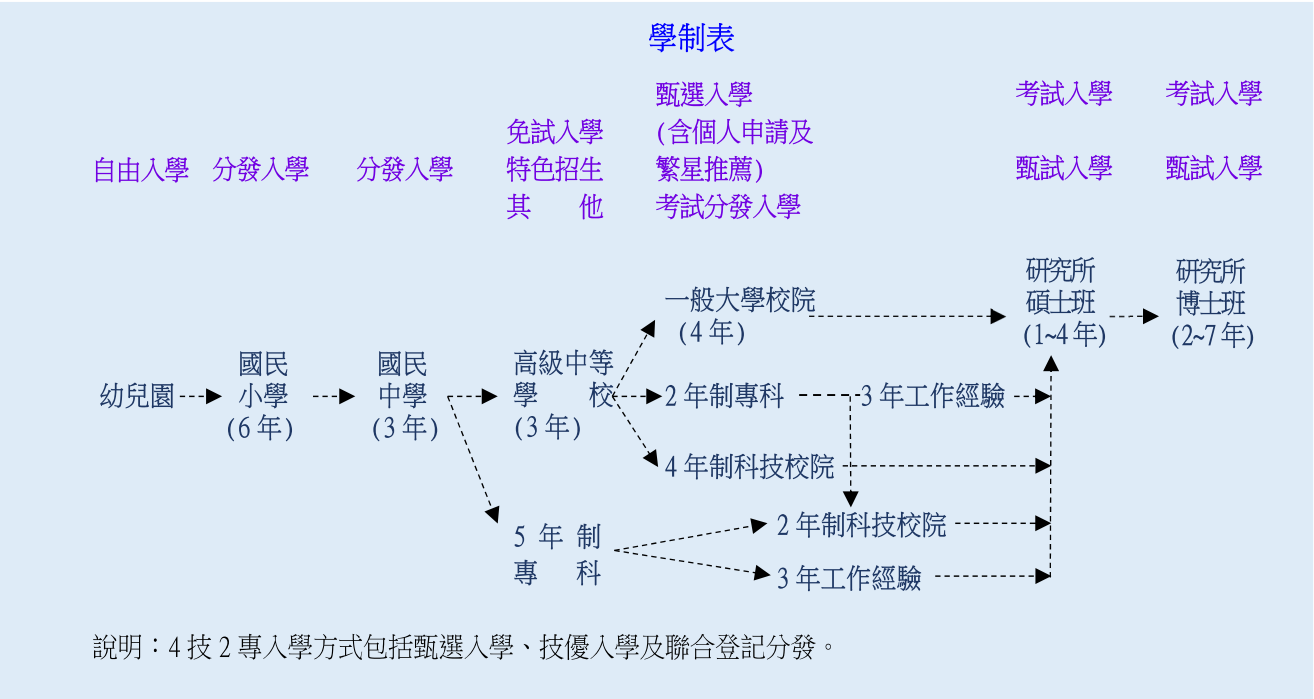


1 我國教育制度簡介

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 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，及招收高級中等學校專業群科（學程）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 及 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) 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 106 年 8 月 1 日至 107 年 7 月 31 日為民國 106 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，使國人樂婚、願生、能養，教育部秉持尊重家長選擇權，保障每個孩子都獲得尊重與照顧，及無縫銜接 0-5 歲幼兒照護的原則，針對 2-5 歲幼兒研擬以「擴展平價教保服務」及「減輕家長負擔」之雙軌策略，在公共化部分，持續推動「擴大公共教保服務量」，106-111 年增設公共化幼兒園計 2,247 班，增加約 6 萬個公共化教保服務名額；另首次提出與符合「收費」、「教師及教保員薪資」、「基礎評鑑」、「建物公共安全」、「教保生師比」及「教保服務品質」等 6 要件之私立幼兒園合作，自 107 學年度起於 6 都以外之 15 縣(市)先行「建置準公共機制」，並於 108 學年度起全國全面施行，以貼近公共化幼兒園之收費標準向家長收費，快速擴展平價教保服務供應量，協助年輕父母能兼顧家庭與職場。另為減輕家長負擔、尊重家長選擇權，教育部自 108 學年度起無縫銜接衛生福利部 0 至 2 歲育兒津貼，針對生理年齡 2 歲至當學年 9 月 1 日前未滿 5 歲幼兒，經稅捐稽徵機關核定之最近 1 年之綜合所得稅稅率未達 20%、且未正在就讀於公共化及準公共幼兒園、未正在領取育嬰留職停薪津貼之家庭，「擴大發放 2-4 歲育兒津貼」，補助幼兒每人每月 2,500 元，第 3 胎以上幼兒每月加發 1,000 元，以減輕家長育兒負擔。

