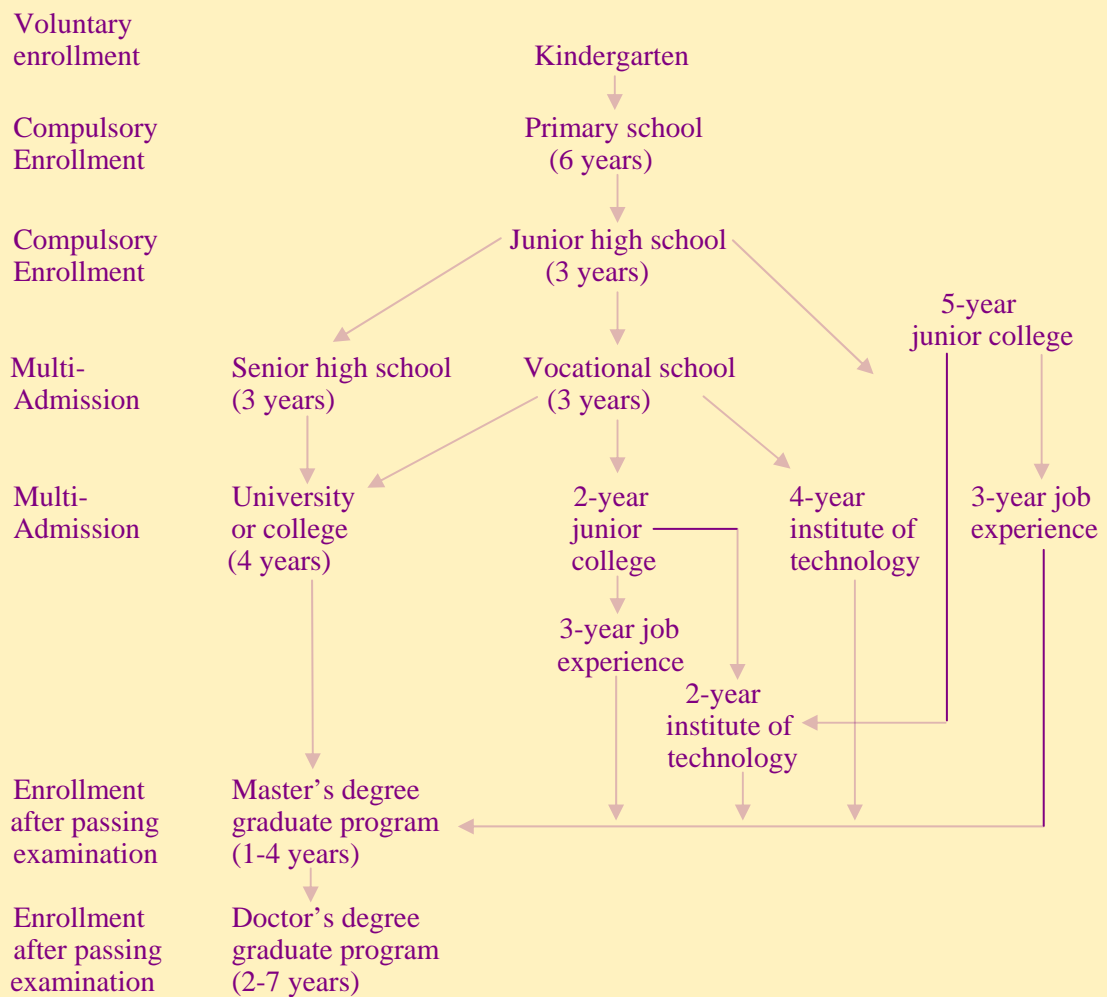


# INTRODUCTION

## I. General Description

### 1. School System

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



- (1) **The Duration of Study:** It requires a minimum 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 calling for 7 years.

The post-bachelor degree program in “medicine” or “Chinese herbal medicine” established during 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 offers care for children aged 4-6 years. The schooling ages are 6-12 years for the primary school, and 12-15 years for the junior high school. No written limit is set for the age of students in schools at or above the senior secondary level.
- (3) **Special Education Schools & Classes:** Under the special education system, the special education schools are classified into some categories, namely for the blind, the deaf, the mentally challenged, the physically challenged, and for the comprehensive challenged. Education can be divided into four stages, i.e., kindergarten, primary school, junior high school, and 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 organized 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 for equivalent compulsory education (at the primary school and junior high school

levels) and the other for advanced education (at the senior high school, senior vocational school, junior college, and college levels). Supplementary schools offer a range of education equivalent to that provided by the primary school, junior high school, senior high school of similar nature, 2-year junior college, and college under the regular education system.

