



**(1) The Duration of Study:** It requires a total of 22 years to complete education from the kindergarten through the graduate program. The education process includes 2 years at a kindergarten, 6 years at a primary school, 3 years at a junior high school, 3 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., 5 years for junior high graduates and 2 years for senior vocational graduates. The university and the college, in principle, require a 4-year education. Exceptions are the department of dentistry requiring 6 years and the department of medicine for 7 years.

The post-bachelor degree program in “medicine” or “Traditional Chinese medicine” established in school year 1982 requires 5 years of education. Special education schools and supplementary schools require a length of education identical to that of regular schools at the corresponding level.

**(2) School Age:** The kindergarten enrolls children from aged 4 to 6, the primary school from 6 to 12, the junior high school from 12 to 15. No age limit is set for students enrolling in the senior high school or beyond secondary level.

**(3) Special Education School & Class:** The special education system has several categories, namely for the blind, for the deaf, for the mentally challenged, for the physically challenged, and for the comprehensive special education school, all available from kindergarten, primary school, junior high school to senior high (or vocational) school. Also attached to regular primary and secondary schools are special classes for the mentally challenged, the blind, the deaf, the dumb, the physically challenged, and the gifted. Classes for the gifted are specialized in such fields as mathematics, music, fine arts, physical education, etc.

**(4) Supplementary Schools:** Supplementary schools are classified into two kinds, one equivalent to compulsory education (the primary school and junior high school levels) and the other for advanced education (the senior high school, senior vocational school, junior college, and college levels). Supplementary schools offer a range of education program equivalent to that provided by regular primary school, junior high school,

senior high school, 2-year junior college, and 4-year college.

In 1983 the “Prolonged education program based upon vocational education” was launched, later renamed as Practical Technical Program in 2005. The program admits junior high graduates aged 18 or below who do not attend regular high school education. The program is flexible in length of education, allowing students to enroll at different stages.

A national open university was established in 1986, a municipality open university in 1997. In recent years junior colleges and advanced colleges establish various supplementary education programs providing additional opportunities for those who want to receive higher education.

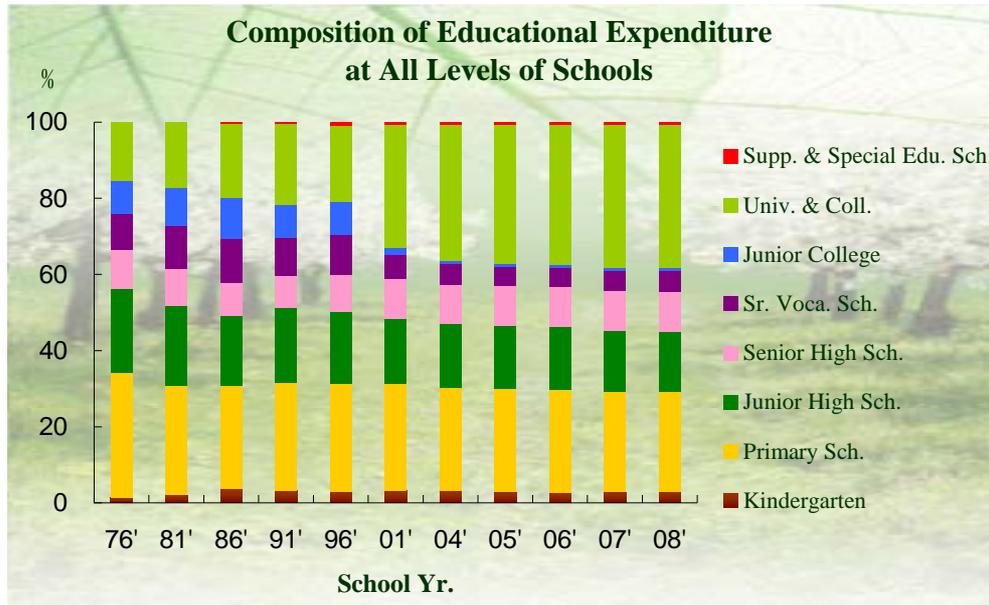
## **2. School Year**

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, SY2009 covers a period from August 1, 2009 to July 31, 2010.) A school year is divided into two semesters. The first semester is 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 rapidly and the population has been rising. To meet the education need, the government and the private sector have worked together to pursue the development of education. Consequently, educational expenditure has been increasing year by year, reaching NT\$798.4 billion by FY2009, equivalent to 6.17% of gross national product of the same year.