三、國民教育

國民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，合稱九年國民教育。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職業世界、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，並加強推動國中技藝教育，同時選習技藝教育專班及抽離式課程之學生，可優先薦輔就讀高級中等學校實用技能學程，且享有 3 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級中等學校、五專或高級中學進修部繼續就學。

四、高級中等教育

高級中等教育與國民中學為中等教育重要學制，早期包括中學（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 9 年國民教育後，初中改為國中，劃歸國民教育範疇，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。

（一）高級中等教育各學程

高級中等學校課程包括普通科、專業群（職業）科、綜合高中及實用技能等學程，並得設進修部，辦理繼續進修教育。

1.普通科：介於國民教育與高等教育間之一

般教育，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。畢業生可經申請、推薦或考試分發進入一般大學校院，或 1 年後報考四技及二專就讀。

2.專業群（職業）科：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或升讀四年制科技大學、技術學院及二年制專科學校，亦可參加一般大學校院入學考試。

3. 綜合高中學程：85 學年度起試辦綜合高中，其課程分學術學程以及專門學程兩類，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專門學程機會，以培養通識能力，達成適性發展目標。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。

4.實用技能學程：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。實用技能學程課程以就業導向目標設計，延續國中技藝教育課程，為具有技藝傾向、就業意願和想學習一技之長的學生所設計的學習環境。

（二）高級中等學校類型

103 學年度起實施之十二年國民基本教育，確立我國高級中等學校類型分為下列 4 種：

1.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。

2.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。

3.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。

4.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。

（三）完全中學

完全中學是將中等教育完全集中於一處實施的學校。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 83 學年度起試辦，教授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，為均衡區域高級中等教育發展奠定良好的基礎。

高級中等教育法施行後，完全中學設立係依據高級中等教育法第 7 條規定，高級中等學校得經各該教育主管機關核定，附設國民中學部，又設有國民中學部之高級中等學校，基於中小學一貫教育之考量，得附設國民小學部。前述附設之國民中學部及國民小學部，仍適用國民教育法之相關規定。

五、高等教育

高等教育包括專科及以上等級學校，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（修）業生，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**：招收高級中等學校相關群（類）科之畢業生或具該類工作經驗之畢業生，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，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 6 年（101 學年度以前為 7 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，修業 2 年；四年制主要以招收高級中等學校專業群（職業）科、綜合高中專業學程、實用技能學程畢業生為主，並開放部分名額予普通科畢業生就讀，修業 4 年。
3. **學士後學士班**：招收具學士學位者，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，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，修業年限 2 至 7 年；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

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，並繼續接受九年國民義務教育，十二年國民基本教育實施後，完成國民中學教育之身心障礙學生，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；其中身心障礙學生參加適性輔導安置管道將安置於特殊教育學校、高級中等學校集中式特教班及高級中等學校，而免試入學及特色招生入學則採各校核定名額外加百分之二錄取方式辦理。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專校院單獨招生。

而身心障礙學生入學後，由各級學校之特殊教育教師或輔導人員依據特殊教育法協助學生擬定個別化教育計畫(IEP)或個別化支持計畫(ISP)，並依據計畫目標及內容，提供課程內容調整、特殊教材或教科書、特殊試卷或考場安排、教育輔具協助及其他特殊教育支持服務。

有關各教育階段特殊教育之實施，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，大專校院則是融合於一般班級由學校特殊教育專責單位提供相關支持服務。