Launched in 1983 was the “Prolonged national education based upon vocational education”, which was renamed the Practical Technical Programs in 2005. The programs admit junior high graduates aged 18 or below who have discontinued any advanced, regular school education. The programs adopt flexible length of education, which may be completed in stages year by year.

A national open university in 1986, a municipality open university in 1987, and in these years some supplementary advanced junior colleges and supplementary advanced colleges are attached to some higher institutes to undertake to provide opportunities 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, SY2008 covered a period from August 1, 2008 to July 31, 2009.) A school year is divided into two semesters. The first semester covers a period from August 1 of the current year to January 31 of the following year, and the second semester, from February 1 to July 31 of the following year.

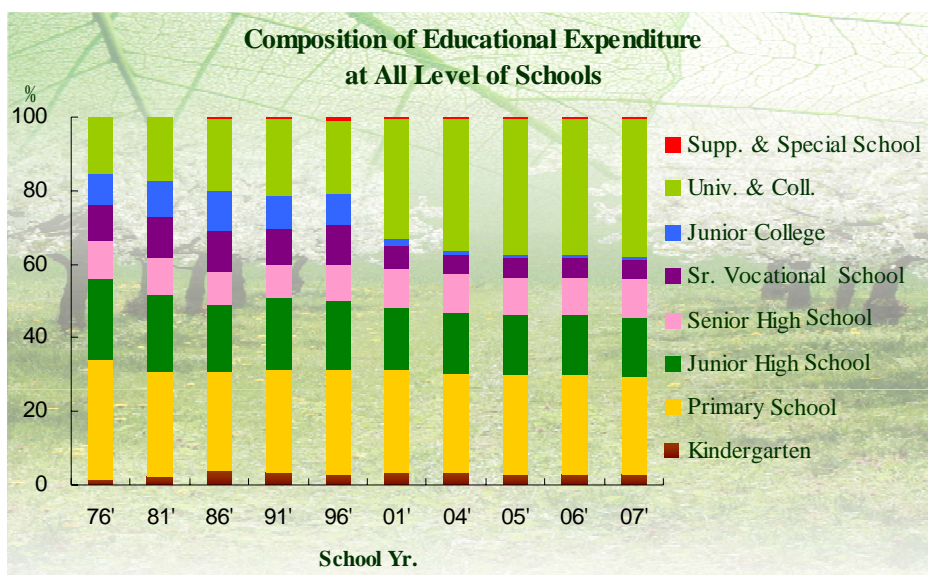
## **3. Current Situation of Schools**

Since the Central Government was relocated to Taiwan in 1950, the economy has grown very fast and the population has been rising. To meet practical requirement, the government and the private sector have worked together to pursue the development of education. Consequently, educational expenditure increased year by year to reach NT\$748.6 billion by FY2008. Educational expenditure was equivalent to 5.91% of gross national product.

A comparison in terms of schools over the years is as follows. The number of schools at all levels was 1,504 units in SY1950 when there existed 41.8 schools per

(30)

1,000 square kilometers. By SY2008, the number of schools had increased to 8,096 units, up 4.4 times from SY1950. By then, 224 schools existed per 1,000 square kilometers. The proportions or ratios of teachers, classes, and students are briefly analyzed as follows:



**Composition of Educational Expenditure at All Level of Schools**

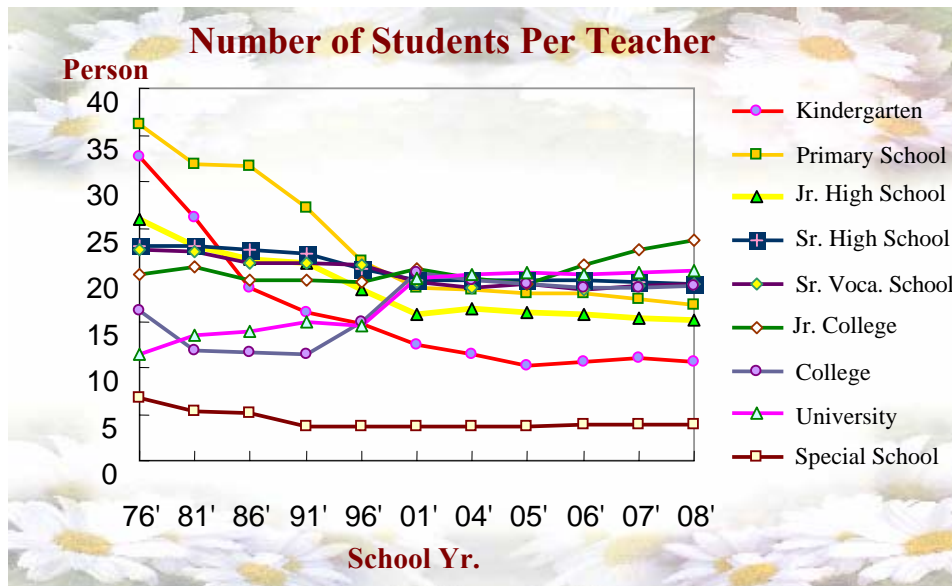
Unit : %

School Yr.	Total	Kinder-garten	Primary School	Junior High Sch.	Senior High Sch.	Senior Voca. Sch.	Junior College	Univ. & Coll.	Supp. & Special School
76'	100.00	1.35	32.81	22.13	10.17	9.51	8.62	15.41	...
81'	100.00	2.12	28.82	20.75	9.81	11.17	10.23	17.11	...
86'	100.00	3.79	26.89	18.58	8.50	11.61	10.67	19.53	0.43
91'	100.00	3.18	28.32	19.63	8.59	9.93	8.75	21.13	0.48
96'	100.00	2.90	28.39	18.87	9.67	10.53	8.69	20.13	0.82
01'	100.00	3.15	28.09	17.09	10.55	6.18	1.87	32.45	0.62
04'	100.00	3.15	27.02	16.74	10.45	5.27	0.88	35.81	0.68
05'	100.00	2.84	26.99	16.54	10.31	5.21	0.84	36.64	0.65
06'	100.00	2.77	27.14	16.44	10.38	5.08	0.67	36.91	0.61
07'	100.00	2.88	26.52	16.03	10.64	5.17	0.72	37.42	0.63

**(1) Teachers and Students:** On the average, the number of students per teacher was 18.77 in SY2008 and 29.90 students in SY1976 down from 36.35 students in SY1950.

This meant that the number of teachers increased faster than students, thus forming significantly improvement in providing students care and counselling.

- (2) **Classes and Students:** The average number of students per class was 32.52 in SY2008, down from 51.76 persons in SY1950. Attaining expected results of teaching was easier with fewer students in each class.



**Number of Students Per Teacher**

Unit : Person

School Yr.	Total	Kinder-gartens	Primary Sch.	Jr. High Sch.	Sr. High Sch.	Sr. Voca. Sch.	Jr. Coll.	Coll.	Uni.	Special Sch.
76'	29.90	32.66	36.04	25.94	23.16	22.70	20.00	16.22	11.42	6.65
81'	27.25	26.10	31.79	22.97	22.99	22.50	20.79	11.92	13.53	5.24
86'	26.31	18.67	31.59	21.63	22.70	21.17	19.38	11.67	13.92	5.20
91'	24.22	15.83	27.20	21.23	22.29	21.28	19.35	11.38	14.82	3.72
96'	21.00	14.67	21.46	18.30	20.62	21.06	19.16	14.80	14.51	3.75
01'	19.71	12.44	18.60	15.67	19.37	19.19	20.56	20.17	19.60	3.58
04'	19.59	11.35	18.31	16.28	19.41	18.48	19.57	19.48	20.08	3.73
05'	19.15	10.27	18.02	16.02	19.44	18.88	18.92	18.98	20.11	3.72
06'	19.30	10.60	17.86	15.70	19.30	18.38	21.01	18.63	19.93	3.79
07'	19.03	11.02	17.31	15.24	19.12	18.68	22.73	18.55	20.25	3.84
08'	18.77	10.69	16.74	15.10	18.91	19.01	23.65	18.81	20.47	3.96

- (3) **Population and Students:** There were 224.22 students in every 1,000 people in SY2008, up from 139.64 students in SY1950.