The number of schools at all levels was 1,504 units in SY1950 when there existed 41.7 schools per 1,000 square kilometers. By SY2009, the number of schools had increased to 8,060 units, up 4.4 times from SY1950. By then, 223 schools existed per 1,000 square kilometers. The proportions or ratios of teachers, classes, and students are briefly analyzed as follows:

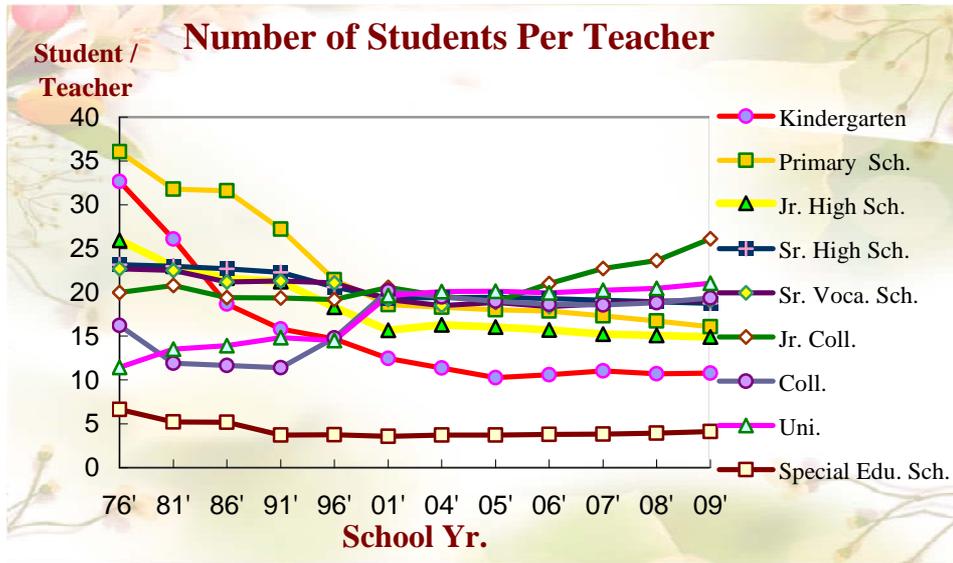


Composition of Educational Expenditure at All Levels of Schools

Unit : %

School Yr.	Total	Kinder-garten	Primary Sch.	Junior High Sch.	Senior High Sch.	Sr. Voca. Sch.	Junior College	Univ. & Coll.	Supp. & Special Edu.
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	3.15	28.09	17.09	10.55	6.18	1.87	32.45	0.62
04'	100.00	3.15	27.06	16.77	10.47	5.27	0.88	35.72	0.69
05'	100.00	2.84	27.06	16.58	10.34	5.22	0.84	36.47	0.65
06'	100.00	2.78	27.10	16.40	10.39	5.09	0.67	36.96	0.61
07'	100.00	2.89	26.21	15.98	10.70	5.20	0.79	37.59	0.64
08'	100.00	2.96	26.04	15.99	10.50	5.42	0.73	37.71	0.66

**(1) Teachers and Students:** On the average, the number of students per teacher was 18.49 in SY2009 and 29.90 in SY1976 down from 36.35 students in SY1950. This increased significantly the care and counselling students received from teachers.



### Number of Students Per Teacher

Unit : Person

School Yr.	Total	Kinder-garten	Primary Sch.	Jr. High Sch.	Sr. High Sch.	Sr. Voca. Sch.	Jr. Coll.	Coll.	Uni.	Special Edu. 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	16.02	19.44	18.84	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	18.70	22.73	18.55	20.25	3.84
08'	18.76	10.69	16.74	15.10	18.91	19.01	23.65	18.81	20.47	3.96
09'	18.49	10.77	16.07	14.91	18.73	19.08	26.13	19.35	21.03	4.11

- (2) **Classes size:** The average number of students per class was 32.10 in SY2009, down from 51.76 persons in SY1950. Teaching is expected more effective with smaller class size.
- (3) **Population and Students:** There were 219.12 students per 1,000 people in SY2009, up from 139.64 students in SY1950.
- (4) **Composition of Students at Different School Levels:** In SY1950, primary schools

and junior high & junior vocational schools accounted for 93.96% of total students, senior high and senior vocational high schools 3.39%, institutes for higher education 0.63%, and other learning institutes (including kindergartens, supplementary schools and special schools) 2.02%. In SY2009, the proportions changed to 50.18% for primary schools and junior high schools, 14.96% for senior high and vocational schools, 26.38% for institutes for higher education, and 8.48% 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 provide a sound physical and mental development for children. Education at this level, mainly focusing 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, cultivate 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 primary 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 SY2009, a total of 3,154 kindergartens admitted 182,049 children. This headcount is up 9.6 times from 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

