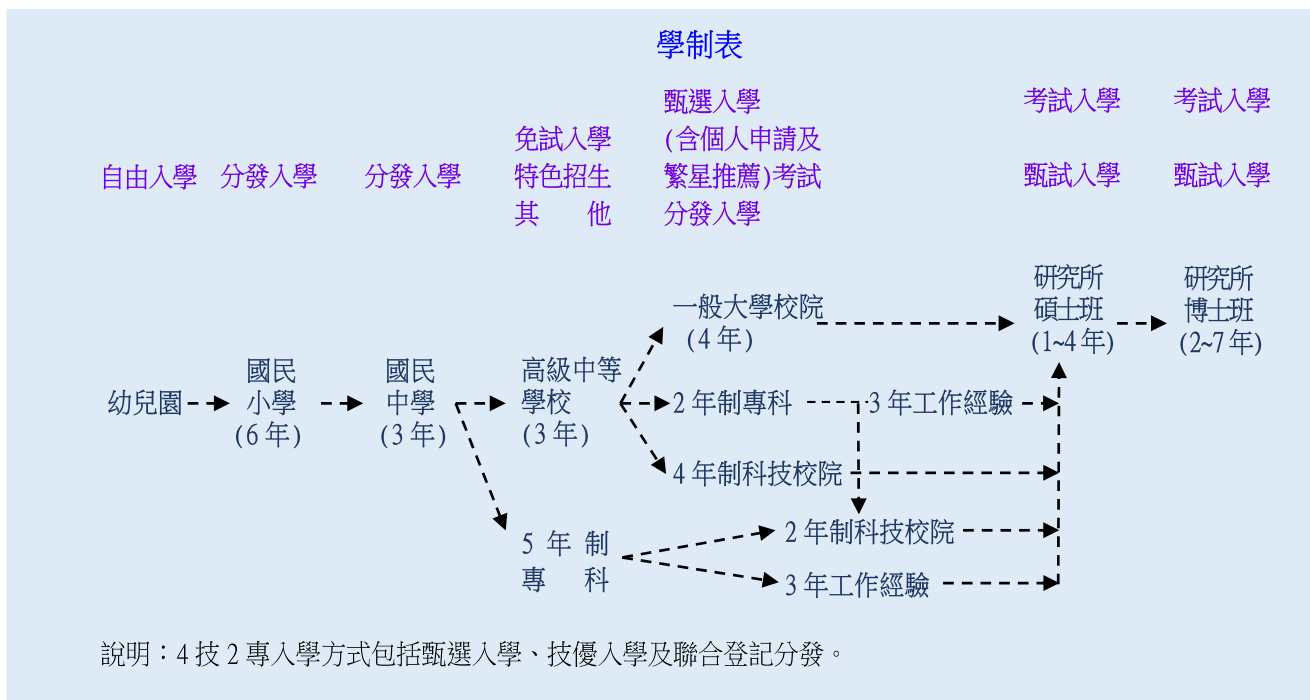


1 我國教育制度簡介

一、學制

我國自清末光緒 28 年（西元 1902 年）頒布欽定學堂章程之後，始有正式明文規定之學制，其後歷經修改演變而成現行之學制，其學制表如下：



（一）修業年限

自國小至研究所之修業年限共 20 年以上，其中包括國民小學 6 年；國民中學 3 年；高級中等學校分別為高中 3 年或職校 3 年；專科學校依入學資格之不同，分別為招收國民中學畢業生入學之五年制專科，及招收職業學校畢業生為主之二年制專科；大學及獨立學院，除牙醫為 6 年、醫學系自 102 學年度起由 7 年改為 6 年外，一般為 4 年；自 71 學年度起增設學士後「醫學系、中醫學系」，各修業 5 年；碩士學位及博士學位修業各至少 1 或 2 年；特教學校、補習及進修學校之修業年限則分別比照同等級之正規學校。

（二）學齡

一般而言幼兒園教保服務年齡為 2 至 6 歲；

國民小學之在學年齡為 6 至 12 歲；國民中學之在學年齡為 12 至 15 歲；高級中等以上學校之在學年齡無限制規定。

（三）特教學校及特教班

特教學校分為綜合型特殊教育學校、啟明、啟聰、啟智及實驗學校等，其程度分為幼兒部、國小部、國中部、高職部等四階段。高級中等以下學校及幼兒園設置之特殊教育班計有集中式特教班、分散式資源班、巡迴輔導班，提供身心障礙學生及資賦優異學生適性特殊教育。

