabled and in 55 indigenous villages and take care of the disadvantaged and their rights.
- 6 Fully implement sports education for indigenous students: Reinforce athletes’ health and stress management ability through education on medicine, sports injury, nutrition and drugs. Monitor the changes that take place in athletes’ body shapes through sports science. Establish a database on indigenous athletes’ physical and psychological condition as a foundation for awareness of their physical characteristics and sports potential.
- 7 Continue to promote further studying and evaluation system of sports and leisure professionals to deep root the human resources for national sport.

2 Obtain Better Results in International Competition

- 1 Continue with the “Comprehensive Plan for Baseball Revitalization” and submit the “Baseball Strengthening Program” to the Executive Yuan. The program period is from 2014 to 2017 and the goal is to increase grade 4 baseball teams to 900, raise the percentage for female participation in baseball yearly and reach the top three spots in the international baseball community.
- 2 Reform the training system for competing athletes: Reestablish the support system for sports training, integrate school sports and competing sports and strengthen the athlete selection and cultivation mechanism. Choose athletes that are appropriate for international competitions through a systematic training system. In addition to supporting athletes with training and award mechanisms through selection, training,

competition, counseling and reward, the functions of the National Sports Training Center will also be strengthened to improve international competitiveness.

- 3 Establish a sound full-time sports coach system: Supervise local governments to comply with the “National Sports Act” and hire more full-time sports coaches for sports classes. Continue to conduct improvement training for full-time sports coaches and establish a system for coaches on tour. Conduct regular visits to check the services of full-time sports coaches, emphasize the transportation of talent and continuous training results.
- 4 Establish a sports injury prevention system: the Sports Administration of the Ministry of Education is promoting the “Subsidy Program for Touring Sports Injury Prevention Specialists at All Levels of Schools.” 61 sports injury prevention specialists are programmed for 60 schools. The implementation focuses on three strategies, including sports protection and management, establishment of a regional medical service network as well as visits for sports science and guidance in health education as references for evaluating future regional and national expansions and executes the care which the entry level athletes are entitled to.
- 5 Strive for excellent results at the 2017 Universiade in Taipei: Establish the Plan of Athlete’s Training and Preparation for the 2017 Universiade in Taipei, which integrated the training resources of Olympics and ensure the consistency in the training system to achieve the best performances possible in the competition.
- 6 Prepare for the 18th Asian Games in 2018: Establish the Plan for Athletes’ Training and Preparation for the 18th Asian Games in 2018, organize the training program for each phase, assist by providing teams for training, counseling, sports science and medical care with the aim of achieving excellent results.

3 Develop the Sports Industries

- 1 Form a taskforce of experts in policies related to the sports industries, implement the “Sports Industry Development Regulation” and their branch laws and measures, establish a platform for sports sponsoring, encourage the investment of private resources in the sports business.
- 2 Research and determine the sports business promotion project “Push Five, Show Three,” promote sports to turn into an all-people’s activity, make it more functional, scientific, industrial, international; show the attractiveness of a sports city, the liveliness of sports health, the power of sports business.
- 3 Guide the issuance of sports lottery, use the sales profits for a sports development fund, use it to stimulate, cultivate and care for sports talent and for the development of sports.

4 Promote International and Cross-Strait Sports Exchanges

- 1 Guide the organization of single-sport international tournaments and competitions: Promote international exchange in sports; strengthen communication with international sports organizations; host international sports competition and conferences; cultivate talent in international sports affairs, actively obtain key positions in international organizations; guide sports organizations in Taiwan to hold international tournaments and competitions to fulfill our duty as a member country, increase Taiwan’s strength in sports, improve our national reputation and expand the extension and depth of international exchange on sports.
- 2 Guide the organization of international multi-sport competitions: The 2017 Universiade in Taipei takes place from August 19 through 30, 2017; continue to advise the Taipei City Government in gradually revising the “2017 Universiade in Taipei Preparation Plan,” hold



interdepartmental negotiations, organize platform meetings to promote relevant work and engineering meetings in order to complete all preparations in time; the 2019 East Asian Youth Games in Taichung take place from August 24 through 31, 2019; help with the drawing up of a “2019 Taichung East Asian Youth Games Preparation Plan,” form an interdepartmental negotiation committee in order to begin all manner of preparatory work.

- 3 Train recruits with expertise in international sports affairs: Continue to conduct training for international affairs specialists and establish a databank to cultivate trainees with the abilities to assist sports associations to conduct international exchanges abroad and strengthen international sports exchanges.
- 4 Establish harmonious, equal and reciprocal cross-strait exchanges in sports: Conduct cross-strait exchanges and visits for sports professionals based on the principles of equality and dignity, facilitating mutual understanding. Conduct cross-strait discussions between the two Olympic Committees to optimize the communication platform for Senior Secondary School Sports Foundation and University, College and junior college Sports Foundation to establish mechanisms for good communication and harmonious and reciprocal cross-strait exchanges in sports.



5 Build a Quality Sports Environment for the Public

- 1 Build and renovate public sports facilities at all levels: take quantity and quality as both important tasks, complete public sports and athletics facilities at each level. It is anticipated that 30 civil sports centers and 430 sports facilities of all types will be built between 2010 and 2017. There were 16 civil sports centers built at the end of 2016. In addition, it has been confirmed that a total of 454 cases of various sports facilities and renovation projects will be subsidized; this includes 54 athletics parks, 61 swimming pools, 69 softball fields, 53 basketball courts, 14 gate ball fields and 203 other cases. The Ministry wants to promote a healthy sporty lifestyle and provide the citizens with friendly and excellent exercising environments. The Ministry of Education will pay regular and unannounced visits to inspect sports facilities operation as well as list and manage public sports facilities that may potentially be idle. In addition, experts and scholars are invited to conduct visits to understand the operation of subsidized sports facilities to encourage local governments to enhance the efficiency of facility operations.

