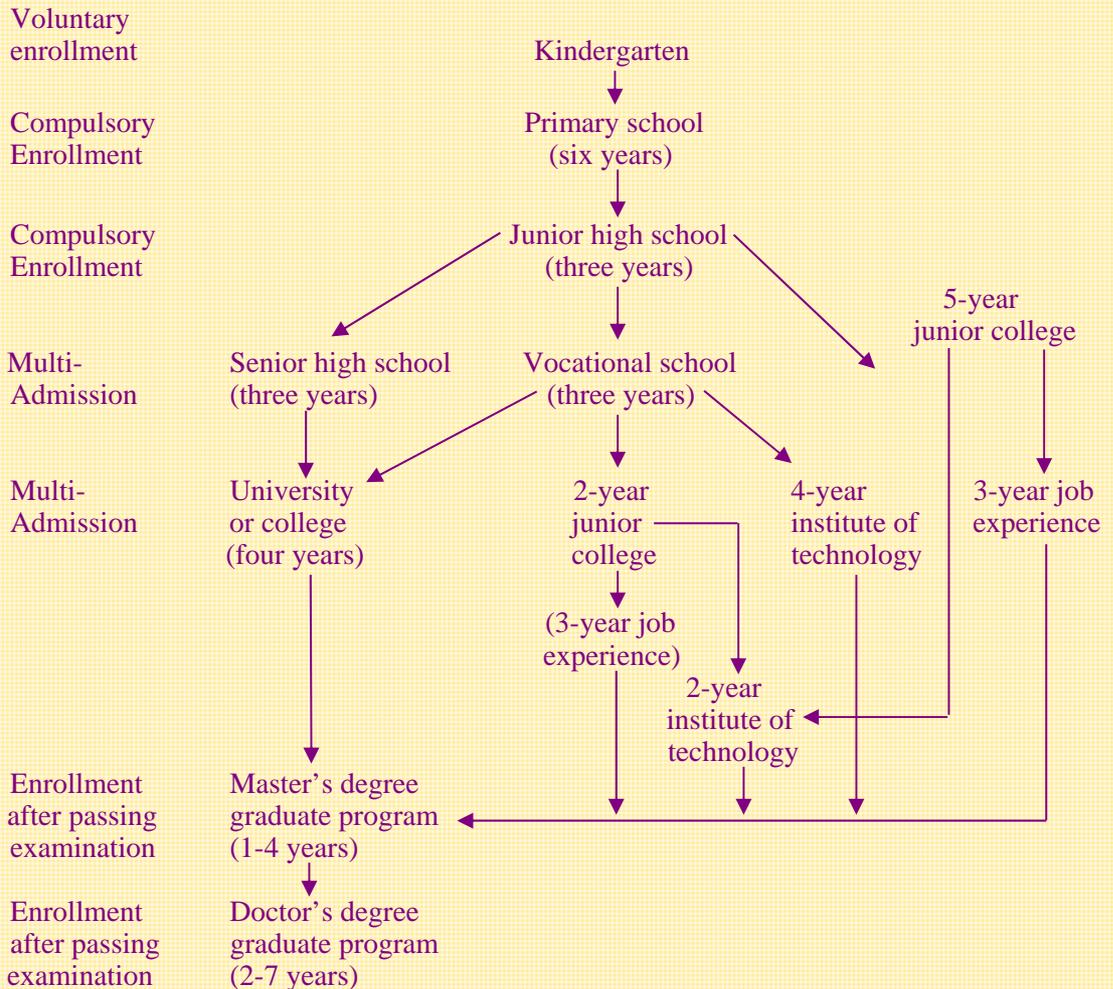


INTRODUCTION

I. General Description

1. School System

A formal education system governed by written regulations has been implemented in this country since the Manchu Emperor Kuanghsiu promulgated a school law in 1902. A number of modifications have turned the education system into the present one, which is briefly described as follows:



(1) It requires a minimum of 22 years to complete education from the kindergarten through the graduate program. The education process includes two years at a kindergarten, six years at an elementary school, three years at a junior high school, three years at a senior high (or vocational) school, and higher education of various lengths.

The duration of the junior college education varies due to difference in admission requirements, i.e., five years for junior high graduates and two years for senior vocational graduates. The university and the college, in principle, require a four-year education. Exceptions are the department of dentistry requiring six years and the department of medicine calling for seven years.

The post-bachelor degree program in “medicine” or “Chinese herbal medicine” established during School Year 1982 requires five years of education. Special schools and supplementary schools require a length of education identical to that of regular schools at the corresponding level.

(2) The kindergarten offers care for children aged four to six. The schooling ages are 6-12 years for the elementary school, and 12-15 years for the junior high school. No written limit is set for the age of students in schools at or above the senior secondary level.

(3) Schools under the special education system are classified into four categories, namely for the blind, the deaf, the mentally challenged, and the physically challenged, respectively. Education can be divided into four stages, i.e., kindergarten, elementary school, junior high school, and senior high (or vocational) school. Also attached to regular elementary and secondary schools are special classes for the mentally challenged, the blind, the deaf, the dumb, the physically challenged, and the gifted. Classes organized for the gifted are specialized in such fields as mathematics, music, fine arts, physical education, etc.

(4) Supplementary schools are classified into two kinds, one for equivalent compulsory education (at the elementary school and junior high school levels) and the other for advanced education (at the senior high school, senior vocational school, junior college,

and college levels). Supplementary schools offer a range of education equivalent to that provided by the elementary school, junior high school, senior high school of similar nature, two-year junior college, and college under the regular education system.

Launched in 1983 was the “Prolonged national education based upon vocational education”, which was renamed the “Practical skill curricula”. The program admits junior high graduates aged 18 or below who have discontinued any advanced, regular school education. The program adopts a flexible length of education, which may be completed in stages year by year. A national open university in 1986 and a municipality in 1987 undertook to provide opportunities to receive undergraduate education.