**(4) Composition of Students at Different Level Schools:** 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 SY2008, the proportions changed to 50.90% for primary schools and junior high schools, 14.58% for senior high and vocational schools, 25.89% for institutes for higher education, and 8.63% for other learning institutes. These statistics demonstrated an upward movement from the compulsory education to a higher level.

## **II. Kindergarten**

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

Voluntary enrollment adopted at this stage of education requires a length of one to two years. The government, limited by financial resources, is still unable to include kindergartens in the compulsory education system. Nevertheless, a growing number of 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 SY2008, a total of 3,195 kindergartens admitted 185,668 children. This headcount was up 9.8 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

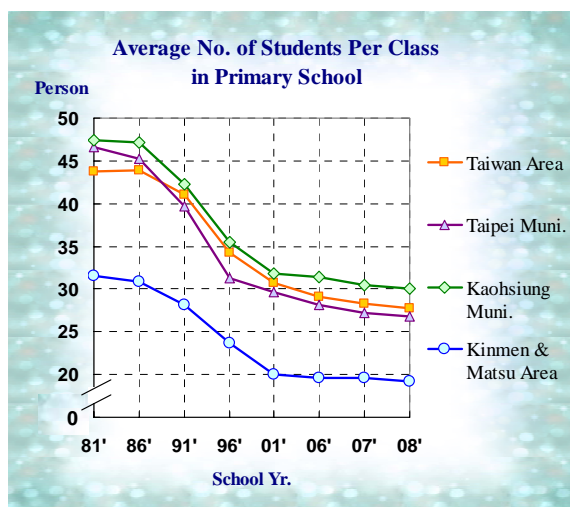
Constitution of this nation. Children aged 6-12 years are all required to receive free but compulsory education. The government provides the poor with textbooks free of charge.

Compulsory enrollment is adopted, and each of the schools at this level is designated to admit students coming from a designated zone. 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 and meet national reconstruction requirements. The compulsory education was 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 SY2008, around 45,000 junior high students were enrolled in the Technical Art Programs.

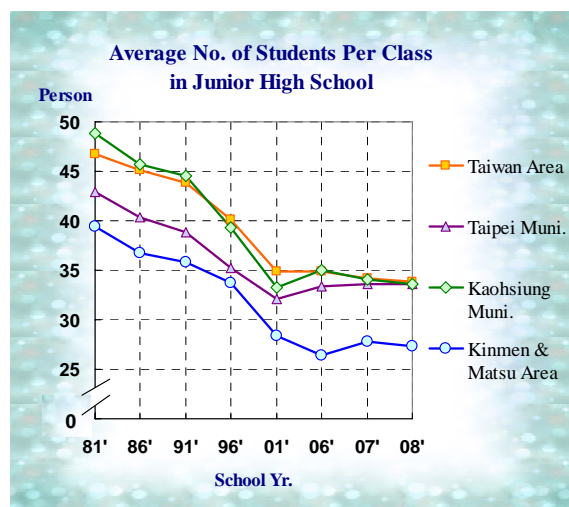
In SY1950, there were 1,231 primary schools admitting 906,950 students. The figures in SY1968 were 2,244 primary schools and 487 junior high schools admitting 2,383,204 students and 617,225 students respectively. By SY2008, the statistics revealed the number of primary schools increased to 2,654 with 1,677,303 students enrolled; and junior high increased to 740 schools with 951,976 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 Students Per Class in Primary School**

Unit : Person

School Yr.	81'	86'	91'	96'	01'	06'	07'	08'
District								
Taiwan Area	43.80	43.94	41.00	34.21	30.79	29.11	28.32	27.70
Taipei Muni.	46.63	45.30	39.63	31.27	29.71	28.14	27.19	26.74
Kaohsiung Muni.	47.49	47.11	42.30	35.55	31.86	31.36	30.53	30.03
Kinmen & Matsu Area	31.52	30.93	28.15	23.64	20.08	19.60	19.66	19.15



**Average No. of Students Per Class in Junior High School**

Unit : Person

School Yr.	81'	86'	91'	96'	01'	06'	07'	08'
District								
Taiwan Area	46.71	45.14	43.86	40.12	34.94	34.88	34.21	33.87
Taipei Muni.	42.88	40.30	38.79	35.20	32.05	33.40	33.59	33.61
Kaohsiung Muni.	48.83	45.71	44.49	39.33	33.20	35.01	34.08	33.62
Kinmen & Matsu Area	39.44	36.70	35.80	33.70	28.39	26.35	27.84	27.37

## IV. Senior Secondary Education

Junior high education and senior secondary education fall under secondary education, which, in fact, covers middle schools (i.e., junior high schools and senior high schools), normal schools, and vocational schools (i.e., junior vocational schools and senior vocational schools). With the implementation of the 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 they have 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.