- 2 Establish a complete bike path network: originally, NT\$1.2billion had been appropriated to establish 470 km of bike path between 2013 and 2016. Later, the project was delayed until 2018, and the total budget was set at NT\$1.35 billion. For the period 2013-2016, 177 items received subsidies, and 111 of those cases were completed. Up until the end of 2016, 255 km of new bicycle paths were built, making for a total of 487 km of path with signaling. When the project will be completed in 2018, the newly built stretch will total 564 km. The total length of bicycle paths at present has reached 5,513 km.
- 3 Implement the “National Sports Park General Construction Plan.” Continue the renovation of National Sports Training Center and training bases to support athletes in order for them to achieve excellently in competitions. To plan and build a comprehensive environment so that National Sports Training Center becomes a place that offers facilities for professional sports training that improve scientific physicality of athletes as well as their performances. In addition to that, such advantages will help strengthen Taiwan’s abilities to host international sports competition and our competitiveness in sports in international society. ■

Youth Development Affairs



A

Youth Career Counseling

① Promote Career Development for Students of Universities, Colleges and Junior Colleges

To assist university, college and junior college students make good career planning, establish the “Regional School Program for University, College and Junior College Student Career Counseling,” manage school operations through the three areas of North, Central and South Taiwan, promote a localized cooperation approach by regional alliances, promote exchanges between schools about career counseling work, establish a complete, generalized and practical career counseling network. Organize the “Implementation Program for the Promotion of University, College and Junior College Career Counseling Work,” encourage schools to integrate internal resources and

channel them into outside resources, learn from the experience of other schools, promote career counseling work, in order to inspire students to learn and understand themselves, strengthen their advantageous capabilities, experience the exploration of a professional environment, and thus strengthen the effectiveness of career counseling.

② Explore and Experience Diverse Career Fields

Expand opportunities for exposure to diverse career fields, including the public sector, private sector and others, with improving youth employment as the core value. Provide students the opportunity to experience careers through work-study and internship. The information should be integrated and posted on the website of the “RICH Professional Experience Network” to help youths to experience work fields as early as possible in their academic careers and to develop professional skills and a proper work attitude.



③ Organize an Innovation and Creativity Plan

The Intelligent Ironman Creativity Contest was held to help develop youth into pioneers of innovation and reform who will lead the country into infinite possibilities. The contest hones the intellectual and creative abilities of students in multiple fields. Promote the Taiwan International Student Design Competition. The competition and exhibition will encourage Taiwanese students to expand their design energy and connect with international design education. Conduct the U-start program to connect industry and academia and create innovative and entrepreneurial spirits in universities, colleges and junior colleges. The purpose is to allow students to apply what they study and effectively improve our human resources.

B

Youth Public Participation

① Promote Youth Social Participation

Promote the “Youth Policy Alliance” project, assist young people’s public participation and development of their competences through empowerment, action, sharing, networking and other systematic plans and cases. From the forming of their civic consciousness within the school, to the offering of public participation opportunities outside school, develop even more public participation methods and channels familiar to young people, thus realizing the president’s youth empowering policies, so that young people can play an even more active role in future civil society.

② Strengthen Youth Volunteer Participation

Strengthen the resource exchange networks of public and private departments, integrate government and private forces, assist in promoting youth volunteer service; establish a youth volunteer center, strengthen the linking up and integration of local resource organization networks; organize basic training and special training for youth volunteers, empower volunteer service competence; promote diverse youth volunteer service, subsidize youth for forming teams to organize all kinds of services; organize national competitions for excellent youth volunteer teams and conduct awards ceremonies to reward model volunteers.

③ Promote Youth Social Participation

Organize training for young talent in public affairs, cultivate the ability of youths to participate in public affairs, raise young people’s ability for rational thinking, empathetic dialogue, and action realization; promote the youth community participation action plan, encourage youth teams, schools and non-profit organizations to form alliances to develop proposals which meet local needs, convert the views, thinking and enthusiasm of young people into concrete action, widen the influence of youth action; link young legal persons to promote youth development and participation work together, strengthen contacts between legal persons in order to expand assistance and cooperation, offer young people the channels and opportunities to participate in a diverse society.



C International Experience and Learning for Youths

1 Promote Youth International Involvement and Exchange

Integrate related resources to push proposals for diverse international participation and services. For examples, to promote international youth personnel training program, to encourage and subsidize youth to voice out and take action on the international stage, to broaden the youth's vision, to increase Taiwanese youth's global mobility and competitiveness, to enhance youth's international affair knowledge and to nurture leaders with a global mindset. In turns, the youth can lead the generation to excellence on the global stage. By upgrading the international and global competitiveness and mobility of the youth, they will gain more opportunities to be part of the global actions and fulfill their dreams. The young generations in Taiwan will increase the basic international knowledge and quality through the foreign exchange with international youth.

2 Promote Learning through Service, Form an "Overseas Peace Corps for Youth"

Promote a plan to cultivate youth service learning talent with youth as the subject, with key measures including early and advanced training youth service talent, advanced training for seed teachers at universities, colleges and junior colleges, youth service team competitions, a service learning award plan, strengthen the information platform for learning, subsidize universities, colleges and junior colleges to promote a creative proposal for service learning that focus on the community. Conduct a end result exhibition and award ceremony on learning through services to promote exchanges on domestic and international experiences, form an "Overseas Peace Corps for Youth," integrate public and private resources, establish an even more complete international volunteer resource platform, support sustainable youth service, implement the vocation of humanistic concern,



and respond to the sustainable development targets of the United Nations. Furthermore, through the mutual interaction that is co-prosperous and co-sharing between servers and receivers, the environment we all share will be improved and a just and harmonic society will ultimately be built.

3 Promote Channels for Youth Travel and Study

Promote a youth travel program to encourage youths to leave their classrooms and comfort zones to try different lifestyles, and guide them to see different aspects of Taiwan so that they care for and become more passionate about their native land through non-orthodox educational channels; also, through this youth travel program, youths' ability to do independent thinking, adapt and react and solve problems are cultivated. Promote the youth travel spots and the search for the emotional map project. Include the element of charity and use the method of charity travel to encourage youths to evolve and grow through altruistic acts; meetings are arranged for youths to share their travel experience, including sharing from youth experts, in order to expand the influence of role models and promote a trend for youth travel. To broaden youths' international horizons and their international mobility, the Ministry encourages universities, colleges and junior colleges to incorporate the idea of "Gap Year" in the courses they offer. Specific learning themes will be designed by teachers and with these courses, students are offered a complete and systematic learning opportunity, providing for our young students to study abroad through multiple channels. ■

Education Expenditures



The government has demonstrated the importance it attaches to educational development by increasing the education budget. President announced on January, 6, 2016 the some of the amended articles in the Compilation and Administration of Education Expenditures Act, which increased the percentage of funds allotted to education expenditures from 22.5% to 23% of the national budget, which should add about NT\$12 billion to the current education budget which will be shared by central government and local governments according to the law. The new policy will take effect in 2017. In addition, regarding the increased education budget, the Ministry of Education will plan for

educational investments and allocate budgets based on two major aspects: its development and whether it takes care of disadvantaged minorities.