（四）補習及進修教育

分為國民補習教育（國小補校、國中補校）與進修教育（高級中等進修部（學校）、專科進修

學校、進修學院)二類；其程度分別相當於國小、國中、高中、高職、二年制專科及大學。72年起開辦延教班，招收18歲以下不升學之國中畢業生入學，採彈性年段式修業，84年更名為實用技能班，94年更名為實用技能學程。民國75年、86年分別設立國立及高雄市立空中大學，近年來各技專校院陸續附設專科進修學校及進修學院，提供取得大專程度之進修機會。

(五) 學年度

每年8月1日起至次年7月31日為一個學年度，並以8月1日所屬之曆年為學年度之年次(例如民國102年8月1日至103年7月31日為民國102學年度)。每學年區分為二學期，第一學期自8月1日至次年1月31日，第二學期自2月1日至7月31日。

二、學前教育

學前教育是實踐以幼兒為中心及以幼兒最佳福祉為優先考量，其教保服務應與家庭及社區密切配合，以達成維護幼兒身心教育、養成幼兒良好習慣、豐富幼兒生活經驗、增進幼兒倫理觀念、培養幼兒合群習性、拓展幼兒美感經驗、發展幼兒創意思維、建構幼兒文化認同、啟發幼兒關懷環境之目標。

幼兒園階段採自由入園，予以1至4年之教育及照顧服務。學前教育雖非義務教育、非強迫教育，惟為宣示政府與家長共同負擔育兒責任之決心，具體減輕家長經濟負擔，提升5歲幼兒就學機會，教育部研訂5歲幼兒免學費教育計畫，除以就學補助具體減輕家長育兒負擔外，亦規劃多項配套措施，如補助供應量不足地區增設公立幼兒園(班)或非營利幼兒園、補助經濟弱勢幼兒免費參與公立幼兒園之課後留園服務、補助幼兒

園在職教保員修習幼兒園師資職前教育課程專班學分費等，以確保政府補助政策得發揮最大效益，保障家長受補助權益及幼兒所受教保服務基本品質。此外，積極推動幼托整合，自101年1月1日起幼兒教育及照顧法施行，全國幼托園所已全數改制為幼兒園，國內學前教育已邁入新的里程碑。

三、國民教育

我國國民之基本教育採學區分發入學，在57學年度以前僅含國小6年教育，其重點在培養兒童身心健康、教導倫理觀念及重視生活教育，俾造就人格健全之公民。其後由於就學率逐年遞增，至56學年度已達97.52%之普及境界，為提高全民教育水準，適應國家建設需要，乃於57學年度起，將國民教育延伸為9年，初中3年改為國中3年，連同國小6年，合稱9年國民教育。另為落實多元智慧與適性發展的教育理念及協助學生認識生涯職群、養成正確職業觀念以及做好生涯規劃，增進學生對學習的自信，達成生涯試探的目標，並於81年起加強推動國中技藝教育，同時選習技藝教育之學生，可優先升讀高中職實用技能學程，且享有三年免學費的優待。

國民中學學生畢業後，可依照意願進入社會服務或參加免試入學、特色招生入學等管道分別升入高中、高職、五專或高級進修學校繼續就學。

四、高級中等教育

高級中等教育與國民中學合稱中等教育，包括中學(初中、高中)、師範學校、職業學校(初職、高職)3類，但自57學年度實施九年國民教育後，初中改為國中，劃歸國民教育範疇，已如前述，同時初職停止招生，逐年結束，而師範學校早自49學年度開始，分年改制為師範專科學校，60

學年度起，已無師範學校，為提升國小教師教學素質，師範專科學校已於 76 學年度起再改制為四年制師範學院。高級中等教育包括高中、職業學校、綜合高中及完全中學 4 類，茲分述如次：

（一）高級中學

高級中學是介於國民教育與高等教育間之普通教育，其教育係以陶冶青年身心，培養健全公民，奠定研究學術及學習專門知能之預備為宗旨，招收國民中學畢業生修業 3 年。在目前學制下，高中畢業生可經申請、推薦或考試分發進入一般大學校院，或一年後報考四技及二專就讀。