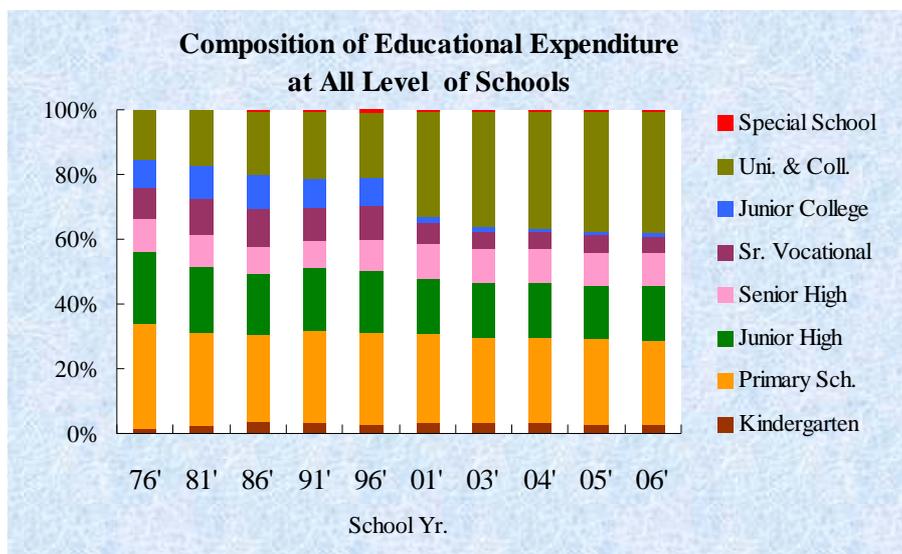
2. School Year

A school year (SY) refers to a one-year period from August 1 of the current year to July 31 of the next year. (For instance, SY2007 covered a period from August 1, 2007 to July 31, 2008.) A school year is divided into two semesters. The first semester covers a period from August 1 of the current year to January 31 of the following year, and the second semester, from February 1 to July 31 of the following year.

3. Current Situation of Schools

Since the Central Government was relocated to Taiwan in 1950, the economy has grown very fast and the population has been rising. To meet practical requirement, the government and the private sector have worked together to pursue the development of education. Consequently, educational expenditure increased year by year to reach NT\$691.0 billion by FY2007. Educational expenditure was equivalent to 5.34% of gross national product.

A comparison in terms of schools over the years is as follows. The number of schools at all levels was 1,504 units in SY1950 when there existed 41.8 schools per 1,000 square kilometers. By SY2007, the number of schools had increased to 8,202 units, up 4.5 folds from SY1950. By then, 227 schools existed per 1,000 square kilometers. The proportions or ratios of teachers, classes, and students are briefly analyzed as follows:

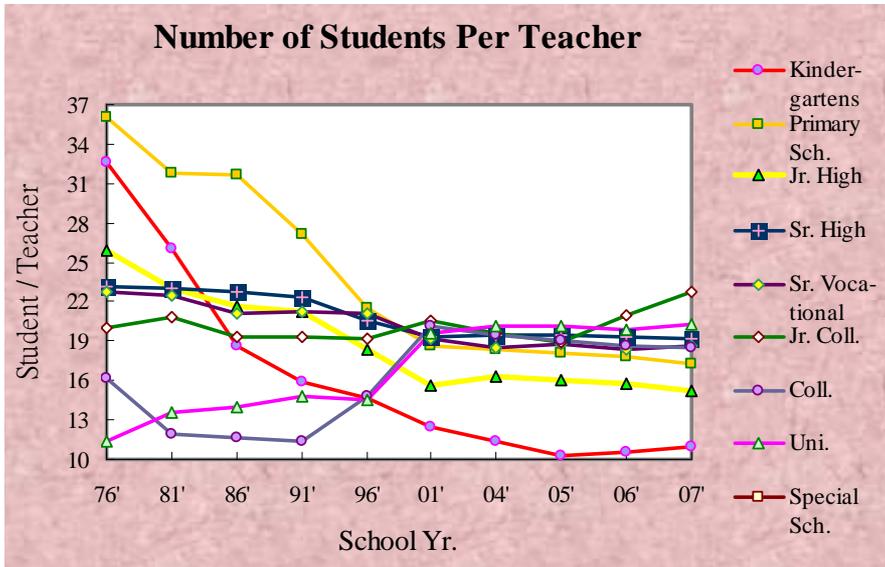


Composition of Educational Expenditure at All Level of Schools

Unit : %

School Yr.	Total	Kinder-garten	Primary Sch.	Junior High	Senior High	Sr. Vocational	Junior College	Univ. & Coll.	Special School
76'	100.00	1.35	32.81	22.13	10.17	9.51	8.62	15.41	...
81'	100.00	2.12	28.82	20.75	9.81	11.17	10.23	17.11	...
86'	100.00	3.79	26.89	18.58	8.50	11.61	10.67	19.53	0.43
91'	100.00	3.18	28.32	19.63	8.59	9.93	8.75	21.13	0.48
96'	100.00	2.90	28.39	18.87	9.67	10.53	8.69	20.13	0.82
01'	100.00	3.17	27.61	17.31	10.61	6.21	1.88	32.63	0.59
03'	100.00	3.21	26.32	17.17	10.40	5.43	1.31	35.52	0.64
04'	100.00	3.17	26.44	16.86	10.54	5.31	0.89	36.12	0.66
05'	100.00	2.88	26.22	16.43	10.47	5.29	0.85	37.22	0.62
06'	100.00	2.82	26.17	16.42	10.56	5.17	0.68	37.58	0.59

- (1) Teachers and Students: On the average, each teacher took care of 19.03 students in SY2007, down from 36.35 students in SY1950. This meant that the teachers increased faster than the students, a phenomenon significantly benefiting students.
- (2) Classes and Students: The number of students per class averaged 32.92 persons in SY2007, down from 51.76 persons in SY1950. Attaining expected results of teaching was easier with fewer students in each class.