In the 1951 fiscal year, the education budget for all educational levels was NT\$ 213 million, which accounted for 1.68% of GDP; in the 2016 fiscal year, the figure has since reached NT\$ 863.32 billion, or 5.05% of GDP. The budget for private education institutions has also risen from the 1961 fiscal year, when private institutions accounted for less than 10% of the total education budget, to fiscal year 2016, when funding for private institutions reached 25.14% of the education budget; public schools meanwhile enjoyed 74.86% of the budget.

Looking at the breakdown of each education level, in SY 2015, the total education budget was NT\$719.0 billion, of which preschool education accounted for 7.94%, elementary and junior high education accounted for 42.14%, senior secondary education accounted for 15.17%, higher education accounted for 34.15% (junior colleges 0.78%, universities and colleges 33.37%), and 0.61% went to other institutions. ■



Teacher and Arts Education



A Teacher's Professional Training

The Teacher Education Law is designed to develop a pool of qualified teachers for preschools, primary schools and secondary schools. The teacher education system is comprised of diversified, training and selecting methods. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters and doctoral levels. Eligible candidates must complete a curriculum which covers regular courses, specialty courses and pedagogy courses, after which they must attend a 6-month internship, at the end of which if they pass the teacher certification assessment, they will receive official certification. Only candidates who have obtained this certification

are eligible to participate in screenings held by local governments for positions in teaching and administration at the secondary, primary and preschool education levels. Elementary school, junior high school, and senior secondary school teachers in the nation earn an average starting salary of US\$40,120, US\$46,525, and US\$51,308 a year on the basis of purchasing-power-parity for a bachelor, master, and Ph.D. degree.

Key policies and future plans

1 Promote the "White Paper on Teacher's Education" to lead the professional development of teachers through four aspects, including pre-employment training, counseling infused teaching, teacher's professional development and support system with 9 development strategies and 28 action plans have been developed to plan for overall professional training for teachers from all levels in all subjects.

2 As a response to the 12-year Basic Education curriculum, research and plan the criteria for each level of teacher training course and teacher pre-work course reference table, evaluate the curriculum content, include in the teacher qualification test, and plan the publication of teaching materials for each kind of topic in response to the curriculum. Prepare for a general amendment to the "Teacher Education Act," reform the teacher qualification exams and the teacher practical training sequence, establish a professional teacher standard guide and criteria for teacher pre-work training courses, implement a training system which is learner-centered, respects diversity, social care and a global view.

3 In February 2016, the "Republic of China Teacher Professionalism Standards Guide" was promulgated as a reference for the development of pre-work training and teacher professionalism in order to raise the professionalism of teachers.

4 The Ministry will encourage teacher-training colleges/universities to each develop areas of specialization and establish an educational resource exchange platform that will allow different institutions to share resources.

5 The Ministry will develop a mechanism to evaluate the supply and demand of teachers so as to be able to tweak the number of teachers it trains and ensure superior quality.

6 The Ministry will provide scholarships and grants to encourage talented students to enter teacher-training programs and also to entice teachers to serve in schools located in remote areas.

7 The Ministry will set up an evaluation system to be applied to all teacher-training institutions so as to ensure that only qualified faculty possessing up-to-date professional knowledge take part in training teacher candidates.

8 The "Teacher Professional Development Evaluation Plan" will be transformed into a

"Teacher Professional Development Implementation Project," continuing to maintain the achievements and advantages of past actions; offer an excellent teacher professional development e-platform, assist teachers in recording the evolution of their professional development; the qualifications of each kind of talent will be maintained, in order to have practice replace certification.

9 The Ministry will establish and maintain the In Service website for teacher's continued education. All competent educational authorities, schools at all levels and teacher's educational facilities may register in the online database. Teachers may search for educational and study programs online according to their needs.

10 The Ministry will subsidize colleges and universities with teacher's education programs and fully implement coaching for local educational programs to improve teachers' professional capabilities and realize the goal of lifelong learning for teachers.

11 In anticipation of an aging society and the implementation of 12-year Basic Education, the Ministry of Education has asked the three major teacher-training colleges/universities to set up an academically-sound professional development platform for in-service teachers.

12 Promote the "Elementary School Teacher Training Alliance Program" and the "Secondary Education Teaching Subject Research Center Establishment Program;" the central government, local government entities,



Study in Taiwan



teacher-training colleges/universities and local schools will form a partnership to train primary school teachers. This four-facet partnership is expected to provide vertical integration of teacher supply and professional training. In additions, the secondary education research center plan will be intact.

13 The Ministry will coordinate with the full implementation of 12-year Basic Education in 2014, promote the establishment of the learning support system for 12-year Basic Education and improve teachers' teaching skills, increase teachers' professional knowledge and skill in teaching effectively, multiple evaluation and differentiated instruction.



The goal is to use arts education to cultivate citizens' sense of culture and improve the students' sense of life aesthetics on the foundation of aesthetic education. The measures are as follows:

- 1** Establish a communication platform among administrative organizations for arts education at all levels;
- 2** Formulate and promote the "Ministry of Education's Mid- and Long-range Plans for Aesthetic Education;"
- 3** Encourage industry-academia collaboration;
- 4** Strengthen the cooperation mechanism with local governments in order to increase its influence. ■

B Arts Education

In order to fulfill the vision of cultivating teachers for the new age and developing high quality education as well as a creative Taiwan with cultural citizens and meet the expectations in faculty cultivation and arts education, the Ministry of Education has established the Department of Teacher and Arts Education to be in charge of the planning and promotion of faculty cultivation and arts education affairs. The department will be the window for coordinating and integrating interdepartmental affairs and combining resources vertically and horizontally.



