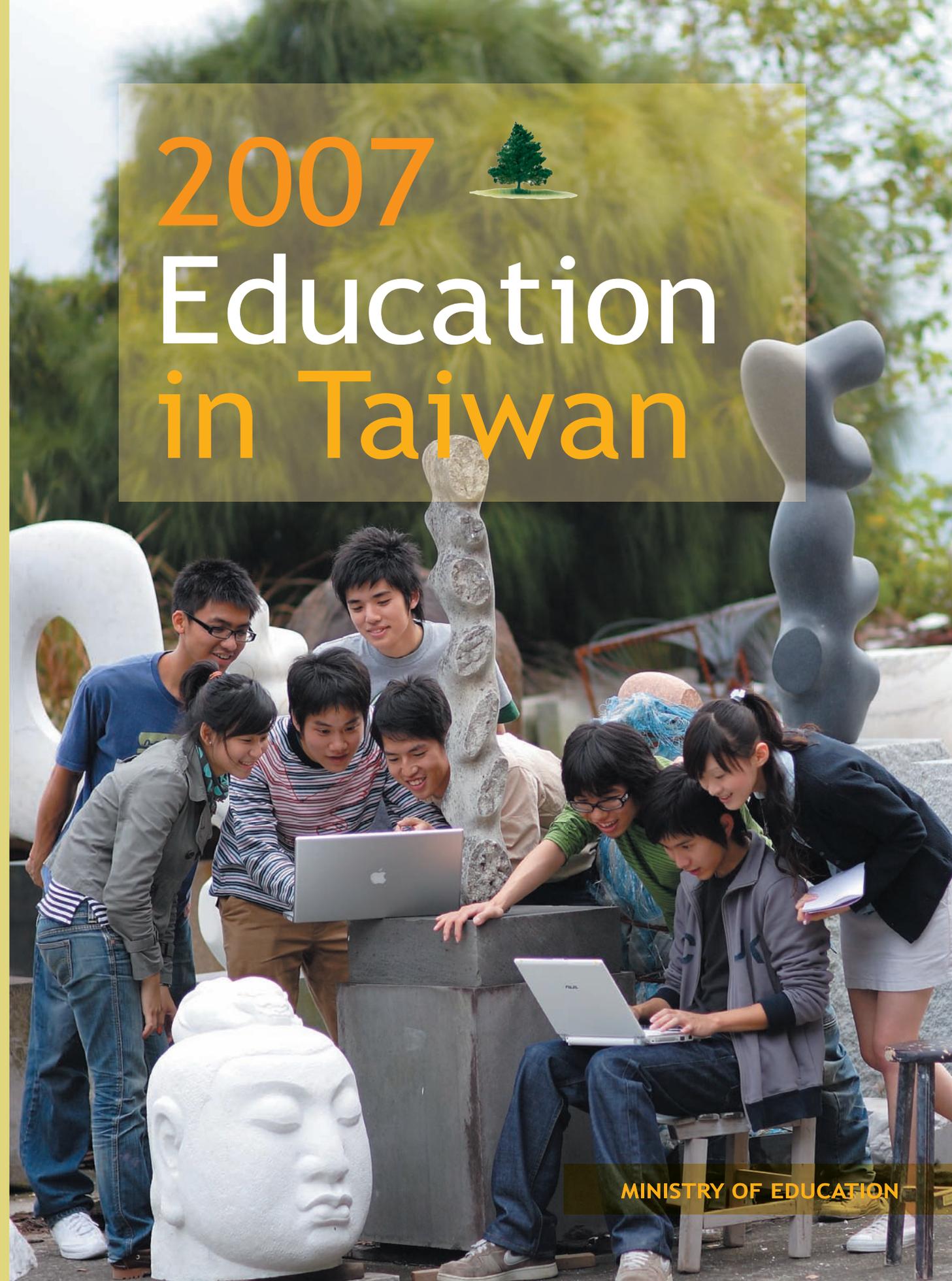


2007 Education in Taiwan



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MINISTRY OF EDUCATION



Taipei National University of the Arts



2007 Education in Taiwan

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To Our Readers



Over the past few years, the awareness of our national identity has been the core value of our education policies. A clearer perception of Taiwan's identity and the enhancement of our social care systems are two of this Ministry's four major education policies. The first is partly achieved by providing our young a better understanding of this island's history, culture and marine resources. The second includes the issue of education in our mother tongue education and in the historical heritage of our homeland. We can thus speak of a Mother Tongue Education and Homeland Education.