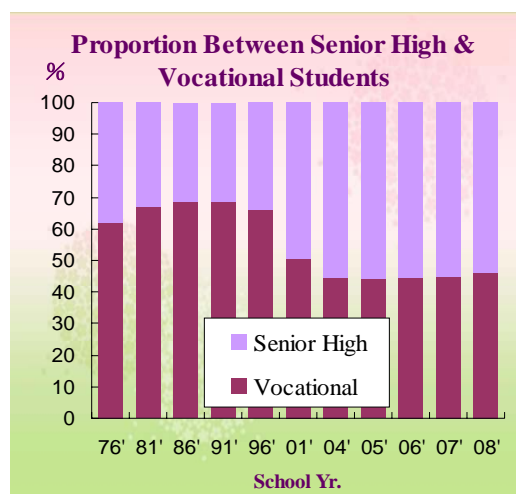
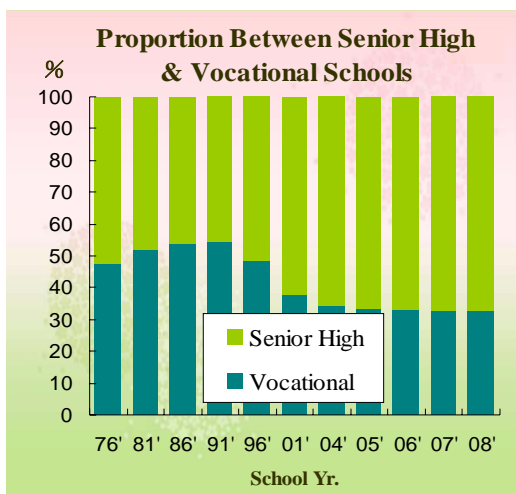
In SY1950, all senior high schools were a part of middle schools, which also included junior high schools. At that time, 62 middle schools admitted 18,866 senior high students. Subsequently, the number of senior high students steadily increased to 197,151 persons by SY1972, more than ten times that of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

Since SY1991, industrial upgrading has produced a growing requirement for senior, professional workers. A new policy was adopted to reduce senior vocational students, causing senior high school students to rise over the years. There were 321 senior high schools with 406,316 students enrolled in SY2008. The ratio between senior high students and senior vocational students was 54:46.

Under the current system, senior high graduates may enroll themselves into universities, colleges, or 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'	52.28	47.72	38.03	61.97	34.00	66.00
81'	47.87	52.13	32.77	67.23	28.70	71.30
86'	46.17	53.83	31.42	68.58	27.40	72.60
91'	45.50	54.50	31.42	68.58	27.00	73.00
96'	51.54	48.46	34.01	65.99	29.60	70.40
01'	62.40	37.60	49.50	50.50	44.00	56.00
04'	65.80	34.20	55.70	44.30	51.70	48.30
05'	66.70	33.30	55.90	44.10	52.30	47.70
06'	67.10	32.90	55.50	44.50	52.10	47.90
07'	67.20	32.80	55.00	45.00	51.40	48.60
08'	67.30	32.70	54.00	46.00	50.50	49.50

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 SY2008, the number of senior vocational schools increased to 156, and there

were 86 senior high schools setting up vocational classes. The total number of senior vocational students was 346,563, of which 40.37% majored in industry, 44.76% in commerce, 2.80% in agriculture, 9.45% in home economics, and 2.62% 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. The kind of senior secondary schools 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 their 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 the special subjects to be offered and on the practical training courses.

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

Comprehensive high school graduates may take the joint entrance examination or obtain recommendation letters to enroll in universities, 4-year institutes of technology, or 2-year junior colleges. As of SY2008, there were 144 comprehensive high schools with 103,575 students enrolled.

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

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

Certain junior high schools in Taipei City, Kaohsiung City, Taipei County, Kaohsiung County, etc. were chosen to join the pilot program. Since then students met the need to attend senior high school and the government had a huge budget saving from not building new schools. As a result, many cities and counties applied to join the program to transfer junior high schools to combined high schools. There were 68 municipal, county or city combined high schools in the pilot program as of SY2008.