(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綜合型特殊教育學校、啟明、啟聰、啟智及實驗學校等，其學制分為幼兒部、國小部、國中部、高中職部等四階段。

(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) 大專校院特殊教育

大專校院為辦理特殊教育相關事宜，除積極改善校園無障礙環境，另依據特殊教育法設有特殊教育專責單位及特殊教育推行委員會，持續檢討修訂學校特殊教育方案，及協助每位身心障礙學生訂定個別化支持計畫(ISP)，並得每年依據教育部補助大專校院招收及輔導身心障礙學生實施要點規定，申請輔導身心障礙學生所需之相關經費，亦可協助身心障礙學生向教育部委託成立之輔具中心申請就學所需之教育輔具，以提供身心障礙學生就學期間所需之特殊教育支持服務。

七、國民補習、進修教育及空中教育

為提升國人教育水準與學習品質，我國除實施九年國民義務教育，充實技職教育與高等教育辦理內容外，也加速推展國民補習教育、進修教育及空中教育，以達到補充國民生活知識，提高教育程度，傳授實用技藝，培養健全公民及促進社會進步為目的。

(一) 國民補習教育

凡已逾學齡未受九年國民教育之國民施予國民補習教育，由國民小學及國民中學附設國民補習學校實施，得採按日制、間日制或週末制，教學內容以適應學生學習及社會需要為準。國民小學

補習學校分初、高級二部：初級部相當於國民小學前 3 年，修業期限為 6 個月至 1 年；高級部相當於國民小學後 3 年，修業年限為 1 年 6 個月至 2 年。國民中學補習學校修業年限不得少於 3 年。修業期滿成績及格者，由學校給予畢業證書。

（二）進修教育

已受九年國民教育之國民得受進修教育，由高級中等以上學校依需要實施，分高級中等學校進修教育、專科進修教育、大學進修教育 3 級。高級中等學校進修教育，由各級主管教育行政機關核准；專科以上進修教育，由中央主管教育行政機關核准。授課得採按日制、間日制或週末制，教學內容以適應學生學習及社會需要為準。各級進修學校之教學科目，每週教學時（節）數、課程標準、設備標準、畢業條件及實習規範，由中央主管教育行政機關定之。修業期滿成績及格者，由學校給予畢業證書(或學位證書)，具有同級、同類學校之畢業資格。