Unit : Person

School Yr.	Total	Kinder-gartens	Primary Sch.	Jr. High	Sr. High	Sr. Vocational	Jr. Coll.	Coll.	Univ.	Special Sch.
76'	29.90	32.66	36.04	25.94	23.16	22.70	20.00	16.22	11.42	6.65
81'	27.25	26.10	31.79	22.97	22.99	22.50	20.79	11.92	13.53	5.24
86'	26.31	18.67	31.59	21.63	22.70	21.17	19.38	11.67	13.92	5.20
91'	24.22	15.83	27.20	21.23	22.29	21.28	19.35	11.38	14.82	3.72
96'	21.00	14.67	21.46	18.30	20.62	21.06	19.16	14.80	14.51	3.75
01'	19.71	12.44	18.60	15.67	19.37	19.19	20.56	20.17	19.60	3.58
04'	19.59	11.35	18.31	16.28	19.41	18.48	19.57	19.48	20.08	3.73
05'	19.29	10.27	18.02	16.00	19.44	18.81	18.92	18.98	20.11	3.72
06'	19.30	10.60	17.86	15.70	19.30	18.38	21.01	18.63	19.93	3.79
07'	19.03	11.02	17.31	15.24	19.12	18.68	22.73	18.55	20.25	3.84

(3) Population and Students: There were 228.37 students per 1,000 population in SY2007, up from 139.64 students in SY1950.

(4) Composition of Students at Different Level Schools: In SY1950, elementary schools and junior high & vocational schools accounted for 93.96% of total students, senior high and senior vocational high schools for 3.39%, institutes for higher education for 0.63%, and other learning institutes (including kindergartens, supplementary schools

and special schools) for 2.02%. In SY2007, the proportions changed to 51.64% for elementary schools and junior high schools, 14.38% for senior high and vocational schools, 25.29% for institutes for higher education, and 8.69% for other learning institutes. These statistics demonstrated an upward movement from the compulsory education to a higher level.

II. Kindergarten

A kindergarten is designed to pursue healthy, physical and mental development of children. Education at this level, mainly focused on health education, living education, and ethics education, takes place closely with home education. The ultimate goals are to help children maintain physical and mental health, pick up good behavior practices, learn life experience, absorb correct ethics concepts, and enjoy exposure to social life.

Voluntary enrollment adopted at this stage of education requires a length of one to two years. The government, limited by financial resources, is still unable to include kindergartens in the compulsory education system. Nevertheless, a growing number of elementary schools have set up affiliated kindergartens.

Kindergarten education was relatively underdeveloped in SY1950 when only 28 kindergartens admitted 17,111 children. Subsequently, a stable society and a prosperous economy brought the female population substantial employment opportunities. Prevalence of education has driven parents to pay more and more attention to education of preschool age children. Children enrolled in kindergartens have been on the rise over the years. By SY2007, a total of 3,283 kindergartens admitted 191,773 children. This headcount was equivalent to 10.2 times of the total number in SY1950

III. Compulsory Education

Compulsory education emphasizes the goal of a balanced education, including ethics, mental training, physical education, social studies, and aesthetics in accordance with the Constitution of this nation. Children aged 6 - 12 are all required to receive free but compulsory education. The government provides the poor with textbooks free of charge.

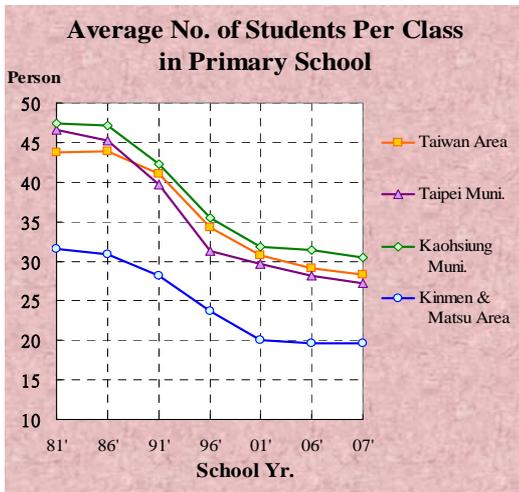
Compulsory enrollment is adopted, and each of the schools at this level is designated

to admit students coming from a designated zone. Prior to SY1968, this level of education covered only six-year elementary schools whose education is focused on physical and mental development of children, ethics, living education, and development of healthy personality.

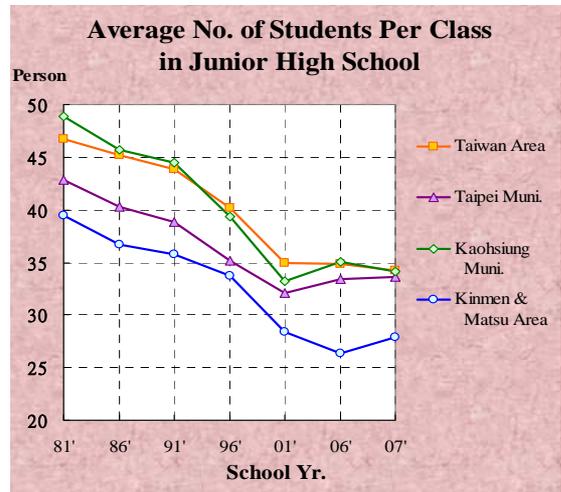
Enrolled school-age children steadily increased over the years, reaching 97.52% by SY1967. The duration of compulsory education was extended from six years to nine years in SY1967 in order to upgrade the national education level and meet national reconstruction requirements. The compulsory education was expanded from the six-year elementary school to include the three-year junior high school.

Versatile, intelligent, and vocation oriented education was provided to help students develop professions, gain confidence in learning and achieve career goals. Since SY1992, junior high schools have enhanced the education in craft and skill education. Besides, students who choose to learn craft and skill can advance to vocational courses in senior high school and enjoy 3 years of free education. In SY2007, a total of 39,691 junior high students were enrolled in the craft and skill training classes.

In SY1950, there were 1,231 elementary schools admitting 906,950 students. The figures in SY1968 were 2,244 elementary schools and 487 junior high schools admitting 2,383,204 students and 617,255 students respectively. By SY2007, the statistics revealed an increase to 2,651 schools in the elementary school level but a decrease to 1,753,930 students. Regarding junior high, increases to 740 schools and 953,324 students were noted. Junior high school graduates seek jobs they desire or they enroll by themselves, after passing the qualification examination, in senior high schools, senior vocational schools, five-year junior colleges, or higher continuing schools.