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

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

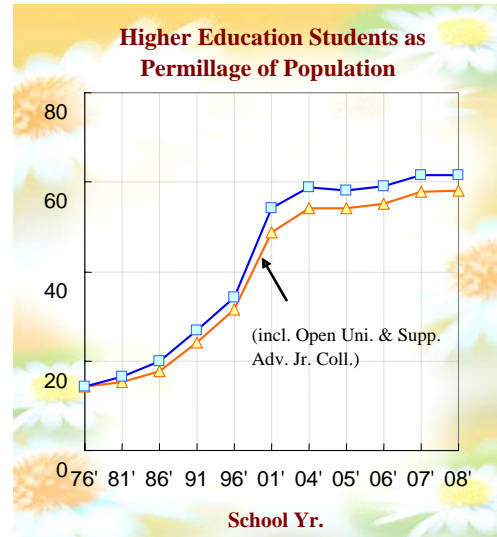
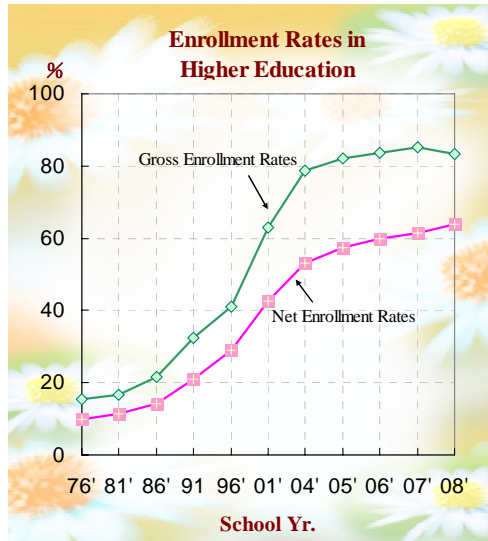
### **V. Higher Education**

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

There were 1 university, 3 colleges, and 3 junior colleges and there were 3 graduate schools affiliated with the university in SY1950. These schools admitted 6,665 students. Subsequently due to economic development, the demand for professional personnel went up. The government spared no efforts to set up public institutions of higher learning and

opened up for the establishment of private ones.

Institutions of higher education have been inaugurated since 1974. As of SY2008, there were 162 institutions of higher education including 102 universities, 45 colleges, and 15 junior colleges. The total number of students was 1,337,455. Also, there were 3,283 affiliated graduate program institutes with 213,700 graduate students enrolled.



### Enrollment Rates and Students as Permillage 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

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 completions 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 who majored 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-to-case basis. Presently, some universities have such programs in Medicine, Chinese Medicine, and Law.

**(4) Master's 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 ought to apply to study for a doctorate degree.

Furthermore, to meet a goal of providing lifelong education, universities offer a variety of on-the-job training and courses of studies.

## **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 could 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 could also 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, ordinary and special classes in junior high schools, primary schools and kindergartens (incl. nurseries), distributed 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 to give preference to those with 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 promulgated 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 schools, experimental schools and retained the earlier classification of having schools for the deaf, schools for the blind, and schools 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 SY2008, 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 6,875 students, 302 in kindergarten, 835 in primary school, 1,285 in junior high school, and 4,453 in senior high and senior vocational schools.

## 2. Schools with Special Education Classes

Some regular schools organize special education classes either for specially gifted students or for those suffering from physical or mental disabilities. Such classes could 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 specially gifted children are categorized according to those for: the 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 5,672 special education classes with 123,346 students for SY2008.

### Special Education Students at All Levels in SY 2008

No. of Students Education Level	Type	Total	Mentally and Physically Challenged			Gifted
			Subtotal	General school	Special Education School	
<b>Grand Total</b>		<b>150,233</b>	<b>103,174</b>	<b>96,299</b>	<b>6,875</b>	<b>47,059</b>
Pre-school		<b>10,825</b>	10,825	10,523	302	-
Primary School		<b>57,053</b>	40,115	39,280	835	16,938
Junior High School		<b>42,894</b>	23,621	22,336	1,285	19,273
Senior High & Voca. Sch.		<b>29,972</b>	19,124	14,671	4,453	10,848
Junior Coll., Coll. & Univ.		<b>9,489</b>	9,489	9,489	-	-