（二）職業學校

職業學校以教授青年職業知能，培養職業道德，養成健全之基層技術人員為宗旨，招收國中畢業生修業 3 年，其教育主旨在培養青年之生產知識與技能，俾畢業後進入社會，從事各項實際生產工作。在目前學制下，職校畢業生亦可選擇就業或升入以招收職業科畢業生入學為主之四年制科技大學、技術學院及二年制專科學校就讀或參加一般大學校院入學考試。

（三）綜合高中

85 學年度起試辦綜合高中，在高級中等學校同時設置學術學程以及專門學程，招收性向未定的國中畢業生，藉試探、輔導歷程，輔導學生自由選課，以延後決定性向；同時對於性向較早確定學生，也可提供兼跨學術與職業學程機會，以培養通識能力，達成適性發展目標。綜合高中採學年學分制，一般科目包括語文、數學、社會、自然、藝術、生活、健康與體育等領域及全民國防教育，各類須再細分出學生修習後能有明確升學預備與就業準備進路的課程。

學術學程之教學科目得參照 99 學年度「普通

高級中學課程綱要」之部定必修科目。專門學程之教學科目得參照專門學程歸群表及 99 學年度「職業學校群科課程綱要」各群部定專業及實習科目。學校應就每一學程至少規劃 60 學分之專精科目，並內含基本必要的核心科目 26-30 學分，核心科目之開設得參照「職業學校群科課程綱要」。

各群部定必修科目畢業時至少須修滿 160 個學分。在特定專門學程修滿 40 學分，得在畢業證書上加註其主修學程。畢業後可自行選擇升學一般大學或四技、二專，或習得一技之長直接就業。

（四）完全中學

為紓緩國民中學學生升學高中之壓力，並均衡城鄉高中發展，教育部依第七次全國教育會議之決議，研擬完全中學試辦計畫，並自 85 學年度起試辦，教授 12 歲至 18 歲國民中學及高級中學教育階段的學生，學校行政採單軌運作的方式進行。國民中學階段學生之入學方式依國民教育法之規定採學區制之方式；高級中學教育階段依高級中學法之規定，採多元入學之方式辦理。高級中學法自 88 年 7 月 14 日修正公布後，完全中學正式取得設立之法源，各直轄市、縣（市）政府亦可依法設立完全中學、成為高級中學多元類型之一種，為擴增高中容量，均衡區域高中教育發展奠定良好的基礎。

103 學年度起實施之十二年國民基本教育，則將高級中等學校分為如下 4 種，確立我國後期中等教育階段學校類型：

- （一）普通型高級中等學校：提供基本學科為主課程，強化學生通識能力之學校。
- （二）技術型高級中等學校：提供專業及實習學科為主課程，包括實用技能及建教合作，強化學生專門技術及職業能力之學校。

(三)綜合型高級中等學校：提供包括基本學科、專業及實習學科課程，以輔導學生選修適性課程之學校。

(四)單科型高級中等學校：採取特定學科領域為核心課程，提供學習性向明顯之學生，繼續發展潛能之學校。

五、高等教育

高等教育包括專科以上學校，計有專科學校、技術學院、科技大學、獨立學院、一般大學，除專科以外均含研究所。專科學校、技術學院及科技大學之教育以養成實用專業人才，及教授應用科學與技術為宗旨；獨立學院、一般大學則以研究高深學術，培育專門人才為宗旨。

目前高等教育各學制入學資格不同，茲分述如下：

(一) 專科學校

1.五年制專科：招收國中畢業生入學，修業時間 5 年，修滿畢業應修學分，授予副學士學位。

2.二年制專科：招收相關類科之職校畢業生或具該類工作經驗之高中（職）畢業生入學，修業 2 年，授予副學士學位。

(二) 大學校院

1.大學學士班：招收高級中等學校畢業生或具同等學力報考資格者入學，修業 4 年；部分學校法律系及建築系為 5 年，牙醫系 6 年，醫學系 7 年（自 102 學年度起改為 6 年）。

2.技術學院及科技大學學士班：二年制招收專科學校相關科組畢業生入學，修業 2 年；

四年制主要以招收高職畢業生入學為主，並開放部分名額予普通高中畢業生就讀，修業 4 年。

3.學士後學士班：招收有學士學位報考資格者入學，修業年限原則為 4 年，得視其性質延長 1 至 2 年。目前有部分大學招收學士後醫學系、中醫學系、法律學系、護理學系及獸醫學系等。