Taiwan has diverse cultural groups of people and this Ministry plans to encourage more young people to learn and use their mother tongues--Taiwanese, Hakka or any of the 43 indigenous languages. The government has established two TV channels, one

broadcasts in Hakka and the other in indigenous languages. After Mandarin, Taiwanese is the second most popular language in Taiwan. In order to provide a complete and well-rounded Taiwanese learning and teaching system, the MOE developed a standard Taiwanese pin-yin system and established a vocabulary with 300 of the most frequently used words. The MOE has also set up a consultation team to help schools teach mother tongue courses. With these measures, we hope to help Taiwan's many local cultures have a renaissance.

Together with Mother Tongue Education, we hope to utilize Homeland Education as a catalyst to promote the overall recognition of our national identity. Taiwan's long history of governance by a single political party had the unfortunate outcome of neglecting for many years, the education of our

people in our homeland history and literature. Fortunately, in the year 2000, many scholars put themselves to the task of designing homeland education courses. The MOE now encourages schools to increase the number of homeland education courses in their curriculums.

The MOE is also committed to help address Taiwan's many pressing social concerns. One proof of this commitment is the establishment of Digital Opportunity Centers. This is our way of narrowing the digital gap between rural and urban areas. We have sought the involvement of college and university student volunteers to teach residents how to use the Internet. By using state-of-the-art information technology, residents of rural communities have a better opportunity to promote the culture and history of their own rural towns to the world. On the other hand, decreasing the digital gap also helps children in urban areas understand their home country and of Taiwan's unique place in the world.

Enhancing the quality of vocational education is another significant policy of this Ministry. Globalization has given rise to the easy availability of skilled labor at low wages. Domestic workers who lack technical skills are displaced. In view of this, we need to develop a skilled workforce, and a sound vocational education system is one way of doing this. Vocational education enables our young people to acquire practical skills instead of just having as an objective that of passing the university/college entrance exams. According to our latest surveys, the number of students enrolled in senior vocational schools increased by approximately 10%. To maintain the quality of teaching, the government has set aside a budget to help vocational schools

establish industry-academia partnerships. This allows vocational school students to gain practical experience and to pursue higher education degrees.

When I was appointed as Minister of Education three years ago, I asked my colleagues in this Ministry to have the liberalization of education as our guiding principle. I am pleased to say that adopting this principle has given birth to some major reforms such as the "One Standard, Multiple Textbooks" policy, that allows teachers to choose or even write their own textbooks; the "University and College Multi-channel Admissions" policy, that provides young people more channels to enter universities or colleges; the NT\$5 billion "Five-Year Development Plan for World Class Universities and Research Centers of Excellence Project" that encourages higher education to enhance the quality of its content; and the policy of supporting institutions of higher education have international education exchanges with institutions in other countries—this trains our students to acquire a global view.

We are now on the irreversible path of educational reform. Our hope is that we arrive at our destination of an educational system that is more diversified, creative, and equitable.

Tu Cheng-Sheng
Minister of Education

An Overview

Taiwan's education system has the following components: basic education, intermediate education, advanced education and returning education. Basic education includes kindergartens, primary and junior high schools. Intermediate education includes vocational schools and senior high schools.

The Ministry of Education is headed by the Minister who is supported by one Political Vice Minister and two Administrative Vice Ministers. The MOE organization includes the Departments of Higher Education, Technological and Vocational Education, Secondary Education, Elementary Education, Social Education, Physical Education and several other agencies. They are in charge of the

promotion and implementation of school education at all levels, adult education, physical education and other educational affairs.