## **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 who fail to complete the 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 SY2008, there were 534 fundamental supplementary schools with 25,201 students enrolled, 224 supplementary advanced senior high schools with 98,376 students enrolled, 42 supplementary advanced junior colleges with 38,143 students enrolled, and 42 supplementary advanced colleges with 27,495 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 instruments to offer adult education, supplemented by face-to-face teaching and guided by correspondence. With the objectives of upgrading the cultural level and improving the quality of manpower, the school has set up the humanities, social science, and business management departments. When entering the school, students are not required to choose their major field of study. On top of common courses, they may sign up for any other courses they are interested in. When a student has earned 60 credits from courses offered by the department of science, he may choose the science as his major. When he crosses the criteria for two sciences, he may apply for two majors. Like ordinary universities, the open universities require a minimum 128 credits for graduation.

The students in open universities can be classified into two categories, formal

students and semi-formal students. Formal students are required to have a minimum age of 20 and must have senior high school education or the equivalent level of education when they are enrolled in an open university. Semi-formal students must have a minimum age of 18 when they sign up with an open university. In SY2008 the total number of formal students was 16,751. In SY2007 2,694 students graduated from open universities.

The duration of short-term supplementary education ranges from one month to one year and a half consisting of skills & craft supplementary education programs and humanities & science supplementary education programs. Besides, the prolonged national 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 to the Practical Technical Programs in SY2005, and in SY2008 there were 47,309 students enrolled.

## **2. Social Education Institutions**

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

- (1) **Library:** All level of governments have spared no efforts to promote the establishment of libraries. So far there are 545 public libraries in the nation. That's an average of 1.5 public libraries in each town. Our department has annual budget in providing software and hardware resources to raise the quality of library services.
- (2) **Museum:** A museum is a fixed, permanent non profit-oriented educational and cultural institute designed to collect, preserve, cultivate, research and exhibit cultural and natural objects, samples, models, documents, and data. The museum is open to

the public to serve such purposes as academic research, education, and recreation. Consequently, fine art museum, art museum, memorial hall, artifact museum, zoo, science museum, and observatory could be treated as museums.

In 2009 there were some national museums, including the National Museum of History, the National Museum of Natural Science, the National Museum of Science and Craft, the National Museum of Taiwan's Prehistoric Culture, the National Marine Science Museum, and the building National Museum of Marine Biology - Aquarium.

- (3) Others:** Other social education institutions include the National Taiwan Science Education Center, the National Taiwan Arts Education Institute, the National Dr. Sun Yat-Sen Memorial Hall, the National 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 lifetime.

### **V III. International Exchange of Students**

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

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

In 2008 the MOE subsidized all level of schools to participate in 50 international academic conferences and provided financial assistance to hold 71 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. It reached 1,223 grantees in 2008. This has effectively upgraded the nation's academic level and status.

#### **2. Invitation Program for Foreign Cultural & Academic Persons:**

Currently, our education is getting internationalized at a very fast rate. Access to

information is becoming much easier and the academic climate is reaching maturity. The program of MOE for inviting foreign individuals from the cultural and educational sectors will be geared towards the concepts of “quality counts more than quantity”, “equal status” and “substantial mutual benefits” in scholarly exchange relationship. While keeping an eye on the policy goals of local universities for autonomy and “internationalized education”, the MOE will assist schools to develop programs of international academic cooperation and exchange in the hope of raising the academic standard of the schools.

At present, the invited scholars are internationally known scholars working for the central governments of their respective countries, states or provinces. Besides understanding the respective universities’ research development and signing the specifications of cooperative agreements, the visiting scholars find their understanding of the Republic of China on Taiwan much improved due to some cultural activities arranged for them by the MOE, which is trying to get involved in academic diplomacy. A total of 105 educational bureau heads, acclaimed college principals and renowned scholars from many countries were invited to R.O.C. and to the MOE in 2008.

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

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

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

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

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

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

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

### **(3) Government-supported Study Abroad**

#### **A. Restore Government-supported Study Abroad**

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

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

To comply with state development requirement, it is important to increase the number of students studying abroad with government support, to diversify the countries and to implement special plan for professional training of technological human resources. Since 1970, 20 students have been selected annually under the “Government-supported Overseas Study Plan” to study abroad and the number has been increasing. In 1992, Commonwealth of Independent States (CIS) countries and Japan for the first time appeared on the list of the “Government-supported Overseas Study Plan.” A total of 150 students went to these countries.