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

The number of international degree students, language students, and exchange students studying in Taiwan increased to 116,416 in December 2016, a significant increase from the number in December 2007, when international student enrollment was only 30,509.

The MOE established the Bureau of International Cultural and Educational Relations (BICER) in 1947 to promote international academic and cultural exchanges, and provide international students wishing to study in Taiwan with assistance, especially with their government scholarship applications and information about Taiwan. The MOE re-organized its former Bureau of International Cultural and Educational Relations, its former Mainland Affairs Division,

and the Overseas Chinese Education Affairs Commission into a newly established Department of International and Cross-strait Education which began operating on January 1, 2013. It is responsible for promoting Taiwan's international education exchange programs and integrating cross-strait educational affairs.

Many efforts have been made to create an internationalized academic study environment in Taiwan, and Taiwan is an ideal study destination for several reasons. A survey of international students carried out by the Foundation for International Cooperation in Higher Education of Taiwan (FICHET) found that these reasons include the following: Taiwan provides a high-quality academic environment, rich cultural heritage, excellent living circumstances, reasonable tuition, scholarships, and opportunities to learn Mandarin Chinese, and studying in Taiwan will be helpful for both further study and future careers. In addition, Taiwan's advanced technology, its friendly

people, and its breath-taking tourist destinations are all attractive to international students.

Taiwan can be roughly divided into two geographic sections: the flat, gently rolling hills to the west, where 90% of the population lives, and the rugged, forest-covered mountains to the east. It has nine national parks that showcase the diverse terrain and the flora and fauna of the island.

In addition, Taiwan is rich in the diversity of its biological species. According to a survey

released by the Council of Agriculture, Taiwan boasts more than 50,000 endemic species, which makes up 2.5% of the world total.

Taiwan and its people are renowned for their warmth, welcoming nature, and hospitality towards international visitors and students. This has become Taiwan's international "trademark." The experiences of some international scholarship students studying in Taiwan are outlined further below.



Scholarships

The government provides a range of scholarships to encourage outstanding people to come and study and/or do research in Taiwan.

A

Taiwan Scholarship Program – Scholarships for degree studies

The Taiwan Scholarship Program was jointly initiated in 2004 by four government agencies – the Ministry of Education (MOE), the Ministry of Foreign Affairs (MOFA), the Ministry of Economic Affairs (MOEA), and the Ministry of Science and Technology (MOST), formerly called the National Science Council of the Executive Yuan – to encourage outstanding international students to undertake degree programs in Taiwan.

There are three different types of Taiwan Scholarships:

1 MOFA Taiwan Scholarships

These scholarships are offered by the Ministry of Foreign Affairs of the Republic of China (Taiwan) to assist students from countries that have diplomatic relations with Taiwan to undertake degree programs, and the non-degree Mandarin Language Enrichment Program (LEP). Special consideration may also be given to providing these scholarships to students from other countries.

The maximum scholarship periods for the different program categories are:

- 1 Non-degree LEP: 1 year.
- 2 Bachelor's degree programs: 4 years.

3 Master's degree programs: 2 years.

4 Doctorate programs: 4 years.

The MOFA Taiwan Scholarship provides recipients with an economy-class plane ticket for a flight to and from Taiwan by the most direct route, and a monthly stipend of NT\$25,000 for the LEP and NT\$30,000 for degree programs.

Recipients are responsible for all their expenses during their stay in Taiwan. MOFA will not provide any other subsidies.

2 MOE Taiwan Scholarships

These scholarships are offered by the Ministry of Education of the Republic of China (Taiwan) to students from countries whose citizens are not eligible to apply for a MOFA Taiwan Scholarship to undertake a degree program.

The maximum scholarship period for each degree level is:

- 1 Bachelor's degree programs: 4 years.
- 2 Master's degree programs: 2 years.
- 3 Doctorate programs: 4 years.

The MOE Taiwan Scholarship provides a monthly stipend of NT\$15,000 for bachelor's degree students and NT\$20,000 for students undertaking a master's degree or doctorate. The scholarship recipients must pay their airfare to Taiwan.

The scholarship provides up to NT\$40,000 each semester for each recipient's tuition and miscellaneous expenses. If these exceed a total amount of NTD40,000, the remaining amount must be paid by the recipient. The "miscellaneous expenses" do not include



any of the following: administration fees, thesis supervision fees, insurance premiums, accommodation, or internet access. These are all the responsibility of the scholarship recipient.

3 MOST Taiwan Scholarships

These scholarships are offered by the Ministry of Science and Technology of the Republic of China (Taiwan) to assist students to undertake a master's degree or doctorate program in Taiwan and to promote bilateral scientific and technological exchanges.

The maximum scholarship period for each degree level is:

- 1 Master's degree programs: 2 years.
- 2 Doctorate programs: 3 years.

The MOST Taiwan Scholarship Program provides a monthly stipend of NT\$30,000 to scholarship recipients.

All other expenses, including the costs of tuition, accommodation, books, medical insurance, and airfare to Taiwan must be paid by the student.

B

Non-degree
Scholarships to learn
ChineseMOE Huayu Enrichment
Scholarships (HES)

“Huayu” is one of the names commonly used to refer to the Mandarin dialect of Chinese. The MOE established the Huayu Enrichment Scholarship (HES) program to encourage international students to come to Taiwan to study Chinese and learn about Chinese culture in Taiwan. The scholarships are awarded through Republic of China (Taiwan) embassies and overseas missions (Representative Offices), based on merit.

HES scholarship winners study at a Mandarin Chinese Language Training Center affiliated with a university or college in Taiwan for a period from as short as two months, up to a maximum period of one year.

They receive a monthly stipend of NTD 25,000.

Internships for
International StudentsTaiwan Experience Education Programs
(TEEP)

In 2015, the Ministry of Education in Taiwan launched an exciting new initiative, the Taiwan Experience Education Programs (TEEP), in conjunction with a number of universities and colleges in Taiwan. Each offers a distinctive short-term program with a practical focus, in a particular field – for example, International Consulting, Electrical Engineering or Computer Science, Culture Studies, and Taiwan’s Natural Environment. Some target undergraduates, others are more suitable for graduate students.