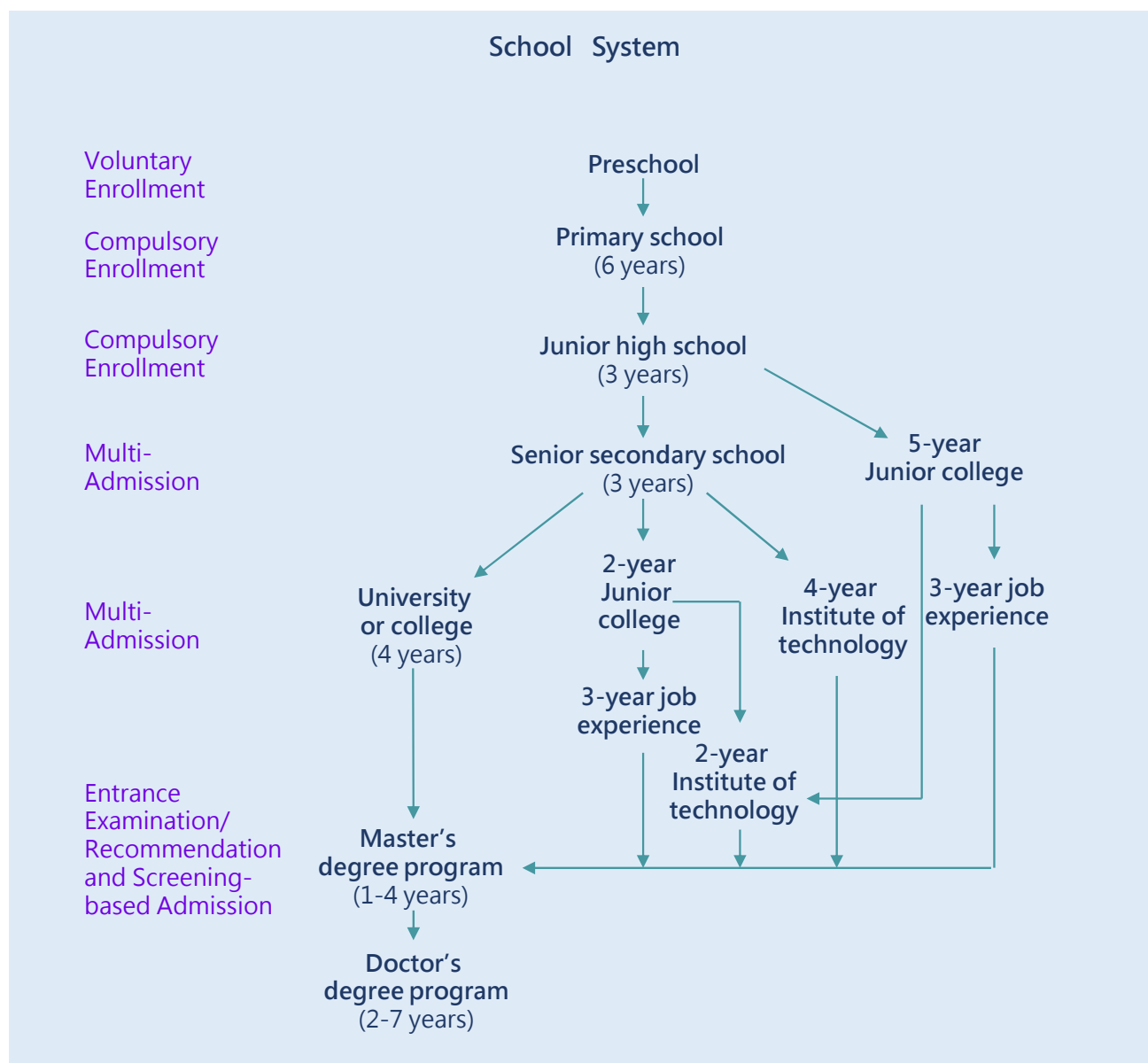
（三）空中教育

為提供民眾進修及繼續教育機會，目前設有國立空中大學及高雄市立空中大學。空中大學分設學系，得附設專科部、跨系之學分學程或學位學程，採用廣播、電視、網際網路等多元媒體教學，並輔以面授、書面輔導及其他適當教學方式施教。學生分為全修生及選修生；全修生招收具有高中畢業或同等學力者；選修生不限學歷年滿 18 歲，以登記方式入學，入學者修滿 40 學分成績及格者，視同全修生入學資格。全修生修滿規定學分總數，符合獲得各級學位須通過各項考核條件並及格者，發予畢業證書，並依學位授予法規定授予學位。選修生修畢所習科目，成績及格者，發給學分證明書。

1 Introduction to Our Education System

I. School System

Our school system was formally established when the Emperor Guangshu in Ching Dynasty promulgated a school law in 1902. After several educational reforms, the school system evolves into the current one as shown below:



Note: The admission methods of 4-year and 2-year institute of technology programs include multiple admission enrollment program, special achievement-based admission, and the joint application-based admission.

(1) Study Durations

It requires at least 20 years to complete the degree requirements from primary school to graduate school. The typical education pathway

includes 6 years at a primary school, 3 years at a junior high school, 3 years at a senior secondary school, and higher education of various lengths.

The programs of the junior colleges education are classified according to their admission

requirements, i.e., 5-years for junior high graduates and 2-years for senior vocational graduates. Most bachelor's degrees are 4 years full-time, but certain programs, such as the programs of dentistry school and medicine school, require 6 years of study. (The duration of medicine school was shortened from 7 to 6 years since school year (SY) 2013).

The post-bachelor degree programs of Medicine and Traditional Chinese Medicine established in SY1982, which requires 5 years of study. The durations of master and doctorate degree programs are at least 1 and 2 years, respectively. The duration of each program in special education, supplementary and continuing schools is identical to that the corresponding level of regular school.