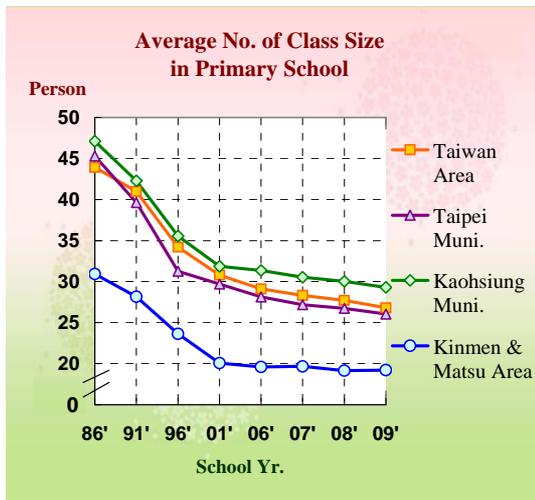
Constitution of this nation. Children aged 6-12 years are all required to receive free but compulsory education. The government provides the poor with textbooks free of charge.

Compulsory enrollment is adopted, and each of the schools at this level is designated to admit students coming from a designated neighborhood. Prior to SY1968, this level of education covered only 6-year primary schools whose education is focused on physical and mental development of children, ethics, living education, and development of healthy personality.

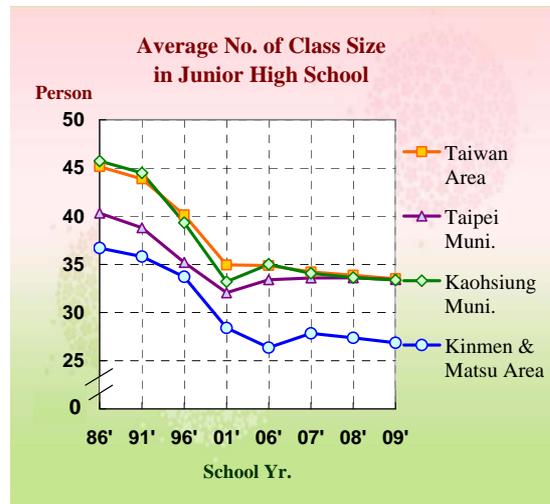
Enrolled school-age children steadily increased over the years, reaching 97.52% by SY1967. The duration of compulsory education was extended from six years to nine years in SY1967 in order to upgrade the national education level to meet national reconstruction need. The compulsory education was thus expanded from the 6-year primary school to include the 3-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 the Practical Technical Programs in senior high school and enjoy 3 years of free education. In SY2009, around 49,000 junior high students were enrolled in the Technical Art Programs.

In SY1950, there were 1,231 primary schools admitting 906,950 students. The figures in SY1968 were 2,244 primary schools and 487 junior high schools admitting 2,383,204 students and 617,225 students respectively. By SY2009, the statistics revealed the number of primary schools increased to 2,658 with 1,593,414 students enrolled; and junior high increased to 740 schools with 948,634 students enrolled. Junior high graduates could seek jobs or continue education in senior high school, senior vocational school, 5-year junior college, or higher learning institute after passing entrance examinations or through placement screening recommendation.



Average No. of Class Size in Primary School



Average No. of Class Size in Junior High School

Unit : Person

School Yr.	86'	91'	96'	01'	06'	07'	08'	09'
Taiwan Area	43.94	41.00	34.21	30.79	29.11	28.32	27.70	26.81
Taipei Muni.	45.30	39.63	31.27	29.71	28.14	27.19	26.74	26.06
Kaohsiung Muni.	47.11	42.30	35.55	31.86	31.36	30.53	30.03	29.29
Kinmen & Matsu Area	30.93	28.15	23.64	20.08	19.60	19.66	19.15	19.23

Unit : Person

School Yr.	86'	91'	96'	01'	06'	07'	08'	09'
Taiwan Area	45.14	43.86	40.12	34.94	34.88	34.21	33.87	33.50
Taipei Muni.	40.30	38.79	35.20	32.05	33.40	33.59	33.61	33.42
Kaohsiung Muni.	45.71	44.49	39.33	33.20	35.01	34.08	33.62	33.36
Kinmen & Matsu Area	36.70	35.80	33.70	28.39	26.35	27.84	27.37	26.86

## IV. Senior Secondary Education

Junior high education and senior high education fall under secondary education, which, in fact, covers high 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 9-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 closed down one after another.