All the programs include a combination of a short Chinese language-learning program, a cultural immersion program, and a short-term professional internship or research internship. The language-learning and cultural immersion components are designed to help participating international students learn some Chinese and understand Taiwanese culture to successfully



undertake their internship. The internships will give the students opportunities to participate in a range of activities with their placement company or organization. The TEEP internships will give the participating international students an enormously valuable opportunity to prepare themselves for future work in the business or research world.

The TEEP gateway is an exciting chance to experience Taiwan’s quality higher education and connect with the Asian job market. For more details about the various programs available, see <http://www.studyintaiwan.org/teep>.

New Southbound Policy,
Cooperation with Southeast Asia
and Beyond for Skills Development
and Intercultural Exchanges

Taiwan’s New Southbound Policy (NSP), launched by President Tsai Ing-wen in 2016, is a major new initiative to enhance relations with Southeast and South Asian countries, Australia, and New Zealand for regional social and economic cooperation. Taiwan already has longstanding and close relations with the New Southbound Policy countries, but the NSP shifts the focus towards establishing more people-oriented links and resource sharing to promote bilateral and multilateral cooperation with the NSP countries.

Taiwan has made a successful transition from an agriculture-based, industrial society to a



knowledge-based economy with thriving high-tech and service industries. Taiwan has accumulated a great deal of experience in its economic and social development in such areas as agriculture, education, health care, small- and medium-sized enterprises, high technology, and urban living, dealing with problems and challenges that are very similar to those faced by developing countries in the New Southbound region, and it can provide assistance in the form of the transfer of know-how and workforce training.

The Ministry of Education has established a New Southbound Talent Development Program, in conjunction with the New Southbound Policy Guidelines launched on August 16, 2016, and set up a cross-departmental New Southbound Policy Task Force which has an earmarked budget of NT\$1 billion.

The task force is working to further expand and deepen exchanges and partnerships with NSP countries in three major strategic areas:

Interviewee /

Pham Minh Tri

Nationality / Vietnam
Bachelor of Global Business,
Chinese Culture University

“One of the Biggest Advantages of Studying in Taiwan is the People”



Market - focusing on skills cultivation: Taiwan can offer high quality vocational and professional training, higher education, and Chinese language courses to students from NSP countries. At the same time they can learn about Taiwan's development experience. Young people in Taiwan can improve their cultural literacy and study the languages of countries in Southeast Asia and strengthen their capacity to undertake economic and trade management there.

Pipeline - Skill Development Exchanges: The objective is to increase the number and range of two-way exchanges between young scholars and students, by attracting outstanding students from NSP countries to Taiwan to study or do research, and sending students from Taiwan to NSP countries to gain a deeper understanding of those countries, and their languages, and to engage with the local community.

Platform - for Communication: The objective is to establish and promote a Taiwan Connection platform to facilitate bilateral educational cooperation with NSP countries. The Taiwan Connection will provide online and local access to facilitate bilateral alliances between universities, academic research bodies, and higher education institutions in Taiwan and overseas in NSP

countries, and actively encourage a more diverse range of skill development and research collaborations, exchanges, and interactions. We also want to enhance cultural and sport-related exchanges with NSP countries, through cultural and sporting events and related academic collaborations.

The Ministry of Education's New Southbound Talent Development Program takes a people-oriented approach with the aim of fostering bilateral exchanges and creating more avenues for resource sharing, and exchange and collaboration and partnerships are all central components. For more details about the extensive range of New Southbound Policy programs please see http://www.edunbsp.tw/index_en.html. ■



“I couldn't speak a word in Mandarin when I first came to Taiwan,” said Pham Minh Tri, 24, a student who studied Global Business at Chinese Culture University (PCCU). Just graduating this June, he is different from when he first arrived.

Being a fan of Taiwan's popular culture, Pham learned about Taiwanese culture from music and TV series and has been influenced by it since he was little. He decided to leave Vietnam for Taiwan to pursue higher education and chose to study in Taipei. He applied for three universities that provide all-English programs in the city and made his decision to attend PCCU after receiving their scholarship. However, in his first year he found the all-Chinese environment a bit of a barrier.

“It was really hard at first. I wanted to make friends with my Taiwanese classmates but we ended up using body languages,” said Pham, talking about how he knew his Taiwanese friends in the first semester.

He said that everyone wanted to know one another desperately and made efforts to communicate. They have all become good friends even until now.

Pham has started to learn Chinese since his second year in college. He took classes in the Mandarin Training Center in National Taiwan Normal University for three semesters and now manages to speak fluently in Chinese. He met international students who were also trying to

learn Mandarin and teachers who not only taught him the language but also Taiwanese culture. The teachers he met in Taiwan, he said, helped him in a lot of ways.

“They really care about us international students,” he said. “There was one time I didn't pass an exam and a teacher came to ask if anything had happened to me; I couldn't forget that because he was really concerned about what I was going through.”

His advices to those who hope to study in Taiwan include understanding the education in Taiwan and getting used to the language. He said having basic knowledge to Chinese is important.

“Of course they will need to think about what and where they want to study. But the language – it would be easier if students had learned Chinese before coming here,” he said.

Besides learning Chinese, Pham also participated in school activities. In his sophomore year, he joined the largest foreign student associations on campus and later became the president of PCCU Vietnamese Student Association. Along with fellow international students, Pham held events such as singing competition and culture weeks to introduce Vietnamese culture to local students. In addition, he has worked as a host for travel channel in Taiwan and lecturer in youth camp organized by the government.

To him, one of the biggest advantages of studying in Taiwan is the people. The composition of the population is diverse and he is able to meet students from around the globe. Also, he said that Taiwanese people are generally friendly and he has never encountered discrimination during his time here.

Pham hasn't decided where to start his career, but he said he's definitely staying in Taiwan for now.

“It's a place that I want to stay to gain more experiences,” he said. ■

Interviewee /
Lana Low

Nationality / Malaysia
School of Theatre Arts,
Taipei National University
of the Arts

“Studying in Taiwan Has Influenced Me in A Lot of Ways”

“Because I like theatres and plays,” said Lana Low, a student from Taipei National University of the Arts (TNUA), when asked about her choice of higher education. Coming from Seremban, Malaysia, she has known where her passion is since her teenage years.