4.學士後第二專長學士學位學程：報考資格為具國內經教育部立案之大學、獨立學院畢業，或於符合教育部採認規定之國外大學或獨立學院畢業，取得學士以上學位者。報考者應已服畢兵役或無兵役義務。學程修業年限為 1 年至 2 年，並得視學程性質予以延長，由學校列入學則定之。本學程學生修業期滿，經考核成績及格，由學校授予學士學位，並加註「學士後○○○學程」字樣。

5.碩士班：招收有學士學位或具同等學力報考資格者入學，修業 1 至 4 年。

6.博士班：招收有碩士學位或具同等學力報考資格者入學者，修業年限 2 至 7 年；修讀學士學位之應屆畢業生或修讀碩士學位研究生，其成績優異並具有研究潛力者，得申請逕修讀博士學位。

此外為能達到終身教育目標，於大學校院開辦多種推廣教育課程及在職專班，提供進修機會。

六、特殊教育

在我國特殊教育之實施，身心障礙幼兒 2 歲即可接受學前特殊教育，繼續接受九年國民義務教育後，十二年國民基本教育實施後，身心障礙

學生完成國民中學教育，其升學管道計有適性輔導安置(含餘額安置)、免試入學及特色招生等 3 種。其中，身心障礙學生適性輔導安置管道有 3 種管道，分別為中、重度身心障礙學生適性輔導安置於特殊教育學校、輕度智能障礙類學生適性輔導安置於高級中等學校集中式特教班以及非智能障礙類學生適性輔導安置於高級中等學校；免試入學及特色招生入學各校之名額採外加百分之 2 名額錄取。擬升學大專校院者除可參加多元入學管道外，並可參加專為身心障礙學生升學大專校院甄試及大學校院單獨招生。現有特殊教育學生安置型態在高級中等以下學校包括特殊教育學校、一般學校及幼兒園之普通班、集中式特教班、分散式資源班、巡迴輔導及床邊教學等方式提供適性特殊教育。

(一) 特殊教育學校

依據民國 76 年發布之特殊教育法施行細則規定，特殊教育學校以招收單一障礙類之中、重度學生為原則，學校名稱則依類別稱之，故有啟智、啟明及啟聰等學校。特殊教育法 86 年修正公布後，新設特殊教育學校採不分障礙類別，取消標記之方向規劃。現有特殊教育學校分為特殊教育學校、啟聰學校、啟明學校、啟智學校及實驗學校。

(二) 高級中等以下學校及幼兒園設置特殊教育班

為因應特殊教育學生教育需求，高級中等以下學校及幼兒園設置之特殊教育班，分為集中式特教班，分散式資源班及巡迴輔導班，提供身心障礙學生及資賦優異學生適性教育。目前身心障礙類集中式特教班分有智障、聽障、肢障、多障及不分類特教班，分散式資源班採不分類，身心障礙巡迴輔導班分有視障巡迴輔導、自閉症巡迴輔導、不分類巡迴輔導、聽語障巡迴輔導、病弱巡迴

輔導、情緒行為障礙巡迴輔導、床邊教學巡迴輔導及在家教育巡迴輔導。資優類集中式特教班分有學術性向及藝術才能特教班，分散式資源班分為一般智能、學術性向、藝術才能及不分類資源班，巡迴輔導班分為一般智能及不分類巡迴輔導班。

(三) 大專校院設置特殊教育專責單位

依據特殊教育法第三十條之一第一項規定，訂定高等教育階段學校特殊教育專責單位設置及人員進用辦法，該辦法規定學校得設置或指定一級單位為專責單位，專辦身心障礙教育有關事項。

七、終身教育

終身教育之範圍甚廣，包括成人教育、社區教育、補習及進修教育、家庭教育、高齡教育，與負責推展社會教育之國立社教機構等。

(一) 成人教育

75 學年度設立國立空中大學一所，86 學年度增設高雄市立空中大學，以多元媒體教育方式，輔以面授，書面輔導，實施成人進修教育，旨在提高國民教育文化水準，改進人力素質。空中大學之學生分全修生、選修生兩種。全修生招收具有高中畢業或同等學力者入學；選修生不限學歷年滿 18 歲，以登記方式，入學者修滿 40 學分成績及格者，視同全修生入學資格。