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

4-year teachers' colleges in SY1987 to improve quality of primary school teachers.

The senior secondary education in this section covers the senior high school, the senior vocational school, the comprehensive high school, and the combined 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 an upper part of high schools, which also included junior high schools. At that time, 62 senior high schools admitted 18,866 senior high students. Subsequently, the number of senior high students steadily increased to 197,151 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.

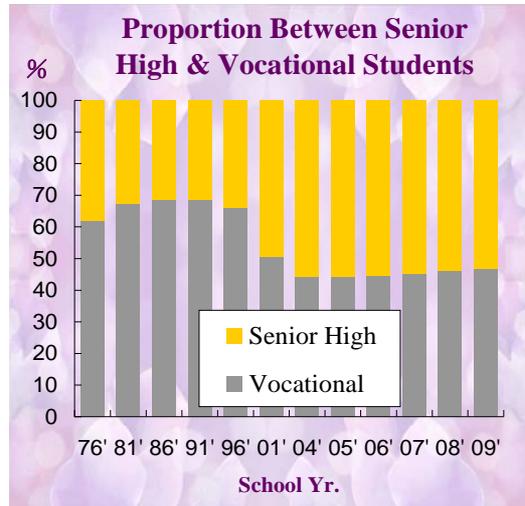
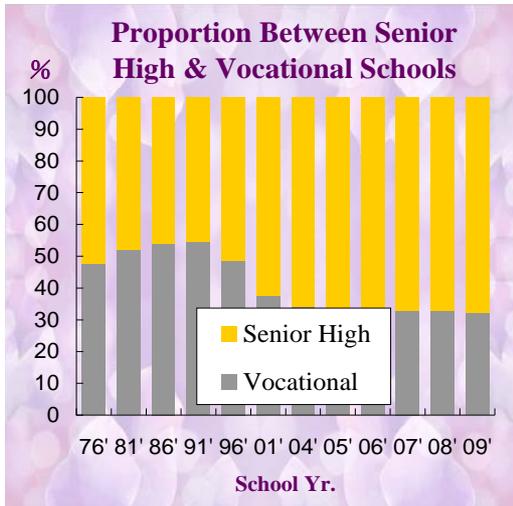
Since SY1991, industrial upgrading has produced a growing requirement for senior, professional workers. A new policy was adopted to reduce senior vocational students, causing senior high school students to rise over the years. There were 330 senior high schools with 403,183 students enrolled in SY2009. The ratio between senior high students and senior vocational students was 53:47.

Under the current system, senior high graduates may enroll themselves into universities, colleges, 2-year junior colleges or 4-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 3 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
08'	67.3	32.7	54.0	46.0	50.5	49.5
09'	67.9	32.1	53.2	46.8	49.8	50.2

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 9-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 SY2009, the number of senior vocational schools increased to 156, and there were 91 senior high schools setting up vocational classes. The total number of senior vocational students was 354,608, of which 39.11% majored in industry, 46.24% in commerce, 2.79% in agriculture, 9.16% in home economics, and 2.70% 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 4-year institutes of technology, 2-year junior colleges, or universities/colleges, after taking the unified entrance exam, and going through multi-admissions.

### **3. Comprehensive High Schools**

The comprehensive senior high school implemented on a trial basis in SY 1996. It offered both senior high and senior vocational curricula. Junior high graduates who had not decided on attending either senior high or vocational curricula take tests and receive counseling to help them make a decision. After making a decision, they may first register to attend both senior high and senior vocational courses in order to increase their general knowledge and acquire a well-rounded education.

National language, foreign language, mathematics, social science, natural science, arts, living education, health and physical education, and civil national defense are the general subjects offered. Students are required to complete a minimum number of class hours and academic credits. More specialized academic or vocational courses are also offered in order to prepare students to either go on to the next educational level or seek employment.

Senior high academic subjects should be based on the MOE-approved Temporary Curriculum Outline for Required Common Subjects for Senior High Schools for SY2006. Senior vocational curricula should be based on the Table for Specialized Courses and on the Temporary Curriculum Outline for Vocational Schools for SY2006. Each stream decides on special subjects and practical training courses to be offered.

Schools should design a curriculum of at least 60 credits for both academic and vocational courses, with 26-30 credits for core curriculum subjects, 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 through recommendation process to enroll in universities, 4-year institutes of technology, or 2-year junior colleges. As of SY2009, there were 139 comprehensive high schools with 96,396 students enrolled.