“At first I didn’t think that much. I just liked it. To perform and how everyone was collaborating with one another,” said Low, referring to the time when she was in high school learning acting and performing from teachers back in Malaysia.

The decision to study in Taiwan was made based on several influences. Besides her love for Taiwanese popular culture and her acting teachers’ recommendation of the school, “Secret Love in Peach Blossom Land,” the play she watched a few years ago and fell in love with, was also part of why she chose to study in TNUA.

“I found that one of the main performers, Chin Shih-chieh, was teaching in the university, and that added to the reason,” said Low.

Knowing what she wants and what she needs to achieve, she



put effort into everything she was doing. She worked hard and took part in a variety of competitions in Malaysia to be able to study abroad. She later earned the scholarship from the Taiwan government and has been supported financially on both college tuition fee and living expenses for four years.

When she first arrived, she was eager to meet new people and spent her first year traveling around in Taiwan. She described living in Taiwan as an experience that has opened her mind.

“Democracy... Growing up in a place that is relatively deprived of such idea, I didn’t know what liberation and freedom are like,” said her.

Not only has the environment but also the university had an impact on her. She said she learned to understand people and the characters in her first year of university. She learned to observe and stand in others’ shoes. What she has been through here is beyond academic experiences. She sees the society and the people

from a humanity perspective.

“I feel like Taiwan, more specifically, my school, has shaped the way I think and see things,” she said.

However, there are also difficulties and cultural shock. Low said the essential differences between Taiwan and Malaysia can be challenging. She compared two societies with characteristics of individualism and collectivism, trying to adjust herself from the latter to the former. She said it takes understanding and open-minded attitude to study in a new environment.

Low chose to focus on directing in the third year and hopes to become a theatre director in Taiwan one day. With huge passion for directing, she is going to start her career from working as an assistant and trying various characters to build up experiences for her future goal.

“I like plays and theatres more, but I won’t limit myself and I’m open to any opportunity,” she said. ■

Vision



Education is a process which changes people’s lives, so the purpose of an educational system is not just to cultivate the talent needed for the next generation, but even more so to assist each student to receive more opportunities to learn and to develop. We hope that a child raised by any school can really have been given more new abilities, a new work attitude and a new professional discipline. The Ministry of Education will uphold the idea of “replacing the right to a basic education with the right to learn, for all citizens, and providing education that is genuinely learner-centered.” Grasping the principles of system integration, communication and cooperation, and by adapting structures while respecting the individual differences, the Ministry of Education will move toward the aim of “spontaneity,” “interaction” and “mutual benefit,” and make civic education take root in order to cultivate the future citizen of the new generation.

In future, apart from planning each education policy, the Ministry of Education will also continue to establish positive partnership relations with schools and local governments so that the planning and determining of education policies can even better fit the practical needs of education scene, benefiting the implementation and promotion of each kind of education policy, and the joint boosting of the renewal and development of education. ■



Statistics

General Information

	Total Population (Thousand Persons)	GDP (US\$ billion)	Economic Growth Rates (%)	Unemployment Rate (%)	Consumer Price Index (2011=100)	Mean Years of Schooling for Age 25 Plus (years)	Excepted Years of Schooling (years)
1980	17,886	37.8	8.04	1.23	51.56
1990	20,401	162.7	5.65	1.67	69.63
1995	21,357	270.3	6.50	1.79	83.73
2000	22,277	331.5	6.42	2.99	89.82	9.3	...
2005	22,770	375.8	5.42	4.13	92.92	10.6	...
2010	23,162	446.1	10.63	5.21	98.60	11.3	...
2014	23,434	530.5	4.02	3.96	103.97	11.7	16.6
2015	23,492	525.2	0.72	3.78	103.65	11.9	16.6
2016	23,540	529.9	1.48	3.92	105.10	12.0	16.6

Summary of Education at All Levels

SY 2016-2017

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2015	No. of Students Per 1,000 Population
Total	10,881	294,932	98,651	4,504,331	1,059,904	191.35
Preschool	6,310	47,184	-	492,781	-	20.93
Primary School	2,630	95,096	51,097	1,173,882	214,785	49.87
Jr. High School	735	48,060	24,636	687,204	265,886	29.19
Senior Secondary School	506	54,575	21,270	776,112	250,172	32.97
Uni., College & Jr. College	163	48,143	-	1,309,670	309,325	55.64
Special Edu. School	28	1,781	600	6,188	1,906	0.26
Supp. & Cont. Sch.	509	93	1,048	58,494	17,830	2.48

Gross Enrollment Rate and Net Enrollment Ratio by Level of Education

Unit: %

School Year	Total		1st Level (Primary)		2nd Level				3rd Level (Tertiary)	
					Junior		Senior			
	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net
1976-77	69.61	67.57	100.65	...	90.21	77.33	56.54	43.17	15.40	9.97
1981-82	71.95	69.52	101.11	...	97.71	84.41	68.03	52.58	16.71	11.47
1991-92	82.41	78.74	100.99	...	100.23	91.70	90.28	72.93	32.37	20.98
2001-02	89.07	82.29	99.66	...	99.27	93.53	99.62	88.21	62.96	42.51
2006-07	95.33	88.55	99.54	...	99.48	96.65	98.79	91.31	83.58	59.83
2011-12	94.60	89.76	98.79	99.25	98.86	97.52	98.98	93.12	83.55	68.42
2012-13	94.58	89.84	98.68	99.30	99.10	97.82	98.39	93.22	84.20	69.71
2013-14	94.33	89.79	98.62	99.45	99.01	97.84	98.15	93.35	84.03	70.41
2014-15	94.11	89.70	98.46	99.46	98.91	97.82	98.41	93.66	83.79	70.85
2015-16	94.03	89.52	98.36	99.53	98.95	97.82	98.84	93.85	83.72	70.86
2016-17	93.92	89.39	98.25	99.54	98.95	97.76	98.34	94.06	83.99	71.24