In 1998, the short- term program for researchers was added, thus increasing the categories of government-supported overseas study to six. In 2002, to complement the Executive Yuan’s project “Challenge 2008: National Development Emphasis Plan” and “Plan for Training Technological Human Resources”, the “Government-supported Overseas Study Plan” was simplified and a special plan for emphasized technological training of short-term researchers was added, in which 35 students were selected.

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

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

Partial scholarships increased from 42 in 2003 to 140 in 2004. In 2005, for fulfilling the Executive Yuan’s “Expanding Overseas Study Plan”, the MOE cooperated with the National Science Council and the Council for Economic Planning and Development, formed a committee and provided support for 143 students. In 2006, the number of the kind of Government-supported students increased to 180. Meanwhile, the MOE also provided scholarships to 133 students in 2006, 192 students in 2007, and gradually increased the number of scholarships awarded to 278 students in 2008.

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

those who come from lower income families to expand their international vision.

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

For the participating students in the Short-term Study Exam and the Technology Focused Short-term Study Exam for Government Aid are similar to which explained by the National Science Council, therefore in 2004 was merge to it. Post-doctoral Study Exam in the same situation was merged to it also in 2005.

#### **(4) Establish Study-abroad Loans.**

To ease the economic burden of the middle- and low- income students as well as to encourage more individuals to pursue masters and doctoral degrees, the 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. In 2006, the ceiling for these loans was set at NT\$1.8 million (payable in 14 years including a 4-year grace period) for doctoral students and NT\$ 0.9 million (payable in 8 years including a 2-year grace period) for masters students.

#### **(5) 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 cultural and educational exchange, the government signed cultural exchange agreements with many friendly countries. Scholarships for foreign students were set up. Exchange professors and students became increasingly common. Exchange of books and publications were initiated. The number of foreign students increased with the passing of time.

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

The MOE will be 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 2008, there were 6,258 foreign students, an increase of 999 from 5,259 in 2007. The growth rate was 19.0%.

Foreign students in R.O.C. mostly pursue studies in three major areas, namely humanities, social sciences and sciences and technology. The number of students majoring in social science was 2,605 in 2008SY, and was the most important among the above three areas. The distribution of the above three areas is as below:

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

Unit : Person ; %

<b>Tri-category</b>	<b>Course of Study</b>	<b>Number of Student</b>	<b>% of Foreign Students</b>
Humanities	Education Science、Arts、Humanities、Design、Security Service、Unspecified	1,402	22.40
Social Sciences	Social & Behavioral Science、Journalism & Information、Business & Administration、General Law、Social Services、Personal Services	2,605	41.63
Sciences & Technology	Life Science、Natural Science、Mathematics & Statistics、Computing、Engineering、Architecture & Building、Agri.、Fore. & Fishery、Veterinary、Health、Transport Services、Environmental Protection	2,251	35.97

In 2008, foreign students came from 130 countries. Those originating from Asia made up 72% of all foreign students. Here is the statistics of foreign students mainly coming from.

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

Unit : Person ; %

Country	2008	2007	Growth Rate	
			Number of Student	%
<b>Total</b>	<b>4,728</b>	<b>3,960</b>	<b>768</b>	<b>19.39</b>
Vietnam	1,098	806	292	36.23
Malaysia	871	700	171	24.43
Indonesia	534	425	109	25.65
Japan	393	409	-16	-3.91
United States of America	370	348	22	6.32
Republic of Korea	357	342	15	4.39
India	287	265	22	8.30
Thiland	252	194	58	29.90
Philippines	173	126	47	37.30
Mongo	169	131	38	29.01
Russia	113	92	21	22.83
Canada	111	122	-11	-9.02

The top 5 schools with the highest number of foreign students are: Ming Chuan University with 527 students, National Taiwan University with 514 students, National Cheng Chi University with 436 students, National Cheng Kung University with 417 students, and National Normal Taiwan University with 272 students.

The MOE and the Ministry of Foreign Affairs co-signed the “Taiwan Scholarships and Grants Program” jointly setting up the “Taiwan Scholarships” in November 2003. The Ministry of Economic Affairs and the National Science Council joined in the implementation of the program in May 2004. In 2008 “Taiwan Scholarships” were awarded to 1,356 foreign students from 90 countries studying in 63 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 2008 the scholarships were awarded to 296 students from 36 countries.