#### **4. Combined High School**

According to the decision of the Seventh National Educational Meeting, the Department of Education planned a pilot test program for combined high school to begin in SY1996. 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 71 municipal, county or city combined high schools in the pilot program as of SY2009.

Combined high school system is a type of 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.

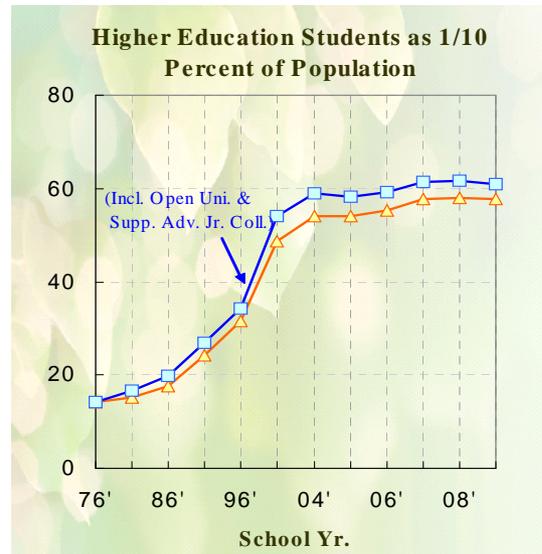
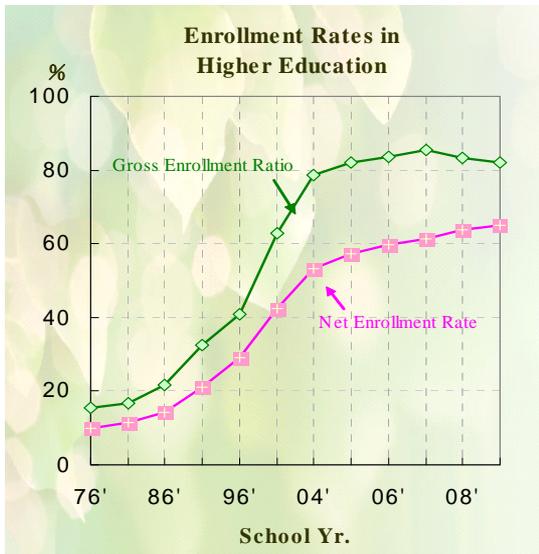
Since the release of Senior High School Regulation Amendment on July 14, 1999, combined high school systems have obtained legal status. All local governments can follow the law to establish combined high school system and become a part of multiple high school systems. This has established great foundation for increasing high school capacity and balancing the development of district senior high education.

### **V. Higher Education**

Higher education covers junior colleges, colleges, universities, and graduate schools. A junior college is basically designed to teach applied sciences and technique for educating practical and specialty talents. Colleges, universities, and graduate schools are designed to pursue advanced study and educate professional human resources.

There were 1 university, 3 colleges, and 3 junior colleges and 3 graduate schools affiliated with the university in SY1950. These schools admitted 6,665 students. Due to economic development and the demand for professional personnel, government spared no efforts to set up public institutions of higher learning and opened up for the establishment of private ones in the years followed.

Institutions of higher education have been increasing since 1974. As of SY2009, there were 164 institutions of higher education including 105 universities, 44 colleges, and 15 junior colleges. The total number of students was 1,336,592. Also, there were 3,360 affiliated graduate programs with 217, 152 graduate students enrolled.



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

School Yr.	Higher Education			
	Net Enrollment Rate %	Gross Enrollment Ratio %	Students as Permillage of Population	Students as Permillage of Population (Incl. Open Uni. & Supp. Adv. Jr. Coll.)
76'	9.97	15.40	14.27	14.27
81'	11.47	16.71	15.17	16.53
86'	14.24	21.58	17.73	19.89
91'	20.98	32.37	24.18	26.80
96'	29.07	40.90	31.52	34.33
01'	42.51	62.96	48.78	54.10
04'	53.20	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
08'	63.76	83.18	58.06	61.63
09'	64.98	82.17	57.81	60.94

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

2. Gross enrollment ratio in higher education exclude the students in graduate schools, open universities and supplementary advance institutes.

**1. Requirements for admission into junior colleges are as follows:**

**(1) 5-year Junior College:**

A 5-year junior college admits junior high graduates to study for 5 years. An associate bachelor's degree is granted upon successful completion of the required curricula.