Average No. of Students Per Class in Primary School



Average No. of Students Per Class in Junior High School

Unit : Person

School Yr. \ District	81'	86'	91'	96'	01'	06'	07'
Taiwan Area	43.80	43.94	41.00	34.21	30.79	29.11	28.32
Taipei Muni.	46.63	45.30	39.63	31.27	29.71	28.14	27.19
Kaohsiung Muni.	47.49	47.11	42.30	35.55	31.86	31.36	30.53
Kinmen & Matsu Area	31.52	30.93	28.15	23.64	20.08	19.60	19.66

Unit : Person

School Yr. \ District	81'	86'	91'	96'	01'	06'	07'
Taiwan Area	43.80	43.94	41.00	34.21	30.79	29.11	28.32
Taipei Muni.	46.63	45.30	39.63	31.27	29.71	28.14	27.19
Kaohsiung Muni.	47.49	47.11	42.30	35.55	31.86	31.36	30.53
Kinmen & Matsu Area	31.52	30.93	28.15	23.64	20.08	19.60	19.66

IV. Senior Secondary Education

Senior high schools and junior high schools fall under secondary education, which, in fact, covers middle schools (i.e., junior high schools and senior high schools), normal schools, and vocational schools (i.e., junior vocational schools and senior vocational schools). With the implementation of the nine-year compulsory education in SY1968, the junior high school has been included in the compulsory education program as described earlier. Also since then, junior vocational schools have terminated their enrollment and they have closed down one after another.

Normal schools began to change and transform into junior normal colleges in SY1960. No normal schools existed by SY1971. (For the historical evolution, please see appended relevant statistical tables.) Junior normal colleges were transformed into four-year teachers' colleges in SY1987.

The secondary education in this section covers the senior high school, the senior vocational school, and the comprehensive high school. These are briefly described as follows:

1. Senior High School

A senior high school offers general education between compulsory education and higher education. The education at this stage is designed to pursue physical and mental development of youngsters and prepare them for study of advanced knowledge and expertise. A senior high school admits junior high graduates to study for three years.

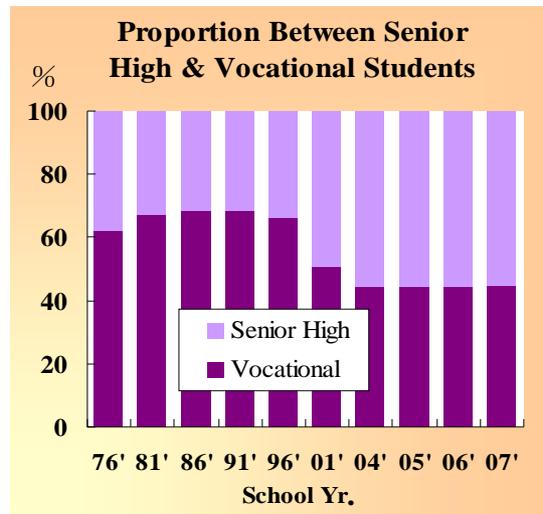
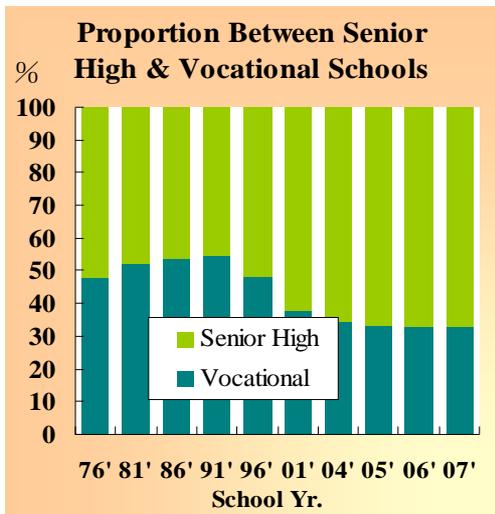
In SY1950, all senior high schools were a part of middle schools, which also included junior high schools. At that time, 62 middle schools admitted 18,866 senior high students. Subsequently, the number of senior high students steadily increased to 197,151 persons by SY1972, more than ten times that of SY1950. Senior high students gradually declined during the period from SY1973 to SY1981 when the government increased enrollment of senior vocational students to meet a growing demand for skilled workers.

Since SY1991, industrial upgrading has produced a growing requirement for senior, professional workers. A new policy was adopted to reduce senior vocational students, causing senior high school students to rise over the years. There were 320 senior high schools and 414,557 senior high students in SY2007. The ratio between senior high students and senior vocational students was 55:45.

Under the current system, senior high graduates may enroll themselves into universities, colleges, or two-year junior colleges or four-year technical college through multi-admissions: by applying, by meeting requirements and passing the entrance exam for special subjects of the individual school, and by registering and then being assigned.

2. Senior Vocational School

A senior vocational school is designed to train youngsters into basic technicians by teaching them vocational knowledge and professional ethics. It admits junior high graduates to study for three years. The goal is to teach youngsters productive knowledge and skills so that graduates could engage in actual productive work after leaving schools.



Comparisons Between Senior High & Vocational Schools

Unit : %

School Yr.	Proportion between Sr.High & Vocational Schools		Proportion between Sr.High & Vocational Students		Proportion between Sr.High & Vocational Students (incl. 1st- 3rd Year in Jr. Coll.)	
	Senior High	Vocational	Senior High	Vocational	Senior High	Vocational
'76'	52.3	47.7	38.0	62.0	34.0	66.0
'81'	47.9	52.1	32.8	67.2	28.7	71.3
'86'	46.2	53.8	31.4	68.6	27.4	72.6
'91'	45.5	54.5	31.4	68.6	27.0	73.0
'96'	51.5	48.5	34.0	66.0	29.6	70.4
'01'	62.4	37.6	49.5	50.5	44.0	56.0
'04'	65.8	34.2	55.7	44.3	51.7	48.3
'05'	66.7	33.3	55.9	44.1	52.3	47.7
'06'	67.1	32.9	55.5	44.5	52.1	47.9
'07'	67.2	32.8	55.0	45.0	51.4	48.6

In SY1950, a total of 77 vocational schools included 44 junior vocational schools, one senior vocational school, and 32 integrated junior and senior vocational schools. Students totaled 34,437 persons, including 23,211 junior vocational students and 11,226 senior vocational students. Junior vocational schools have since been reduced. By SY1968 when the nine-year compulsory education system was implemented, all junior vocational schools stopped admitting any students. Since then, vocational schools have referred to senior vocational schools. Some senior high schools set up vocational programs.