(2) School Age

Early childhood education and care from aged 2 to 6 are served in preschool. Primary schools provide education for age of 6 to 12, junior high school for age of 12 to 15. No age limit is set for people to enroll in the senior secondary school or beyond secondary level.

(3) 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, SY2017 covers a period from August 1, 2017 to July 31, 2018.) 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 program is not included in the compulsory education system, and aims to provide education and care services for children aged 1 to 4. However, in order to show the government's determination to share the responsibility of the burden of parents caring for their children, to encourage citizens to marry happily, to be willing to give birth to children, and to provide the ability to raise children, the Ministry of Education upholds its respect for the parents' right to choose, safeguards the right of each child to receive respect and care, and the concept of seamless care for infants from birth to the age of 5. As to children from 2 to 5, the MOE researches the two-pronged strategy of expanding fairly priced preschool services and lessening the burden of parents. In the field of making education public, the MOE continues to promote an increase in the quantity of public preschool education institutions. In the period 2017-2022, the MOE will add 2,247 classes at public kindergartens, amounting to an increase about 60,000 places in public preschool education. In addition, the MOE will for the first time propose cooperation with private kindergartens which fulfill six important preconditions, in the fields of tuition, wages for teachers and preschool educators, basic evaluation, public safety of buildings, proportion of preschool pupils to teachers, and quality of preschool services. From SY2018, in the 15

counties and cities outside of the six special municipalities, the MOE has first set up quasi-public criteria to be generalized for all of the country from SY2019 in order to ask tuition from parents according to a tuition standard close to that of public kindergartens, rapidly expand the supply of fairly priced preschool services, and assist young parents in their ability to give consideration to family and work simultaneously. In order to reduce the burden on parents and respect their right to choose, the MOE has since SY2019 seamlessly continued the Ministry of Health and Welfare subsidies for infants from birth to the age of 2. For the children from the physiological age of 2 to those who have not reached the age of 5 by the schoolyear that starts on September 1 that year, after confirmation by the tax authorities that the tax rate of the parents has not reached 20% during the most recent year, and that the children are not enrolled at the moment in a public or quasi-public kindergarten, and households are not receiving at the moment subsidies for stopping work while continuing to draw a salary, expand the awarding of childcare subsidies for 2- to 4-year-olds, subsidize NT\$2,500 per child per month with an extra NT\$1,000 per month starting from the third child, in order to reduce the burden on parents..

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.

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

Junior high graduates could seek jobs or pursue open admission or specialty-based admission to take further programs in senior secondary school, 5-year junior college, or continuing education.

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. 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. In SY1987, junior normal colleges were transformed into 4-year teachers' colleges to improve primary school teachers' quality.

1. Programs in Senior Secondary School

The programs of senior secondary school include general education, vocational education, comprehensive high school, and practical technical program. To provide those who have received compulsory education with opportunities of further education, senior secondary schools may establish continuing education division to conduct continuing senior secondary education.

(1) General Education

A senior secondary 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 3 years.

Under the current system, 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) Vocational Education

The vocational education 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, 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 School

The comprehensive high school system was introduced on an experimental basis in SY 1996. It offered both academic and vocational curricula. Junior high graduates who had not decided on attending either academic or vocational curricula would explore and receive counseling to help them make a major decision. For those had early selected their specific study areas, the system also offers them opportunities to take both academic and vocational courses for increasing their general knowledge and acquiring a well-rounded education.

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) Practical Technical Program

The "Prolonged education program based upon vocational education" was launched in 1983, renamed as Practical Technical Class in 1995, and later renamed as Practical Technical Class in 2005. The Program admits junior high graduates under the age of 18 who do not plan to attend a regular senior general or vocational education. The study durations vary with the curriculum design, allowing students to enroll at different stages. The employment-oriented curriculum system provides learning experiences building on the Technical Art Program of junior high school. The program is designed for

learners to acquire the knowledge, skills and competencies specific to a particular occupation.

2. Types of Senior Secondary School

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.