**(2) 2-year Junior College:**

A 2-year junior college admits vocational school graduates majoring in relevant sciences and senior high (vocational) graduates having relevant job experience. Students shall receive 2 years of education, while those majoring in architecture must study for 3 years.

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

**(1) Undergraduate Program:** After passing a qualifying exam, senior high (vocational) graduates or students with an equivalent level of education study for 4 years. Students of Law and Architecture study for 5 years, Dentistry 6 years, and Medicine 7 years.

**(2) Universities of Technology and Institutes of Technology:** A 2-year course of studies admits junior college graduates majoring in related disciplines. A 4-year course primarily admits senior high (vocational) graduates and additional classes are opened for other senior high (non-vocational) graduates.

**(3) Post-bachelor Program:** Admits university graduates with special knowledge in a specific field to a 4-year course of studies. The program could be extended by 1 or 2 years on a case-by-case basis. Presently, some universities have such programs in Medicine, Chinese Medicine, and Law.

**(4) Master Degree Graduate Program:** After passing a qualifying exam, bachelor's degree holders or those with an equivalent level of education are admitted to a course of studies from 1 to 4 years.

**(5) Doctorate Degree Graduate Program:** After passing a qualifying exam, master's degree holders or those with an equivalent level of education are admitted to a course of studies from 2 to 7 years. Students graduating from a bachelor's degree program or from a master's degree program and who have outstanding marks may apply to study for a doctorate degree.

Furthermore, to meet the need of lifelong education, universities offer a variety of

on-the-job training courses.

## **VI. Special Education**

The special education system provides preschool education at the age of three for children with physical and mental disabilities. They can then continue on to complete the nine-year compulsory education. Beginning in SY2001, they can apply to attend high school or vocational school through a diversity of channels such as by applying for admission, by selection, by registration distribution, and through a 25 % addition to their total scores for the Basic Aptitudes Test, plus a 2 % allocation for students with disabilities in the list of admitted students.

Students with physical or mental disabilities also have the choice to attend either special education classes in senior high or senior vocational schools or senior vocation section in special education schools. Additionally, the competent educational authority at each school level may decide on their admission. Thereafter, they can go to college either through the multi-channel school admission system or enter the selection process established by each school. Provisions for special education are now available at levels below senior high school. These include senior vocational special classes, special education schools, special classes in junior high schools, primary schools and kindergartens (incl. nurseries), resources classes, itinerant counseling classes, and even bedside teaching.

### **1. Special Education School**

Enforcement Rules of Special Education Law promulgated in 1987 stipulated that special education schools admit students with only one kind of disability with moderate and serious disabilities. The name of the school thus depended on the kind of disability its students had. Hence, there were schools for the mentally challenged, schools for the deaf, schools for the blind, and schools for other disabilities. The Special Education Law revised in 1997 revoked the stipulation of classifying special education schools according to specific disabilities. Now the special education schools included a new category of comprehensive special education school, experimental school and retained the earlier classification of school for the deaf, school for the blind, and school for the mentally challenged.

In SY1950, there were only 2 special education schools for blind and deaf

children with a total of 384 pupils. By SY2009, there were 24 special education schools, 8 comprehensive schools, 3 schools for blind children, 3 schools for deaf children, 9 for mentally challenged children, and one experimental school. They had a total enrollment of 7,145 students, among them 335 in kindergarten, 838 in primary school, 1,236 in junior high school, and 4,736 in senior high and senior vocational schools.

## 2. Schools with Special Education Classes

Some regular schools organize special education classes either for gifted students or for those suffering from physical or mental disabilities. Such classes can be classified as self-contained special education, distributed resources, and itinerant counseling for the physically and mentally challenged. Presently, self-contained special education classes are for the mentally challenged, the deaf, the physically impaired, the multi-disabled, and other unclassified disabilities. Distributed resources special education classes do not have such distinctions. There are also itinerant counseling services for children who are blind, autistic, deaf, unclassified, undergoing depression, bed-ridden, and home schooling.

Classes for gifted children are categorized into generally gifted, academically talented, artistically talented, and other special talented. Distributed Resources special education classes are for the generally gifted, academically talented, and unclassified classes. In primary and junior high schools as well as in senior high and senior vocational schools, there were 5,741 special education classes with 119,677 students for SY2009.