In Taiwan, there are more than 5 million students studying in over 8,000 schools of all levels, including 1.3 million students in more than 100 institutions of higher education.

Basic compulsory education consists of 6 years of elementary education and three years of junior high school education, but the curricula of the two educational levels have been connected and integrated into a New 1-9 Curriculum. Upon completion of compulsory education, students may choose an academic track or a vocational track.

The academic track includes three years of senior high education, college/university education and post-graduate programs. The educational goal at these levels is to nurture high-quality professionals with a global outlook.

The vocational track includes vocational high schools, junior colleges, institutes of technology and universities of technology. Its purpose is to develop technical manpower for economic development.

In addition, the MOE actively promotes supplementary education and community education, providing everyone abundant opportunities to pursue life-long learning. Gifted students and physically or mentally handicapped students can enjoy special

education adapted to their needs.

In 15 years, the illiteracy rate in Taiwan has dropped from 7% in 1991 to less than 3% at present. Since 1976, the enrollment rates in elementary and junior high schools have remained at a level of more than 99%.

The Ministry plans to extend the compulsory education to cover both the senior high education and early childhood education in hope of creating a more complete educational structure.

Along with knowledge development in the new century, lifestyles and social structures in Taiwan have undergone great changes. It is inevitable that education will undergo great changes as well.



The Educational System

The present education structure supports 22 years of formal study. Completion times are flexible, depending upon the needs of the students. Normally, the entire process requires 2 years of preschool education, 6 years of primary school, 3 years of junior high, 3 years of senior high school, 4-7 years of college or university, 1-4 years of a graduate school program, and 2-7 years of a doctoral degree program.

Compulsory Education

The MOE implemented a ten-year trial compulsory education program nationwide. That program was designed to integrate junior high school and senior vocational school curricula. Now, junior high school students, who are interested in beginning a program in vocational training, could do so during the last year of their junior high school for two years.

Senior High and Senior Vocational Education

There are two types of institutions for students above the junior high school level. They are senior high and senior vocational schools, both take three years to complete. Senior vocational schools offer courses in areas such as agriculture, industry, business, maritime studies, marine products, medicine, nursing, home economics, drama and art.

Junior College Education

Junior colleges fall into two categories, five-year junior college and two-year junior college, each having a different set of admission requirements. Five-year junior colleges admit junior high school graduates, and offer five-year courses of study. Two-year junior colleges admit senior vocational high school graduates and offer two-year courses of study.

Normal Education and Training Programs

In Taiwan, the teacher training programs are available at the higher education level and they usually last four years. Those programs fall into two

categories: (1) Programs for training teachers of secondary education; and (2) Programs for training teachers of primary and kindergarten education. The former are primarily offered by normal universities while the latter are chiefly offered by normal colleges.

University Education

University undergraduate programs require four years of study; however, students who are unable to fulfill their requirements within the designated time, may be granted extensions, up to two years. Specialized undergraduate programs such as dentistry or medicine require six to seven years, including an internship period of one year.

Graduate Education

Graduate programs leading to a master or doctoral degree requires one to four years and two to seven years, respectively. But students who enter the graduate school as part of on-job training can be granted an extension, if they fail to finish the required courses or to complete their thesis/dissertation on time.