3. Six-year High School

The six-year high school concentrates secondary education completely in one single school. According to the decision of the 7th National Educational Meeting, MOE proposed a pilot program for 6-year high school, and then fulfilled it at SY1994. 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 secondary school students with unified school government. Junior high school entrance follows the district system of the Compulsory School Regulations; however, senior secondary 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, 6-year high school systems have acquired legal status. All local governments can follow the law to establish 6-year high school system and become a part of high school systems. This has established great foundation for increasing high school capacity and balancing the development of district senior secondary education.

Since the “Senior High School Education Act” was fulfilled at SY2014, Senior secondary schools certified by the corresponding competent authorities may establish junior high school division in the same special municipality, or county (city). In consideration the integration and consistent of education in junior high and elementary schools, once certified by the corresponding competent authorities, senior secondary schools that have established affiliated junior high school division can establish elementary school division in the same special municipality, or county (city). In addition, relevant regulations of the Compulsory Education Act are applicable to the affiliated junior high school and affiliated elementary school division.

V. Higher Education

Institutions of higher education mean schools those provide the junior college degree or further education programs, including junior

colleges, universities of science and technology, independent colleges, and universities, all of which may establish graduate schools except for junior colleges. Junior colleges, collegiate institutes and universities of science and technology aim at learning at a high level of vocational professionals and teaching applied science and technology; independent colleges and universities aim at pursuing further academic achievements and cultivating professionals.

1. Junior College

(1) 5-year Junior College

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

(2) 2-year Junior College

A 2-year junior college admits senior secondary graduates majoring in relevant field or having relevant job experiences. Students usually take 2 years to get an associate degree.

2. University and College

(1) Undergraduate Academic Degree

After passing an entrance 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 6 years (7 years before S.Y. 2013, 6 years for dentistry) to allow enough time for completion of full training.

(2) Professional Bachelor Degree

The 2-year program offers vocational training for junior college graduates majoring in related disciplines. The 4-year program primarily accepts senior secondary vocational graduates, and additional classes are opened for other non-vocational senior secondary 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 bachelor's degree. However, students may be allowed to spend more 1 to 2 years getting the degree 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 post-bachelor second specialty program is available to people with a bachelor's degree or higher. Applicants should have fulfilled their compulsory military service or granted exemption from military service. The duration is regulated on 1 or 2 years, and can be extended relied on the learning objects and 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 in-service programs and continuing education.

VI. Special Education

Children, who are experiencing physical and mental disabilities, may enroll in special pre-school education program at ages of 2. Thereby, they can go on to complete the 9-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, open admission and specialty enrollment. The adaptive learning assistance program for those with disabilities is further divided into three types of placement, students with disability are placed in affiliated special education or normal classes at senior secondary schools. Additionally, there are an extra 2% quota for open admission and specialty enrollment. On the special education program in higher education, disabled students can get college admission either via the multi-channel admission system or the selection process fulfilled by each school.

After the students with physical and mental disabilities have started classes, special education teachers or advisers at each school will assist

according to the Special Education Act in designing a personal Individualized Education Program (IEP) or Individualized Service Plan (ISP) for each student. And according to the plan's aims and contents, those will provide adapted curriculum content, specialized teaching materials or textbooks, special exam questions or adapted exam locations, assistance with educational devices and other specialized educational support services.

As to the implementation of special education at every level, provisions in special education at the levels below senior secondary 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 bedside teaching. At the higher education level, the students are included in general classes but will receive the necessary assistance from the school's special education unit.

1. Special Education School

The Enforcement Rules of Special Education Act, 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 intellectual and developmental disabilities, schools for the hearing impaired, schools for the visually impaired, and schools for other disabilities. Later, the Special Education Act, 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 hearing impaired, for the visually impaired, and for the intellectual and developmental disabilities. All of them are available from preschool, primary, junior high to senior secondary divisions.