As of SY2007, the number of senior vocational schools increased to 156 units, and 86 senior high schools set up vocational classes. Senior vocational students totaled 339,497 persons. Of the total, 41.22% were majoring in industry, 43.48% in commerce, 2.83% in agriculture, and 9.83% in home economics, and 2.64% in medical care and nursing, maritime and marine products, and arts.

Under the current system, vocational school graduates may choose between employment and enrollment in four-year institutes of technology, two-year junior colleges, or universities/colleges, after taking the unified entrance exam, and going through multi-admissions.

3. Comprehensive High Schools

The comprehensive high school, implemented on a trial basis in SY1996, offers both senior high and vocational curricula. It admits junior high graduates who may delay for three years their choice between the senior high or vocational curricula. Prior to such a selection, they receive tests and advice to help them make a decision. Students who have made a decision may first register to attend both senior high and senior vocational courses for three years in order to increase their common knowledge and reach a goal of personally tailored development.

This kind of education requires both a minimum of school years and a minimum of academic credits. Ten general subjects offered by the school are domestic language, foreign language, mathematics, social science, natural science, arts, living education, physical education, extra-curricular activities, and vocational training. Special subjects are offered through academic and vocational courses. After finishing those subjects, students could either do further studies or seek employment.

Schools should design a curriculum of at least 60 credits each for academic and vocational courses, with 26-30 credits for core curriculum subjects which should be selected according to the Temporary Courses Guidelines for Vocational Schools. Graduation from the school requires a minimum of 160 academic credits. Students who complete 40 credits of vocational courses will receive diplomas with a footnote citing the major subjects taken.

Comprehensive high school graduates may take the joint entrance examination or obtain recommendation letters to enroll in universities, four-year institutes of technology, or two-year junior colleges. As of SY2007, 151 comprehensive high schools admitted 110,215 students.

4. Combined High School

According to the decision of the seventh national educational meeting, the Department of Education finished planning the pilot test program for combined high school to begin in school year 1996. The purpose of the program is to ease junior high students' pressure from senior high school entrance examination and to balance the educational development between urban and suburban areas.

Certain junior high schools in Taipei City, Kaohsiung City, Taipei County, Kaohsiung County, etc. were chosen to join the pilot program. Since then students met the need to attend senior high school and the government had a huge budget saving from not building new schools. As a result, many cities and counties applied to join the program to transfer junior high schools to combined high schools. There were 68 schools in the pilot program as of SY2007.

Combined high school system is a type of senior high school system, which educates students from the age of 12 to 18, including junior and senior high school students with unified school government. Junior high school entrance follows the district system of the Compulsory School Regulations; however, senior high school entrance system follows the Senior High School Regulation with multiply entering procedures.

Since the release of Senior High School Regulation Amendment on July 14, 1998, combined high school systems have obtained legal source. All local governments can follow the law to establish combined high school system and become a part of multiple high school systems. This has established great foundation for increasing high school capacity and balancing the development of district high schools.

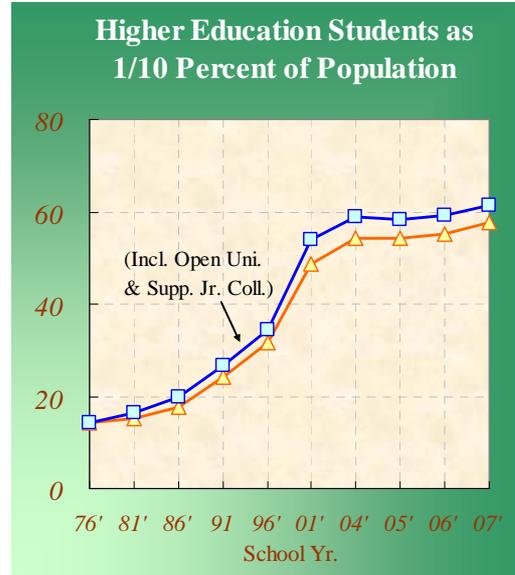
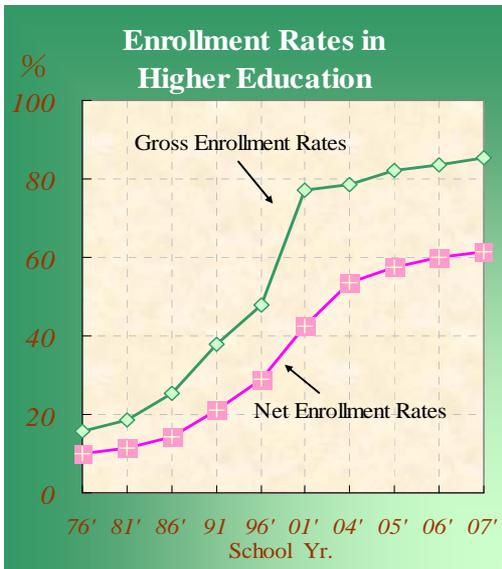
V. Higher Education

Higher education covers junior colleges, colleges, universities, and graduate schools. A junior college is basically designed to teach applied sciences and educate skilled workers. Colleges, universities, and graduate schools are designed to pursue advanced study and educate professional personnel.

There were one university, three colleges, and three junior colleges and there were three graduate schools affiliated with the university in SY1950. These schools admitted 6,665 students. Subsequently due to economic development, the demand for professional personnel went up. The government spared no efforts to set up public institutions of higher learning and opened up for the establishment of private ones.

Institutions of higher education have been inaugurated since 1974. As of SY2007, there were 164 institutions of higher education (including 100 universities, 49 colleges, and 15 junior colleges), which admitted 1,326,029 students, and 3,118 affiliated graduate program institutes, which admitted 204, 225 graduate students.