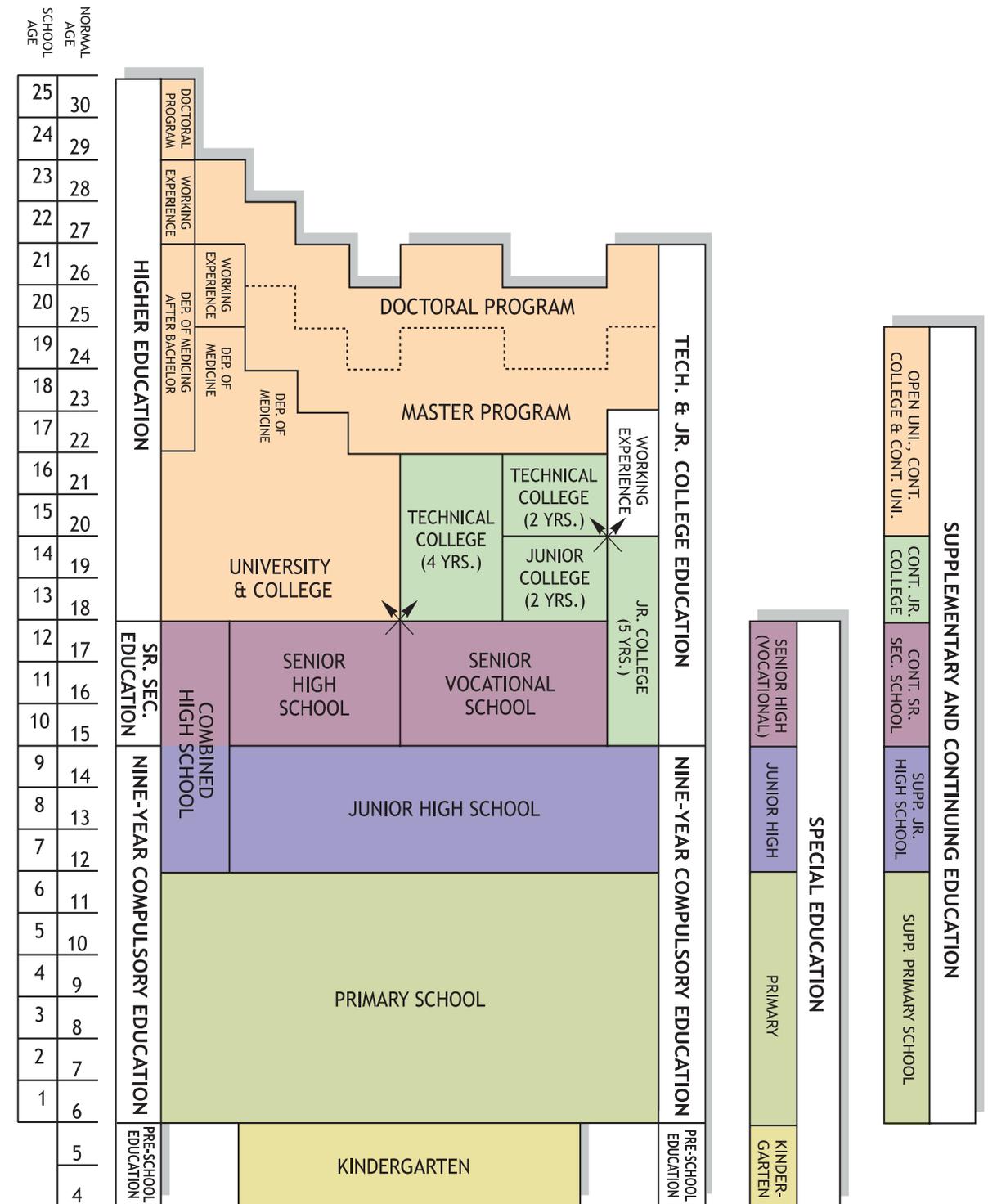
Special Education

Only designated schools are allowed to admit students who are mentally or physically challenged. Special education in preschool and primary school requires at least six years, in junior high school, three years, and in senior high and senior vocational school, three years. Special classes are offered by regular education institutions, including primary, junior, and senior high schools.

Supplementary and Continuing Education

Supplementary and continuing education provides citizens with an alternative way to achieve their educational goals. Based on the curriculum provided, it is classified into three main categories: basic education, advanced study and short-term supplementary education. The study periods vary according to their curriculum design.

Current School System



Educational Reform

Creative Taiwan, Eye on the World



Taiwan's educational system has grown and expanded and now needs to take steps to upgrade the quality of education. Globalization has greatly influenced education, economy and politics. Like other nations of the world, Taiwan is zealously working to improve national competitiveness.

Looking at the present situation of Taiwan's society, the Ministry of Education has come up with the overall educational goal summed up in "Creative Taiwan, Eye on the World." Three core approaches support the implementation of this motto: adaptability in nature and ability, embracing globalization, and supporting the disadvantaged.