### Special Education Students at All Levels in SY 2009

No. of Education	Type	Total	Mentally and Physically Challenged		Gifted	
			Subtotal	In General School		In Special Edu. School
<b>Grand Total</b>		<b>146,168</b>	<b>102,816</b>	<b>95,671</b>	<b>7,145</b>	<b>43,352</b>
Pre-school		9,733	9,733	9,398	335	-
Primary School		55,961	39,266	38,428	838	16,695
Junior High School		39,301	23,295	22,059	1,236	16,006
Senior High & Voca. Sch.		31,225	20,574	15,838	4,736	10,651
Junior Coll., Coll. & Univ.		9,948	9,948	9,948	-	-

## VII. Social Education

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

## **1. Supplementary Education**

Supplementary 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 education is composed of fundamental supplementary education, supplementary advanced education, and short-term supplementary education.

Citizens whose age exceed the 9-year compulsory education age but fail to complete the compulsory education may receive the fundamental supplementary education. Those already receiving compulsory education may receive supplementary advanced education. A person who completes supplementary education and passes a qualification test shall be granted a diploma equivalent to that issued by a regular school of the same level. In SY2009, there were 524 fundamental supplementary schools with 24,037 students enrolled, 223 supplementary advanced senior high schools with 92,752 students enrolled, 42 supplementary advanced junior colleges with 31,775 students enrolled, and 43 supplementary advanced colleges with 24,632 students enrolled.

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 facilities 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 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 meets 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, full-time students and part-time students. Full-time 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. Part-time students must have a minimum age of 18 when they sign up with an open university. In SY2009 the total number of full-time students was 16,029. In SY2008 2,516 students graduated from open universities.

The short-term supplementary education class is approved by the department of county or city educational administration. There are 18,276 such classes in 2009. Besides, the prolonged basic education based on vocational education was renamed the Practical Technical Classes 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. The program was renamed the Practical Technical Programs in SY2005, and in SY2009 there were 51,166 students enrolled.

## **2. Social Education Institutions**

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

- (1) Library:** All levels of governments have spared no efforts to promote the establishment of libraries. So far there are 543 public libraries in the nation. That's an average of 1.5 public libraries in each town. Furthermore, since the Executive Yuen ratified the Promotion of Reading and Improved Library Environment: 2009 - 2012 Library Innovation Service Development Project of MOE, the ministry had compiled relative budget in providing software and hardware resources to raise the quality of library services in years of 2009 to 2012.
- (2) Museum:** The museum is designed to collect, preserve, cultivate, research and exhibit cultural and natural objects, samples, models, documents, and data, which 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 2010, the national museums in R.O.C. include 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 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 Chiang Kai-Shek Memorial Hall, the National Chiang Kai-Shek Cultural Center, National Theater & Concert Hall, the National Education Radio, and so on. They all undertake a variety of social education programs to enrich the spiritual life of the public and pursue the idea of education for life-long learning.

### **V III. International Exchange of Culture and Education**

The Ministry of Education 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 International Academic Conference Domestically and Abroad**

In 2009 the MOE subsidized all levels of schools to participate in 50 international academic conferences and provided financial assistance to hold 63 international academic meetings. Doctorate degree candidates participating in international academic meetings abroad under the financial assistance of the MOE have been increasing over the years, and it reached 1,300 grantees in 2009. This has effectively upgraded the nation's academic level and status.

#### **2. Invitation Program for Foreign Educators**

With fast internationalization in Education, information more accessible and academic climate more mature, the program of MOE for inviting foreign educators will adopt the concepts of "quality counts more than quantity", "equal status" and "substantial mutual benefits". In order to assist local universities to achieve the goal of "internationalized education", the MOE help schools to develop programs of international educational cooperation and exchange in the hope of raising the academic

standard of the schools.

At present, the invited foreigners include educational administrative leader working for the central and state governments and internationally known scholars. Besides understanding the respective universities' research development and signing the special cooperative agreements, the visiting scholars find their understanding of the Republic of China on Taiwan much improved due to cultural activities arranged by the MOE, which is a good practice of educational and academic diplomacy.

In SY2009, a total of 73 educational administrative leaders, acclaimed college presidents and renowned scholars from many countries were invited to visit the R.O.C.

### **3. Art Groups' Overseas Performance**

The MOE offered grants to public and private school performance groups 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 cooperation with people of different countries.

### **4. Students Going Abroad and Foreign Students Coming to R.O.C.**

**(1) Overseas Study for Senior High School Graduates:** In 1948, Catholic universities in the United States offered 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 long term education policy in R.O.C.

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

To meet the need of state development, 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 2009: National Development Priority Plan” and “Plan for Training Technological Human Resources”, the “Government-supported Overseas Study Plan” was simplified and a special plan for 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 MOE has gradually increased the number of government supported scholarship awards from 74 in 2004 to 115 in 2009.