(二) 社區教育

為提升民眾公民意識、關懷社會重大議題、參與社區教育，教育部補助、獎勵及輔導各縣市社區教育機構(社區大學)推廣終身學習活動。未來將持續鼓勵縣市研發在地文化課程，發展各社區大學自我特色為主，並持續參與非正規課程認證，提升教學品質，以強化社區學習組織公共參

與願景，活化社區學習能量，帶動社區之永續多元發展。

（三）補習及進修教育

補習及進修教育，以補充國民生活知識，提高教育程度，傳授實用技藝，培養健全公民，促進社會進步為目的。目前補習及進修教育區分為國民補習教育、進修教育與短期補習教育 3 種，凡已逾學齡未受 9 年國民教育之國民，予以國民補習教育（國小補校、國中補校）；已受 9 年國民教育者得接受進修教育；志願增進生活知能者，得受短期補習教育，短期補習班以各縣（市）主管教育行政機關為主管機關，至 104 年底止共計 18,712 家。

（四）家庭教育

為倡導家庭價值，推動家庭教育理念，教育部依據家庭教育法訂定「推展家庭教育中程計畫」（102-106 年）及「教育部推動高級中等以下學校家庭教育整合計畫」（102-106 年）作為施政藍圖，連結中央及地方之公私部門共同推動之。另規劃推動家庭教育各項宣導活動，搭配祖父母節、國際家庭日、慈孝家庭月等重要關鍵節日，藉由融入學校及社區辦理家庭教育系列活動，喚起國人對家庭價值的重視與認識。

（五）高齡教育

科技醫療進步及國民壽命的延長，近年來老年人口快速增加，教育部為落實建構在地化的高齡學習體系，結合地方性的組織及團體，已於 336 個鄉鎮市區設置樂齡學習中心，研習對象以 55 歲以上之社區中老年人為優先，另於 104 學年度補助 103 所大專校院辦理「樂齡大學計畫」，以學年制之學習方式，讓老年人進入校園和學生共同學習，促進世代交流。

（六）國立社教機構

教育部所屬之國立社教機構計有國家圖書館、國立公共資訊圖書館、國立臺灣科學教育館及國立教育廣播電臺等 10 間館所（參考附錄四教育部組織系統），提供多元化的社教活動以豐富民眾的精神生活，進而邁向終身教育的理想。

The duration of the junior colleges education

varies due to their admission requirements, i.e., 5 years for junior high graduates and 2 years for senior vocational graduates. The university and the college usually require a 4-year degree program, except for the program of dentistry school requiring 6 years and medicine school requiring 6 years (shortened from 7 years since S.Y. 2013).

The post-bachelor degree program in “Medicine” or “Traditional Chinese medicine” established in school year 1982, which requires 5 years of education. The durations of master and doctorate degree programs are at least 1 and 2 years, respectively. Each program of special education schools and supplementary schools requires a length of education which is identical to that of regular schools at the corresponding level in duration.

(2) School Age

Early childhood education and care from aged 2 to 6 are served in kindergarten, in primary school from aged 6 to 12, in junior high school aged from 12 to 15. No age limit is set for people to enroll 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 are available from preschool, primary school, junior high school to senior high (or vocational) school. Special education classes attached to regular primary, junior high schools and preschools include centralized special education class, decentralized resource room and itinerant resource program, and offer appropriate and special courses for disabilities and giftedness.

(4) Supplementary and Continuing Education

It is classified into two kinds: supplementary education (primary school and junior high school) and continuing education (senior secondary continuing 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.

The “Prolonged education program based upon vocational education” was launched in 1983, and later renamed as Practical Technical Program in 2005. The program admits junior high graduates under the age of 18 who do not plan to attend a regular high school. The study durations vary with the curriculum design, allowing students to enroll at different stages.

The National Open University and the Open University of Kaohsiung were established in 1986 and 1977, respectively. Recently, junior colleges and advanced colleges continue to establish various supplementary education programs providing additional opportunities for those who want to receive the degree of higher education.

(5) School Year

A school year (SY) or academic year (AY) refers to a one-year period from August 1 of the current year to July 31 of the next year. (For instance, SY2013 covers a period from August 1, 2013 to July 31, 2014.) A school year is divided into two semesters. The first semester is from August 1 of the current year to January 31 of the next year, and the other from February 1 to July 31 of the next year.