1. Junior colleges can be classified into three categories depending on enrollment qualification requirement. They are as follows:



Enrollment Rates and Students as 1/10 Percent of Population in Higher Education

School Yr.	Higher Education			
	Net Enrollment Rates %	Gross Enrollment Rates %	Students as 1/10 Percent of Population	Students as 1/10 Percent of Population (Incl. Open Uni. & Supp. Jr. Coll.)
76'	9.97	15.70	14.27	14.27
81'	11.47	18.71	15.17	16.53
86'	14.24	25.18	17.73	19.89
91	20.98	37.92	24.18	26.80
96'	29.07	47.71	31.52	34.33
01'	42.51	77.12	48.78	54.10
04'	53.51	78.56	54.15	58.84
05'	57.42	82.02	54.16	58.20
06'	59.83	83.58	55.25	59.13
07'	61.41	85.31	57.76	61.46

Note:1. The number of students exclude who studied in the forth three years in 5-year junior college.

2. Gross enrollment rates in higher education exclude the students in graduate schools, open universities and continuing schools

(1) Five-year Junior College:

A five-year junior college admits junior high graduates to study for five years. An associate bachelor's degree is granted upon successful completions of the undergraduates course of studies ◦

(2) Two-year Junior College:

A two-year junior college admits vocational school graduates majoring in relevant sciences and senior high (vocational) graduates having relevant job experience. Students shall receive two years of education, while those majoring in architecture must study for three years.

2. Universities whose qualification requirements may vary for different programs are described as follows:

(1) Ordinary Undergraduate Program: This program admits senior high (vocational) graduates or students with equivalent level of education to study for four years. Architecture program requires education for five years, dentistry for six years, and medicine for seven years.

(2) Institute of Technology: This program admits junior college graduates majoring in relevant sciences to study for two years. Since SY1988, a four-year program was resumed to admit senior vocational school graduates.

(3) Post-bachelor Degree Department of Medicine (Chinese Herbal Medicine): This program admits university and college graduates with a minimum of four credits each in biology, organic chemistry, physics and mathematics. They must receive five years of education.

(4) Master's Degree Graduate Program: This program admits university and college graduates or students with equivalent level of education to study for two to four years. It also admits three-year junior college graduates with a minimum of two-year job experience and two-year or five-year junior college graduates with a minimum three-year job experience, on a trial basis.

(5) Doctor's Degree Graduate Program: This program admits master's degree graduates or students with equivalent level of education to study for two to six years. It also admits university/college graduates majoring in medicine or having medical science training for a minimum of two years.

Furthermore, to meet a goal of providing lifelong education, universities, colleges, and graduate programs offer a variety of in-service training and provide a chance to acquire advanced study.

V I. Special Education

In the implementation of the special education system, physically and mentally challenged children can receive preschool special education at the age of three. After finishing the nine-year compulsory education, they can apply to attend special classes in high school or in the vocational school. Thereafter, they can go to college either through the multi-channel school admission system or the College Testing of Proficiency for Selected Subjects (CTPSS) for physically and mentally challenged college-bound seniors. Provisions for special education can be found in senior high school and up, which through the special education schools, the resources classes, itinerary services as well as bedside teaching, among the special education arrangements.

1. Special Education School

According to the “Special Education Law” promulgated in 1987, the special education school in principle admits students with a specific kind of disability of middle or high degree. Schools are named and identified depending on the disability of the physically and mentally challenged students they receive, such as school for mentally challenged, school for the deaf, school for the blind, and so forth. In 2001, the special education law was revised to encourage different kinds of the special education schools to merge. In SY2007, there are 8 comprehensive special education schools, 3 schools for the deaf, 3 schools for the blind, 9 schools for the mentally challenged and 1 school for the physically handicapped. Of the total enrollment of 6,765 students, there are 305 kindergarten students, 887 elementary students, 1,306 junior high school students and 4,267 vocational school students.

2. Schools with special education class

Special education class attached to the normal school is intended for the students who are physically or mentally challenged. As all learning activities are self-contained, it is also called self-sufficient special education class. Right now, special education classes can be categorized into the classes for the physically and mentally challenged and the classes for the gifted. Physically and mentally challenged classes include those for the mentally challenged, the deaf, the physically challenged and the multi-handicapped. The special education classes affiliated with all of the levels under senior high schools and senior vocational schools numbered 5,620 in school year 2007. The enrollment was 122,679 students.

VII. Social Education

Social education covers a very wide scope, ranging from special education, supplementary and continuing education, adult education, and such social education promotion institutions as museums, libraries, science museums, and art museums.

1. Supplementary and Continuing Education

Supplementary and continuing education is designed to raise education level by teaching the people knowledge, increase productivity by teaching practical skills, and promote advancement of the society by producing healthy citizens. Supplementary and continuing education is composed of fundamental supplementary education, advanced continuing education, and short-term supplementary education.

Citizens whose age exceed the nine-year compulsory education age but who fail to complete the education may receive the fundamental supplementary education. Those already receiving compulsory education may receive advanced continuing education. A person who completes supplementary or continuing education and passes a qualification test shall be granted a diploma equivalent to that issued by a regular school of the same level. In SY2007, there were 551 fundamental supplementary schools admitting 27,932 students, 225 senior high continuing schools admitting 100,782 students, 42 continuing junior colleges admitting 39,344 students, and 44 continuing colleges admitting 29,265 students.

The National Open University (NOU) was inaugurated in 1986, while the Open University of Kaohsiung was inaugurated in 1997. The schools rely on audio-visual instruments to offer adult education, supplemented by face-to-face teaching and guided by correspondence. With the objectives of upgrading the cultural level and improving the quality of manpower, the school has set up the humanities, social science, and business management departments. When entering the school, students are not required to choose their major field of study. On top of common courses, they may sign up for any other courses they are interested in. When a student has earned 60 credits from courses offered by the department of science, he may choose the science as his major. When he crosses the criteria for two sciences, he may apply for two majors. Like ordinary universities, the open universities require a minimum 128 credits for graduation.

The students in open universities can be classified into two categories, formal students and semi-formal students. Formal students are required to have a minimum age of 20 and must have senior high school education or the equivalent level of education when they are enrolled in an open university. Semi-formal students must have a minimum age of 18 when they sign up with an open university. In SY2007, the total number of formal students was 16,321, and 2,890 students graduated from the NOU. Otherwise, Short-term supplementary education whose duration ranges from one month to one year and a half consists of skills & craft supplementary education programs and humanities & science supplementary education programs.