2. Affiliated Special Education Classes in 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. Special Education Office in School of Higher Education

In order to organize special education, universities and colleges not only actively work on improving the barrier-free environment on campus, but also set up a special education unit

and special education promotion committee in accordance with the Special Education Act. They continue to reflect on how to amend the school's special education cases, and assist each student with the physical and mental disabilities to design an Individualized Service Plan (ISP). Each year, according to the rules for MOE subsidies regarding the recruitment and counseling of students with disabilities, the schools can apply for the necessary funding to support students with disabilities and can also help students with disabilities in applying for assistive educational devices from the Educational Device Center set up by the Ministry of Education, in order to provide students with disabilities with the special educational support services they need during their studies.

VII. National Supplementary Education, Continuing Education, and Distance Education

Beside the regular education, the rolling program of supplementary, continuing, and distance educations is set up to improve the overall level of education and the environment of lifelong learning. The mission shall be to supplement the general knowledge of the citizens, raise the nation's level of education, disseminate practical skills, foster the development of vigorous and well-rounded citizens, and spur social progress.

1. National Supplementary Education

People whose ages have already been older than the typical school age limit and failed to complete the 9-year compulsory education may take national supplementary education. Supplementary education shall be carried out by National supplementary schools affiliated to a primary or junior high school. Supplementary schools may offer daily weekday courses,

non-daily weekday courses, or weekend courses. Course content shall be designed to meet the educational requirements of the students and the needs of society.

Supplementary schools affiliated to a primary school shall be divided into lower and upper divisions. The lower division shall provide the equivalent of the first 3 years of primary education, and the term of study shall be 6 months to 1 year. The upper division shall provide the equivalent of the last 3 years of primary education, and the term of study shall be 1 year and 6 months to 2 years. Supplementary schools affiliated to junior high schools shall provide the equivalent of a junior high school education, and the term of study shall be no less than 3 years. Any student who completes, with passing grades, courses at a supplementary school, the student shall receive a graduation certificate from the school.

2. Continuing Education

People who have already received 9-years compulsory education may receive continuing education. Continuing education is offered as necessary by continuing education schools affiliated to schools at the level of senior secondary school or higher. Continuing education schools shall be divided into 3 levels: continuing education division affiliated to senior secondary schools; continuing education schools affiliated to junior colleges; and continuing education schools affiliated to universities. In the case of continuing education division affiliated to senior secondary schools, the approval of the designated educational authority at the appropriate level shall be required. In the case of continuing education schools affiliated to institutions of education at the level of junior college or higher, the approval of the central

designated educational authority shall be required.

Continuing education at each level may offer daily weekday courses, non-daily weekday courses, or weekend courses. Course content shall be designed to meet the educational requirements of the students and the needs of society. For continuing education at each level, the central educational authority shall prescribe the courses to be taught, number of hours (class periods) per week, curriculum standards, facilities standards, graduation requirements, and the rules governing practicum coursework. Any student who successfully completes the graduation requirements at a continuing education program shall receive a graduation certificate (or diploma) from the school. This graduation certificate (or diploma) shall be considered as that attained by graduating from a regular school in the same category and at the same level.

3. Distance Education

For the purpose of conducting advanced adult study and continuing education through audio/visual media, National Open University was established in 1986 and Open University of Kaohsiung was established in 1997. An open university shall establish different departments, and if necessary may establish graduate schools offering master's degree courses further to their undergraduate programs; it may also establish an affiliated junior college division. An open university may establish inter-departmental credit courses and/or degree programs. An open university offers courses through one or a combination of media, including radio, television, internet, face-to-face interaction, paper guidance and instructions, and other appropriate learning methods. Students at an open university shall be

in one of two categories: full-time degree students or non-degree students.

The full-time program admits senior secondary graduates or people with equivalent degrees while non-degree program admits those who reached the age of 18 regardless of their educational levels when they register with the Open University. Non-degree student who have successfully completed more than 40 credits should be considered to have the entry qualifications of full-time program. After completing all required credits or the credits required for a degree course, satisfactorily meeting all the assessment requirements for the degree, and passing all required examinations, a full-time degree student shall be awarded a Graduation Certificate by their open university and conferred a degree in accordance with the provisions of the Degree Conferral Law. Those who have not obtained the prescribed number of credits or the particular credits required for a degree course may be awarded a course credit certificate for the subjects they have successfully completed.