II. Preschool

A preschool 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 and community-based education. The ultimate goals are to help children to maintain physical and mental health, to cultivate good behavior practices and gregarious habits, to learn life experience, to absorb correct ethics concepts, to expand the view of aesthetic experience and creative thing, to build positive cultural identity, and to take care of our environment.

The preschool programs do not be included in the compulsory education system. However, in order to reduce the burden of parents caring for their children and increase the opportunity to attend pre-primary services for 5 years children, MOE proposed a "5 year olds tuition free education project". Beside the above free kindergarten education project, MOE also proposed some supporting policies to share the burden of parents caring for their children. Those include to subsidize public private partnership early childhood education and care program, to increase the establishment of public kindergartens or non-profit kindergartens in disadvantaged regions where the supply of pre-school services is insufficient, to subsidize to ensure that children of low income families have the opportunity to attend after-school services provided by public kindergartens, to subsidize fees for kindergartens in schools for in-service pre-school teachers to take pre-service educational courses, and so on. Those friendly policies could maximize the profits of government subsidy programs, reduce the parents' financial burdens of child care, and protect the right and quality of pre-primary services.

Moreover, the integration of early childhood education and care is on the road. Since the "Early Childhood Education and Care Act" was fulfilled at January 1, 2012, all the kindergartens and the child-care centers have reformed to the preschool. Hence, our pre-primary education steps over a new milestone.

III. Compulsory Education

Compulsory education run by the school districts system and each of the schools at this level is designated to admit students coming from a designated neighborhood. Before SY1968, compulsory 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. In SY1967, 97.52% of school-age children entered primary school. In order to upgrade the overall education level of the population to meet national reconstruction need, compulsory education was thus expanded from the 6 years to 9 years since SY1968. Thus, the compulsory education is from 6-year primary school through 3-year junior high school.

Versatile, intelligent, and vocation oriented education was provided to help students develop professions, gain confidence in learning literacy and achieve career goals. Since SY1992, junior high schools have enhanced in Technical Art Program. In addition, students who had taken the Technical Art Program should have high priority to take the 3 years Practical Technical Programs in senior high school for free.

Junior high graduates could seek jobs or to pursue exam-free admission or specialty-based admission to continue to take programs in senior high school, senior vocational school, 5-year junior college, or higher learning institute after

passing entrance examinations or through placement screening recommendation.

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 started to transform into junior normal colleges since SY1960. No normal schools existed by SY1971. Junior normal colleges were transformed into 4-year teachers' colleges in SY1987 to improve primary school teachers' quality.

In this section, we describe in detail the senior secondary education, including the senior high school, the senior vocational school, the comprehensive high school, and the combined high school.

1. Senior High School

A senior high school offers general education between compulsory education and higher education. The education at this level is designed to pursue physical and mental development of youngsters and learn the basis for study of advanced knowledge and expertise. Entry follows junior high education; duration is three years.

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.

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, or going by 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.

Languages, 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

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 Curriculum Outline for Required Common Subjects of Senior High Schools, which was fulfilled at SY2010. Senior vocational curricula should be based on the Specialized Courses and Curriculum Outline for Vocational Schools, which was fulfilled at SY2010. Each outline 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 Courses Guidelines for Vocational Schools.

Graduation from the school requires a minimum of 160 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.

4. Six-year High School

According to the decision of the Seventh National Educational Meeting, MOE proposed a pilot program for combined high school, and then fulfilled it at SY1996. The purpose of the program is to reduce junior high students' pressure from senior high school entrance examination and to balance the educational development between urban and suburban areas.

Six-year high school includes junior and senior high school students with unified school

government. Student ages are generally between 12 and 18. 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 acquired 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.

Since the "Senior High School Education Act" was completely fulfilled at school year 2014, 9-year compulsory education and senior high school education are integrated into 12-year national fundamental education. Senior secondary schools are classified as follows:

- (1)Regular: the core curriculum provides fundamental subjects to strengthen students' general competencies.
- (2)Skill-based: the core curriculum provides professional subjects and practicum, which encompasses practical skills and cooperative education, to strengthen students' professional skills and occupational ability.
- (3)Comprehensive: the curriculum provides fundamental subjects, professional subjects and practicum that guides students to appropriate channels.
- (4)Specialty-based: the core curriculum features a specific subject or field to target students with a special aptitude.