Number of Students Per Teacher at All Levels

Unit: Person

School Year	Total	Pre-school	Primary School	Jr. High School	Sr. Secondary Sch.		Junior College	College	University	Special Edu. School
					Sr. High School	Sr. Voca. School				
1976-77	29.90	32.66	36.04	25.94	23.16	22.70	20.00	16.22	11.42	6.65
1981-82	27.25	26.10	31.79	22.97	22.99	22.50	20.79	11.92	13.53	5.24
1991-92	24.22	15.83	27.20	21.23	22.29	21.28	19.35	11.38	14.82	3.72
2001-02	19.71	12.44	18.60	15.67	19.41	19.18	20.56	20.17	19.60	3.58
2006-07	19.30	10.60	17.86	15.70	19.29	18.41	21.01	18.63	19.93	3.95
2011-12	17.90	12.72	14.78	13.74	18.53	18.29	27.69	21.10	21.52	4.08
2012-13	16.59	10.21	14.09	13.00	18.29	17.83	28.34	21.32	21.86	4.02
2013-14	16.03	9.89	13.31	12.50	17.83	17.29	29.70	22.15	21.92	3.98
2014-15	15.60	9.80	12.71	12.06	17.05		29.65	23.41	22.24	3.80
2015-16	15.39	10.01	12.47	11.51	16.60		30.75	22.56	22.58	3.71
2016-17	15.27	10.44	12.34	11.01	16.42		31.66	22.64	23.00	3.72

Overseas Students in R.O.C.

Unit: Person

Year / School Year	2011	2012	2013	2014	2015	2016
Total	57,920	66,961	79,730	93,645	111,340	116,416
Diploma	25,107	28,696	33,286	40,078	46,470	51,741
Studying for a degree	10,059	11,554	12,597	14,063	15,792	17,788
Overseas Compatriot Students (Including Students from HK and Macao)	14,120	15,278	17,135	20,134	22,865	24,626
Mainland China Students (Studying for a Degree)	928	1,864	3,554	5,881	7,813	9,327
Non-diploma	32,813	38,265	46,444	53,567	64,870	64,675
International Exchange	3,301	3,871	3,626	3,743	4,126	4,126
Short-term courses	2,265	3,163	3,915	4,758	5,586	5,586
Studying Mandarin Chinese	14,480	13,898	15,510	15,526	18,645	19,977
Mainland China Students (to take short-term courses or Attend Meeting)	11,227	15,590	21,233	27,030	34,114	32,648
Overseas Compatriot Youth Technical Training Classes	1,540	1,743	2,160	2,510	2,399	2,338

Ratio of Educational Expenditure to GDP

Fiscal Year	Educational Expenditure (US\$million)			Educational Expenditure Per Student (US\$)	GDP(US\$ million)	% to GDP		
	Total	Public Sector	Private Sector			Average	Public	Private
1970-71	281	227	54	...	6,270	4.48	3.61	0.87
1980-81	2,014	1,638	376	448	46,404	4.43	3.60	0.83
1990-91	11,222	9,228	1,994	2,120	173,802	6.36	5.23	1.13
2001	17,464	12,997	4,467	3,350	300,450	5.81	4.33	1.49
2006	21,586	15,887	5,699	4,103	388,589	5.55	4.09	1.47
2011	26,621	20,481	6,139	5,647	485,653	5.48	4.22	1.26
2012	27,612	20,992	6,619	5,614	495,845	5.57	4.23	1.33
2013	27,969	20,888	7,081	5,796	511,614	5.47	4.08	1.38
2014	27,782	20,816	6,966	5,931	530,519	5.24	3.93	1.31
2015	26,864	20,144	6,721	5,849	525,196	5.12	3.84	1.28
2016	26,703	19,990	6,713	...	529,910	5.05	3.78	1.27

Reading, Math and Science Scores of 15-year-olds on the PISA 2015

Rank	Reading			Mathematics			Science		
	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD
1	Singapore	535	1.6	Singapore	564	1.5	Singapore	556	1.2
2	Hong Kong	527	2.7	Hong Kong	548	3.0	Japan	538	3.0
3	Canada	527	2.3	Macao	544	1.1	Estonia	534	2.1
4	Finland	526	2.5	R.O.C.	542	3.0	R.O.C.	532	2.7
5	Ireland	521	2.5	Japan	532	3.0	Finland	531	2.4
6	Estonia	519	2.2	B-S-J-G(China)	531	4.9	Macao	529	1.1
7	Korea	517	3.5	Korea	524	3.7	Canada	528	2.1
8	Japan	516	3.2	Switzerland	521	2.9	Vietnam	525	3.9
9	Norway	513	2.5	Estonia	520	2.0	Hong Kong	523	2.5
10	New Zealand	509	2.4	Canada	516	2.3	B-S-J-G(China)	518	4.6
11	Germany	509	3.0	Netherlands	512	2.2	Korea	516	3.1
12	Macao	509	1.3	Denmark	511	2.2	New Zealand	513	2.4
13	Poland	506	2.5	Finland	511	2.3	Slovenia	513	1.3
14	Slovenia	505	1.5	Slovenia	510	1.3	Australia	510	1.5
15	Netherlands	503	2.4	Belgium	507	2.4	United Kingdom	509	2.6
16	Australia	503	1.7	Germany	506	2.9	Germany	509	2.7
17	Sweden	500	3.5	Poland	504	2.4	Netherlands	509	2.3
18	Denmark	500	2.5	Ireland	504	2.1	Switzerland	506	2.9
19	France	499	2.5	Norway	502	2.2	Ireland	503	2.4
20	Belgium	499	2.4	Austria	497	2.9	Belgium	502	2.3
21	Portugal	498	2.7	New Zealand	495	2.3	Denmark	502	2.4
22	United Kingdom	498	2.8	Vietnam	495	4.5	Poland	501	2.5
23	R.O.C.	497	2.5	Russia	494	3.1	Portugal	501	2.4
24	United States	497	3.4	Sweden	494	3.2	Norway	498	2.3
25	Spain	496	2.4	Australia	494	1.6	United States	496	3.2
26	Russia	495	3.1	France	493	2.1	Austria	495	2.4
27	B-S-J-G(China)	494	5.1	United Kingdom	492	2.5	France	495	2.1
28	Switzerland	492	3.0	Czech Republic	492	2.4	Sweden	493	3.6
29	Latvia	488	1.8	Portugal	492	2.5	Czech Republic	493	2.3
30	Czech Republic	487	2.6	Italy	490	2.8	Spain	493	2.1
	OECD Average	493	0.5	OECD Average	490	0.4	OECD Average	493	0.4