From 1998 to 2002, the Ministry of Education appropriated a budget of NT\$150 billion to implement 12 key points in educational reform. The educational system at every level looks after the citizenry's right to a good education. The following thirteen administrative and governing directions were decided in 2004.



1. Education for the Citizenry: Reduce the number of students in each high school class, introduce the nine-year compulsory education's curriculum, incorporating local subjects in classroom studies.

2. High School Education: Implement multi-channel entrance program at the senior high school level, introduce a 12-year compulsory education plan.

3. Teacher Training: Reduce education courses for teachers, encourage elementary and high school teachers to seek further training while on job.

4. Vocational Education: Strengthen collaboration between private firms and schools, foster international exchanges, and enforce stricter technical schools' evaluation standards.

5. Higher Education: Improve the international competitiveness of colleges and universities, invite foreign professors to visit as faculty members, hire local specialists to fill teaching positions, modify and improve the educational loan system, bring higher education and economic development together.

6. Social Education: Promote lifelong learning, bolster functions of public social education systems, promote cultural activities, provide adult education classes for female immigrants, including China.

7. Physical Education and Health Education: Foster physical education classes in schools, hold

sports competitions, strengthen the health education plan.

8. International Cultural Education: Establish Taiwan scholarships, promote cooperation and exchange with overseas educational institutions, foster participation in international scholarly symposiums, publicize overseas study programs and counseling, encourage overseas study trips for students in senior high school or vocational school.

9. Training and Counseling: Promote human rights on campus, counseling for dropouts, gender equality education, organize college/university volunteer teams, hold fairs for senior high school organizations.

10. Internet and High Technology Education: Improve auxiliary education, encourage working for digital education certificates, establish community education network.

11. Science Education: Revamp science education, hold science-based competitions at college or university level, promote life-long science learning.

12. Environmental Protection Education: Promote nationwide safety and hygiene training, school safety protection, and establish sustainable campuses.

13. Special Education: Formalize accreditations for physically and mentally challenged students, subsidize special education in 25 counties and cities, improve the quality of education for indigenous people.



Education Expenditure



The MOE's main building.

Legal Foundation of the Education Budget

Education is the foundation of a state and Taiwan's constitution sets clear guidelines for the regulation of educational objectives and methods. Efficiently allocating budget funds is one of the principles of the Education Basic Law, published by the government in 1999. That Law stipulates that all levels of government agencies should marshal a sufficient budget for education, use and allocate education resources fairly, and provide subsidies to the schools in rural or special areas. To achieve those objectives, the MOE drafted the Compilation and Administration of Education Expenditures Act, which was announced and enforced in 2000.

The Act contained eighteen articles with the following four main goals:

1. Stable budget growth

The government should guarantee a stable growth of the education budget which should not be less than 21.5 percent of the General Government Net Revenues for the previous three years. This ensures a stable growth in the education budget.

2. Set control standards

The Executive Yuan should establish the Education Budget Commission in charge of setting standards for drafting the total education budget, marshaling subsidies, and regulating the expenditures of all government agencies.



3. Announcement and Audit

To publicize education subsidies, the MOE established the Audit Commission on Education Budget Allocation, aimed at regulating the standards and announcing the procedures for granting subsidies.

4. Transparency of allocation

The central and local government agencies should monitor schools' budget balances and regularly make them public. Moreover, the government should regularly conduct evaluations and grant subsidies based on them.

Expenditures on Public and Private Schools

In fiscal year (FY) 1951, expenditures of public and private education at all levels totaled NT\$213 million, occupying 1.73 percent of GNP. In FY 2006, the educational expenditures reached NT\$ 683 billion or 5.61 percent of GNP.

Before FY 1961, private education expenditures were less than ten percent of total education expenses. Under the government's encouragement

through subsidies, the number of private schools increased. By FY 2006, government expenditure for private education reached 27 percent of total educational expenses, an increase of 19 percent over FY 1996.