V. Higher Education

Institutions of higher education mean schools above junior college level, including junior colleges, universities of science and technology, independent colleges, and universities, all of which include graduate schools except for junior colleges. Junior colleges, collegiate institutes and universities of science and technology center on cultivating vocational professionals and teaching applied science and technology; independent colleges and universities center on pursuing further academic achievements and cultivating professionals.

1. Junior Colleges Admission

(1) 5-year Junior College

A 5-year junior college admits junior high graduates to study; duration is 5 years. An associate bachelor's degree is granted to an individual who has completed the graduation requirement.

(2) 2-year Junior College

A 2-year junior college admits vocational school graduates majoring in relevant field or senior high (vocational) graduates having relevant job experience. Students usually take 2 years to get an associates degree.

2. Universities' Qualification Requirements

(1) Undergraduate Program

After passing a qualifying exam, senior high school graduates or students with an equivalent level of secondary education admitted into an undergraduate program. Undergraduate program commonly consists of 4 years of study at an institution of higher education. Some Law schools are selected as undergraduate major and last 5 years. Like law, medical school lasts 7 years (6 years after S.Y. 2013, 6 years for dentistry) to allow

enough time for completion of full training at a teaching hospital.

(2) Institute of Technology and University of Science and Technology

The 2-year program offer vocational training for junior college graduates majoring in related disciplines. The 4-year program primarily accepts senior vocational high graduates, and additional classes are opened for other non-vocational senior high graduates.

(3) Post-bachelor Program

Post-baccalaureate Programs provide an alternate entry into a specific field for students who have already obtained a bachelor degree. Students usually take 4 years to get a bachelors degree. However, the program could be extended by 1 or 2 years on a case-by-case basis. Now, some universities have such programs in Medicine, Chinese Medicine, Law, nursing and veterinary medicine.

(4) Post-bachelor Second Specialty Program

The qualification of post-bachelor second specialty program is available to people with a bachelor's degree or higher. Applicants should had fulfilled their compulsory military service or have no military service. The programs are regulated on 1 or 2 years, and can be prolonged relied on their attributes, which should be determined by school regulations. When the graduation requirement has been finished and examination has been passed, the bachelor will be granted with a tag "Post-bachelor ○○○ program" .

(5) Master Degree Program

Once the entrance exam has been passed, bachelor's degree holders or those with an equivalent degree can apply to take the master's degree program (1-4 years study programs).

(6) Doctorate Degree Program

Once the entrance exam has been passed, master's degree holders or those with an equivalent degree are admitted to enroll a 2 to 7 years doctoral program. Also, outstanding students who have just completed his/her bachelor's degree or outstanding master's students and have potential to become a researcher could apply directly to the PhD program.

Moreover, in order to meet the need of lifelong education, some universities and colleges offer a variety of on-the-job training and Continuing Education.

VI. Special Education

Children, who are experiencing physical and mental disabilities, may enroll in special pre-primal education program at ages of 3. Thereby, they can go on to complete the nine-year compulsory education. After the implementation of the 12 years fundamental education policies, the students with disabilities can continue their education through various channels after they complete the junior high school. They can either choose adaptive learning assistance program, exam-free entrance and specialty-based admission. The adaptive learning assistance program for those with disabilities is further divided into three types of placement: students with severe disability and moderate disability are placed in special education schools,

while the students with minor mental or physical disability are placed in affiliated special education classes at senior high schools. Additionally, there are an extra 2% quota for exam-free entrance and specialty-based admission. On the special education program in higher education, disabled students can get college admission either via the multi-channel school admission system or the selection process fulfilled by each school.

Provisions in special education at the levels below senior high school include special education schools, special education classes in junior high schools, primary schools and kindergartens (incl. nurseries), centralized special education class, itinerant resource program and even bedside teaching.

1.Special Education School

The Enforcement Rules of Special Education Law, which was promulgated in 1987, stipulated that special education schools only admit students with moderate or serious disability of some kind. The school name thus depended on student's special needs. Therefore, at that time, there were schools for the mentally challenged, schools for the deaf, schools for the blind, and schools for other disabilities. Later, the Special Education Law, revised in 1997, revoked the stipulation of classifying special education schools according to specific disabilities. Now the special education schools include a new category of comprehensive special education school, and experimental school and retain the existing special schools for the deaf, for the blind, and for the mentally challenged.