Trends in International Mathematics and Science Study 2015

Rank	Eighth Grade Science			Eighth Grade Mathematics			Fourth Grade Science			Fourth Grade Mathematics		
	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD
1	Singapore	597	3.2	Singapore	621	3.2	Singapore	590	3.7	Singapore	618	3.8
2	Japan	571	1.8	Korea	606	2.6	Korea	589	2.0	Hong Kong	615	2.9
3	R.O.C.	569	2.1	R.O.C.	599	2.4	Japan	569	1.8	Korea	608	2.2
4	Korea	556	2.2	Hong Kong	594	4.6	Russia	567	3.2	R.O.C.	597	1.9
5	Slovakia	551	2.4	Japan	586	2.3	Hong Kong	557	2.9	Japan	593	2.0
6	Hong Kong	546	3.9	Russia	538	4.7	R.O.C.	555	1.8	Northern Ireland	570	2.9
7	Russia	544	4.2	Kazakhstan	528	5.3	Finland	554	2.3	Russia	564	3.4
8	England	537	3.8	Canada	527	2.2	Kazakhstan	550	4.4	Norway	549	2.5
9	Kazakhstan	533	4.4	Ireland	523	2.7	Poland	547	2.4	Ireland	547	2.1
10	Ireland	530	2.8	United States	518	3.1	United States	546	2.2	England	546	2.8
11	United States	530	2.8	England	518	4.2	Slovenia	543	2.4	Belgium	546	2.1
12	Hungary	527	3.4	Slovenia	516	2.1	Hungary	542	3.3	Kazakhstan	544	4.5
13	Canada	526	2.2	Hungary	514	3.8	Sweden	540	3.6	Portugal	541	2.2
14	Sweden	522	3.4	Norway	512	2.3	Norway	538	2.6	United States	539	2.3
15	Lithuania	519	2.8	Lithuania	511	2.8	England	536	2.4	Denmark	539	2.7
16	New Zealand	513	3.1	Israel	511	4.1	Bulgaria	536	5.9	Lithuania	535	2.5
17	Australia	512	2.7	Australia	505	3.1	Czech Republic	534	2.4	Finland	535	2.0
18	Norway	509	2.8	Sweden	501	2.8	Croatia	533	2.1	Poland	535	2.1
19	Israel	507	3.9	Italy	494	2.5	Ireland	529	2.4	Netherlands	530	1.7
20	Italy	499	2.4	Malta	494	1.0	Germany	528	2.4	Hungary	529	3.2
21	Turkey	493	4.0	New Zealand	493	3.4	Lithuania	528	2.5	Czech Republic	528	2.2
22	Malta	481	1.6	Malaysia	465	3.6	Denmark	527	2.1	Bulgaria	524	5.3
23	United Arab Emirates	477	2.3	United Arab Emirates	465	2.0	Canada	525	2.6	Cyprus	523	2.7
24	Malaysia	471	4.1	Turkey	458	4.7	Serbia	525	3.7	Germany	522	2.0
25	Bahrain	466	2.2	Bahrain	454	1.4	Australia	524	2.9	Slovenia	520	1.9
26	Qatar	457	3.0	Georgia	453	3.4	Slovak Republic	520	2.6	Sweden	519	2.8
27	Iran	456	4.0	Lebanon	442	3.6	Northern Ireland	520	2.2	Serbia	518	3.5
28	Thailand	456	4.2	Qatar	437	3.0	Spain	518	2.6	Australia	517	3.1
29	Oman	455	2.7	Iran	436	4.6	Netherlands	517	2.7	Canada	511	2.3
30	Chile	454	3.1	Thailand	431	4.8	Italy	516	2.6	Italy	507	2.6

Medals Attained by Our Students in the Asian Pacific/International Olympiad

Year	2013	2014	2015	2016	2017
Total	26G 12S 9B 3H	22G 18S 8B 3H	24G 17S 6B 3H	29G 9S 9B 4H	...
Asian Pacific Mathematics Olympiad	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H
Asia Physics Olympiad	Indonesia 20 Countries 5G 3B 4 th	Singapore 27 Countries 1G 5S 2B 3 rd	China 25 Countries 3G 5S 3 rd	Hong Kong 26 Countries 3G 1S 3B 1H 3 rd	Russia 23 Countries 2G 1S 5B 3 rd
International Mathematics Olympiad	Colombia 97 Countries 2G 4S 8 th	South Africa 101 Countries 4G 2B 3 rd	Thailand 104 Countries 4S 1B 1H 18 th	Hong Kong 109 Countries 3G 3S 5 th	Brazil 111 Countries 1G 4S 1H 9 th
International Chemistry Olympiad	Russia 73 Countries 3G 1S 1 st	Vietnam 75 Countries 2G 2S 2 nd	Azerbaijan 75 Countries 4G 1 st	Georgia 67 Countries 3G 1S 2 nd	Thailand 76 Countries 4G 1 st
International Physics Olympiad	Denmark 83 Countries 3G 2S 6 th	Kazakhstan 85 Countries 5G 2 nd	India 82 Countries 4G 1S 3 rd	Switzerland 84 Countries 5G 3 rd	Indonesia 86 Countries 3G 2S 8 th
International Informatics Olympiad	Australia 60 Countries 1G 2B Nil	R.O.C. 81 Countries 1G 3S Nil	Kazakhstan 84 Countries 2G 1S 1B Nil	Russia 83 Countries 1G 1S 2B Nil	Iran 82 Countries 1G 3S Nil
International Biology Olympiad	Switzerland 62 Countries 2G 2S 5 th	Indonesia 61 Countries 4G 1 st	Denmark 60 Countries 3G 1S 5 th	Vietnam 68 Countries 4G 3 rd	United Kingdom 68 Countries 4G 4 th
International Earth Science Olympiad	India 27 Countries 3G 1S 1 st	Spain 21 Countries 3G 1S 1 st	Brazil 23 Countries 1G 3S 1 st	Japan 26 Countries 4G 1 st	France 29 Countries 2G 2S 2 nd
International Junior Science Olympiad	India 48 Countries 6G 1 st	Argentina 39 Countries 1G 5S 1 st	Korea 42 Countries 6G 1 st	Indonesia 48 Countries 5G 1S 1 st	Will be held in December 2017

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