The prolonged national education based on vocational education was renamed the Practical Technical Education Program in January 1995. The program offers junior high graduates (or students) not intending to pursue a higher level of education with a chance to learn a skill. The curriculum is focused on teaching skills and practices, supplemented by an introduction of simple theories. The program offers a flexible stage-by-stage duration of education, including first-year stage, second-year stage, and third-year stage. When a student finishes the three stages of education, he will have attained the level of senior vocational education. The program admits students in spring and autumn or twice a year. It offers those dropping from school but having the intention to go back to school with a chance of returning to school. In SY2005, the program was renamed to the Practical Technical Program, and it admitted 43,425 students in SY2007.

2. Social Education Institutions

There are many social education institutions all over the nation. These are the libraries, museums, science museums, art museums, and cultural centers. A brief description of these institutions follows:

- (1) **Library:** The local governments have spared no efforts to promote the establishment of libraries. So far there are 524 public libraries in the county. That's an average of 1.6 public libraries in each town. Our department has annual budget in providing software and hardware resources to raise the quality of library services.
- (2) **Museum:** A museum is a fixed, permanent non profit-oriented educational and cultural institute designed to collect, preserve, cultivate, research and exhibit cultural and natural objects, samples, models, documents, and data. The museum is open to the public to serve such purposes as academic research, education, and recreation.

Consequently, fine art museum, art museum, memorial hall, artifact museum, zoo, science museum, and observatory could be treated as museums.

In 2007 there were seven national museums, including the National Museum of History, the National Museum of Natural Science, the National Museum of Science and Craft, the National Museum of Taiwan's Prehistoric Culture, the National Marine Science Museum, and the building National Museum of Marine Biology - Aquarium.

- (3) **Others:** Other social education institutions include the National Taiwan Science Education Center, the National Taiwan Arts Education Institute, the National Dr. Sun Yat-sen Memorial Hall, the National Taiwan Democracy Memorial Hall, the National Education Radio, the National Central Library, the National Taiwan Library, Museum of Fine Arts, Observatories, Folk Arts Museums, Zoos, Bird Park, Children's Educational and Recreational Centers, and Orchestras. They all undertake a variety of social education programs to enrich the spiritual life of the public and pursue the idea of education for lifetime.

V III. International Exchange of Students

The Ministry of Education (MOE) has actively sponsored the following programs in order to strengthen international cultural and educational cooperation, promote cultural exchanges, enhance international mutual understanding, increase friendship with foreign nationals in keeping with the diplomatic policy, and to win pragmatic relationship with democratic nations.

1.Grants for Sponsoring International Academic Meeting Domestically and Participating in Such Meeting Abroad:

The MOE offered grants to sponsor 62 international academic meetings in 2007. Doctorate degree candidates participating in international academic meetings abroad under the financial assistance of the MOE have been increasing over the years, up from about 100 grantees in 1984 to 1,206 grantees in 2007. This has effectively upgraded the academic level and status of the nation.

2. Invitation Program for Foreign Cultural & Academic Persons:

Currently, our education is getting internationalized at a very fast rate. Access to information is becoming much easier and the academic climate is reaching maturity. The Ministry of Education's program of inviting foreign individuals from the cultural

and educational sectors will be geared towards the concepts of “quality counts more than quantity,” “equal status” and “substantial mutual benefits” in scholarly exchange relationship. While keeping an eye on the policy goals of local universities for autonomy and “internationalized education,” the Ministry of Education will assist schools to develop programs of international academic cooperation and exchange in the hope of raising the academic standard of the schools.

At present, the invited scholars are internationally known scholars working for the central governments of their respective countries, states or provinces. Besides understanding the respective universities’ research development and signing the specifications of cooperative agreements, the visiting scholars find their understanding of the Republic of China on Taiwan much improved due to some cultural activities arranged for them by the Ministry of Education, which is trying to get involved in academic diplomacy. A total of 138 educational bureau heads, acclaimed college principals and scholars from many counties were invited to Taiwan and to the Ministry of Education in 2007.

3. Art Groups’ Overseas Visit under Sponsorship or Assistance of MOE:

The MOE offered grants to public and private school groups of all levels to perform abroad. The performances covered music, dance, drama and others. Most of the visited nations were in Asia, followed by Europe and North America. A small number were in Latin America and in Africa. Generally, the school culture and art groups’ trips abroad have a significant educational meaning for the younger generation, expanding their international vision, promoting a better understanding of the differences in lifestyles and cultures, and facilitating dealings with people of different countries.

4. Students Going Abroad and Foreign Students Coming to Taiwan:

(1) Overseas Study for Senior High School Graduates: In 1948, Catholic universities in the United States offered to grant full scholarships to senior high school graduates. Senior high school students who had won full scholarships for the entire four years of undergraduate programs from foreign universities and passed the overseas study examination could go abroad to pursue advanced study beginning in 1950. During the period of 1950 to 1955, the overseas study

examination had been held for senior high school graduates every year, and a total of 655 persons passed the examination. The program was suspended due to policy change during the period from 1956 to 1988. The “Regulations for Overseas Study” was amended in 1989 to permit senior high school graduates to study abroad again. Restrictions on foreign studies were abolished in 1990 to enable the students to go abroad for further education.

- (2) Overseas Study for College Graduates:** The self-financed overseas study examination for college graduates had been conducted during the period from 1953 to 1975. A total of 25,130 persons passed the examination. During the period from 1969 to 1976, college graduates could pursue self-financed study overseas in two ways. They could go abroad for study without any examination based on the “Regulations Governing Selection for Overseas Study.” They could also participate in the self-financed overseas study examination sponsored by the MOE. These two ways constituted unequal opportunity.

Consequently, the “Regulations for Overseas Study” was amended in 1976 to drop the self-financed overseas study examination. Subsequently, the “Regulations for Overseas Study” set various requirements for overseas study. Students meeting the requirements could apply for overseas study. As a result, students engaging in self-financed overseas study have been increasing over the years. The “Regulations for Overseas Study” was abolished in 1990, thus, making it easier for students to go abroad for further education.