2.Affiliated Special Education Classes at Preschools, Elementary and Secondary Schools

Some preschools, elementary and secondary schools organize special education classes either for gifted students or for those suffering from physical or mental disabilities. Such classes can be classified as centralized special education class, decentralized resource room, and itinerant resource program. Now, centralized special education classes for disability comprise of those for the mentally challenged, the deaf, the physically impaired, the multi-disabled, and other unclassified disabilities. Unlike centralized special education classes, decentralized resource rooms do not have to be classified by student's special needs. However, there are many types of itinerant resource programs that including blind, autistic, deaf, unclassified, undergoing depression, bed-ridden, and home schooling.

Centralized special education classes for gifted children are categorized into academically talented, artistically talented. Decentralized resource rooms are for the generally gifted, academically talented, artistically talented and unclassified classes. Itinerant resource program is divided into intellectual students and unclassified Itinerant resource programs.

3. Affiliated Special Education Classes at Senior Secondary Education

According to Article 30 Paragraph 1 of the Enforcement Rules of Special Education Act, the higher secondary schools must set up a department in the administration accounted for special education classes and any associated matters.

VII. Lifelong Education

Lifelong education covers a wide scope, including adult education, community education, supplementary and continuing education, family education, senior citizen education and the

national education agency in charge of promoting social education.

1. Adult Education

The first National Open University was established in 1986 and its Kaohsiung branch was established in 1997. The Open University offers lessons through multimedia, assisted by face-to-face and paper teaching. Its mission is to elevate the standard of national education, and improve quality of life. Students in Open University are divided into full-time and non-degree students. The qualifications of full-time students are senior high school graduates or people with equivalent degrees while non-degree students are people who reached the age of 18 regardless of their educational levels when they sign up with the Open University. Those who complete and pass 40 credits are qualified for admission as full-time students.

2. Community Education

In order to raise the civic awareness of people in Taiwan, to remind people to pay more attention to major social issues, and encourage people to participate in community education, MOE has been subsidizing, rewarding and offering guidance to various community educational institutes (community colleges) in cities and counties throughout Taiwan to promote lifelong education. In the future, MOE will also encourage community colleges to develop cultural courses with local features as their distinctive courses while continuing to certify non-formal courses, improving the quality of education, strengthening the vision of and public participation by community learning organizations, and revitalizing love of learning in communities in order to promote substantial development in communities.

3. Supplementary Education and Continuing Education

Supplementary and continuing education are designed to improve people's life skills, upgrade their educational levels, teach them vocational skills, nurture sound citizens and promote social development. Currently, supplementary and continuing education is divided into national supplementary education, continuing education and short-term supplementary education. People who have already passed school age and failed to complete the 9-year-compulsory education may take national supplementary education (supplementary education of elementary school and supplementary education of junior high school); those who have already completed compulsory education may take continuing education; those who want to improve their life skills may take short-term supplementary education. The competent authority in charge of short-term supplementary education in cities and countries are educational administration authorities. There were a total of 18,712 short-term supplementary schools available throughout Taiwan at the end of 2015.

4. Family Education

In order to promote family values and the concept of family education, MOE has stipulated "the Medium-Term Plan for Promoting Family Education" (2013-2017) and "The Plan for Integrating Senior Secondary School and Family Education Promoted by MOE" (2013-2016) according to the Family Education Law as MOE's policy blueprints. They are implemented through the cooperation of governmental departments and local public and private sectors. In addition, they promote various family educational activities on days like Grandparent's

Day, the International Family Day, Filial Piety Month so that these concepts are closely connected to activities held by schools and communities for raising people's awareness of family values.

5. Senior Citizen Education

Thanks to advances in technology and medical science as well as the prolonged life span of people, the number of senior citizens has increased rapidly in recent years. MOE, in order to build localized learning systems for senior citizens, has worked with local organizations and groups to establish senior learning centers in 336 townships and cities. Senior citizens aged 55 or above have priority admission. In addition, MOE subsidizes 103 colleges and universities to organize "Active Aging Learning College" that operates based on academic years, allowing senior citizens to learn side by side with young students, facilitating academic exchange among generations.

6. National Educational Agency

National Educational Agencies under MOE include the National Central Library, National Library of Public Communication, National Taiwan Science Education Center and National Education Radio, a total of 10 agencies (please refer to appendix 4 – The organization of MOE), offering multiple social educational activities for enriching people's spiritual lives as well as heading toward the goal of lifelong education.