Partial scholarships increased from 42 in 2003 to 140 in 2004. In 2005, for fulfilling the Executive Yuan’s “Expanding Overseas Study Plan”, the MOE cooperated with the National Science Council (NSC) and the Council for Economic Planning and Development to form a committee to provide support for 143 students. In 2006, the number of the kind of Government-supported students increased to 180. The MOE continuously provided scholarships to 133 students in 2006, 192 students in 2007, and gradually increased the number of scholarships awarded to 300 students in 2009.

### **D. Select Short-term Study and Technology Focused Short-term Study Students**

The participating students in the Short-term Study Exam and the Technology Focused Short-term Study Exam for Government Aid are similar to those of programs offered by the National Science Council, therefore in 2004 was merge to NSC program. Post-doctorial Study Exam in the same situation was merged to NSC program also in 2005.

## **(4) Establish the University-selected International Exchange Students Scholarship**

For expanding the international vision of outstanding or lower income students, the MOE set up the University -selected International Exchange Students Scholarship in 2006, and granted it to 224 students. From then on, the MOE had granted such kind scholarship to 512 students in 2007, to 450 students in 2008, and to 632 students in 2009.

#### **(5) 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 MOE 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 going abroad to study. In 2009, the ceiling for doctoral students loans were set at NT\$2 million. Students can pay back in 16 years. Master students loans were NT\$ 0.9 million and pay back in 10 years.

#### **(6) Foreign Students in R.O.C.**

In the early years not long after the Central Government arrived in Taiwan, there were only a small number of foreign students in R.O.C. To improve the international cooperation and exchange, the government signed educational cooperation 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 over the years.

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 “Taiwan Scholarship”.

The MOE is in charge of the plan to increase the number of foreign students in R.O.C. 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 grew substantially the first year following the initiation of the plan. In 2009, there were 7,764 foreign students, an increase of 1,506 from 6,258 in 2008. The growth rate was 24.1%.

Foreign students in R.O.C. mostly pursue studies in three major areas: humanities, social sciences and sciences and technology. The number of students majoring in social science was 3,392 in 2009 SY, and was the highest among the three areas. The distributions of the above three areas are as below:

### Number of Foreign Students Studying in R.O.C. —by Major Area

Unit : Person ; %

Tri-category	Course of Study	Number of Student	% of Foreign Students
Humanities	Education Science、Arts、Humanities、Design、Security Service、Unspecified	1,687	21.73
Social Sciences	Social & Behavioral Science、Journalism & Information、Business & Administration、General Law、Social Services、Personal Services	3,392	43.69
Sciences & Technology	Life Science、Natural Science、Mathematics & Statistics、Computing、Engineering、Architecture & Building、Agri., Fore. & Fishery、Veterinary、Health、Transport Services、Environmental Protection	2,685	34.58

In 2009, foreign students came from 112 countries. Asia students made up 72.7% of all foreign students. Following table is the statistics of foreign students studying in Taiwan by countries.

The top 5 schools with the highest number of foreign students are: National Taiwan University with 591 students, Ming Chuan University with 579 students, National Cheng Kung University with 553 students, National Cheng Chi University with 515 students, and National Taiwan Normal University with 359 students.

## Number of Foreign Students Studying in R. O. C.— by Country

Unit : Person ; %

Country	2009	2008	Growth Rate	
			Number of Student	%
<b>Total</b>	<b>7,764</b>	<b>6,258</b>	<b>1,506</b>	<b>24.07</b>
Vietnam	1,537	1,098	439	39.98
Malaysia	1,224	871	353	40.53
Indonesia	615	534	81	15.17
South Korea	445	357	88	24.65
United States of America	418	370	48	12.97
Japan	403	393	10	2.54
India	315	287	28	9.76
Thailand	304	252	52	20.63
Mongo	234	169	65	38.46
Philippines	177	173	4	2.31
Russia	143	113	30	26.55
Canada	120	111	9	8.11
Others	1,829	1,530	299	19.54

The MOE and the Ministry of Foreign Affairs co-sponsored the “Taiwan Scholarships and Grants Program” 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. In 2009 “Taiwan Scholarships” were awarded to 1,454 foreign students from 91 countries studying in 59 universities. In addition, in order to promote traditional Chinese language and culture, the “Ministry of Education Chinese Language Scholarships” was established in 2005 to encourage foreigners coming to R.O.C. to learn Chinese. In 2009 the scholarships were awarded to 303 students from 42 countries.