(3) Government-supported Study Abroad

A. Restore Government-supported Study Abroad

“The Government-supported Overseas Study Plan” was revived in 1955. The funding to support the first group of students who went abroad for further education was from the accrued interest of the National Tsinghua University Foundation, enabling 18 students to study in the United States. In 1960, the central government included the funding into the government budget to allow 10 students to study abroad every year. The “Government-supported Overseas Study Plan” has, thus, become entrenched in the education system in ROC.

B. Increase the Number of Government-supported Students Studying Abroad

To comply with state development requirement, it is important to increase the number of students studying abroad with government support, to diversify the countries and to implement special plan for professional training of technological human resources. Since 1970, 20 students have been selected annually under the “Government-supported Overseas Study Plan” to study abroad and the number has been increasing. In 1992, Commonwealth of Independent States (CIS) countries and Japan for the first time appeared on the list of the “Government-supported Overseas Study Plan.” A total of 150 students went to these countries. In 1998, the short-term program for researchers was added, thus increasing the categories of government-supported overseas study to six. In 2002, to complement the Executive Yuan’s project “Challenge 2008: National Development Emphasis Plan” and “Plan for Training Technological Human Resources,” the “Government-supported Overseas Study Plan” was simplified and a special plan for emphasized technological training of short-term researchers was added, in which 35 students were selected.

C. Change in Implementation of Government-supported Overseas Study Plan

In 2003, the government decided to give partial scholarships to 42 students, instead of offering full scholarships to 20 students. To promote overseas study, the Ministry of Education has gradually increased the projected number of government supported scholarship awards from 74 in 2004 to 107 in 2008.

Partial scholarships increased from 42 in 2003 to 140 in 2004. In 2005, for fulfilling the Executive Yuan’s “Expanding Overseas Study Plan”, the Ministry of Education cooperated with the National Science Council and the Council for Economic Planning and Development, formed a committee and provided support for 143 students. In 2006, the number of the kind of Government-supported students increased to 180. The MOE in 2006, also provided scholarships to 133 students and increased this number to 192 in 2007.

In 2006, the Ministry set up the University-selected International Exchange Students Scholarship and granted it to 224 students, to 512 students in 2007, and to 350 students in 2008. Meanwhile, the MOE also grants study abroad subsidies to those who come from lower income families.

(4) Establish Study-abroad Loans.

To ease the economic burden of the middle- and low- income students as well as to encourage more individuals to pursue masters and doctoral degrees, the Ministry of Education began offering students low-interest loans on August 1, 2004. In 2005 these loans were expanded to students whose families were not middle- or low-income, but had more than two children. In 2006, the ceiling for these loans was set at NT\$1.8 million (payable in 14 years including a 4-year grace period) for doctoral students and NT\$ 900,000 (payable in 8 years including a 2-year grace period) for masters students.

(5) Foreign Students in Taiwan

In the early years not long after the Central Government arrived in Taiwan, there were only a small number of foreign students in Taiwan. To improve the international cultural and educational exchange, the government signed cultural exchange agreements with many friendly countries. Scholarships for foreign students were set up. Exchange professors and students became increasingly common. Exchange of books and publications were initiated. The number of foreign students increased with the passing of time.

The directive issued by the Executive Yuan in August 2003 called for incorporating “Increase the number of foreign students” into the National Development Plan. The goal-oriented management includes setting objectives, policies and growth targets over a 10-year period, including the plan of concrete action, such as the setting up of the “Taiwan Scholarship”.

The Ministry of Education will be in charge of the plan to increase the number of foreign students in Taiwan. The target growth rate of foreign students is ten times, starting with 1,283 students in 2002 to 12,830 students in 2011. The number of foreign students climbed from 3,935 in 2006 to 5259 in 2007, increased 1,324 students, which was the highest in history.

Foreign students in Taiwan mostly pursue studies in three major areas, including humanities, social sciences and sciences and technology. Natural science students made up the biggest percentage at 43.94 percent.

Tri-category	Course of Study	Number of Student	% of Foreign Students
Humanities	Education Science 、 Arts 、 Humanities 、 Design 、 Security Service 、 Unspecified	1,037	19.72
Social Sciences	Social & Behavioral Science 、 Journalism & Information 、 Business & Administration 、 General Law 、 Social Services 、 Personal Services	2,311	43.94
Sciences & Technology	Life Science 、 Natural Science 、 Mathematics & Statistics 、 Computing 、 Engineering 、 Architecture & Building 、 Agri. , Fore. & Fishery 、 Veterinary 、 Health 、 Social Services 、 Transport Services 、 Environmental	1,911	36.34

In 2007, foreign students came from 116 countries. Those originating from Asia made up 70.32% of all foreign students. The foreign students were mainly from:

Country	2007	2006	Growth Rate	
			Number of Student	%
Vietnam	806	434	372	86
Malaysia	700	538	162	30
Indonesia	425	276	149	54
Japan	409	381	28	7
United States of America	348	350	-2	-1
South Korea	342	336	6	2
India	265	162	103	64
Thiland	194	131	63	48
Mongo	131	83	48	58
Philippines	126	76	50	66
Canada	122	94	28	30
Russia	92	68	24	35
Gambia	81	43	38	88
Honduras	61	43	18	42
Paraguay	60	46	14	30

The top 5 schools with the highest number of foreign students are: National Taiwan University with 438 students, National Chengchi University with 405 students, National Normal Taiwan University with 207 students, National Cheng Kung University with 414 students and Ming Chuan University with 426 students.

The Ministry of Education and the Ministry of Foreign Affairs co-signed the “Taiwan Scholarships and Grants Program,” jointly setting up the “Taiwan Scholarships” in November 2003. The Ministry of Economic Affairs and the National Science Council joined in the implementation of the program in May 2004. “Taiwan Scholarships” benefited 1,241 students from 85 countries, including 558 students recommended by the Ministry of Education. In addition, the Ministry of Education is subsidizing foreign students through scholarships in 51 higher educational institutes and in 16 Chinese learning centers affiliated in universities.