In FY 2006, the government's education expenditure at all levels accounted for 23.13 percent of the General Government Net Revenues for the previous three years. This year, the MOE adopted that percentage as the basis for designing the education budget.

Total Expenditures at all School Levels

In FY 2006, the expenditure for kindergarten education accounted for 3.46 percent; compulsory education 38.6 percent; senior secondary education 16.92 percent (11.26 percent for senior high schools and 5.66 percent for vocational schools); higher education 40.25 percent (0.72 for junior colleges and 39.67 for universities or colleges).



Students test a solar-powered vehicle they designed.



Compulsory Education

Helping kids score goals

Decades ago, Taiwan's education focused too much on the results of the entrance exam that senior high school students had to take and most course content were designed for students to pass it. However, as Taiwan society became more open and liberal, more parents accepted an educational concept that enabled students to demonstrate their talents instead of just scoring high in exams.

The MOE has spent more than ten years carrying out an education reform that seeks to transform a static and tedious learning system into one with a more dynamic and creative style.

The ultimate goal of Taiwan education is to mold citizens for the 21st century, an era that calls for young people who are competitive, adaptable to a changing world, creative in their thinking and humanistic in their outlook.

Primary and Junior High Schools



Taiwan's nine-year compulsory education was first defined by the Compulsory Education Regulations in 1982. Primary schools fall under the jurisdiction of county and city governments. Children at least six years of age are required to begin primary schooling without taking entrance tests. After six years, they are supposed to graduate with a primary school diploma and need not take a test to enter junior high school that also falls under the jurisdiction of county and city governments. After three years, they are supposed to receive a junior high school diploma. This is the basic coverage of the present nine-year compulsory education, that has a strong emphasis on mathematics, physics, chemistry and other sciences.

Taiwan's propensity for science and mathematics has enabled its students to become consistent winners in International Olympiads in math and science. Ten years ago, the Ministry of Education put into practice the Education Reform Action Plan that outlined 12 key policies emphasizing pluralism and general education. The MOE adopted the principles

of diversity and tolerance in re-building a learning environment in primary and junior high schools that encourages academic excellence and respects the students' individual traits and potential. Students receive an education that seeks to develop creativity and versatility by promoting sports, drama, and regular artistic performances on campus.

The average class size in primary school is less than 30 students and in junior high school, less than 35. This allows teachers to dedicate time to each student. This decrease in class size in primary and junior high schools is an outcome of the Nine-year Integrated Curriculum (see below). In the school year of 2006, the class size in primary schools was cut down to twenty-eight students; the class size in junior high school was reduced to 34.9.

Kindergarten Education

Education is not compulsory for children aged between two and seven years old. For the school year 2005, 224,219 children were enrolled in 3,351

kindergartens. This relatively high number is due to the rising number of families with both parents working. Additionally, with more kindergartens hiring native speakers to teach English, parents enroll their children early in such kindergartens.

To ensure that children from low-income families (including those from aboriginal areas) have an opportunity to receive the same basic education, the MOE started a four-year financial support program in 2004 across Taiwan. From 2004 to 2008, a budget of NT\$2.3 billion has been earmarked to offer NT\$6,000 per semester to children from such families.

Nine-Year Integrated Curriculum

Traditionally, the central government decided almost everything for schools from the standard curriculum to students' school uniforms. The Education Reform Action Plan changed all that with the establishment of the Nine-Year Integrated Curriculum that empowers the local governments, schools and teachers to design the curriculum and teaching materials.

The Nine-Year Integrated Curriculum is one of the MOE's most important reform policies. Its ultimate objective is to diversify Taiwan education. For example, instead of completely relying on a national entrance exam to enter senior high schools, junior high school students can now go through what are called "multiple entrance schemes."

This Integrated Curriculum also puts emphasis on cultivating creativity by encouraging students to do their own research in answering assignments given in class instead of just relying on their textbooks. The curriculum seeks to develop versatile citizens capable of responding to the challenges posed by globalization in the 21st century.

Foreign language proficiency is important in cultivating versatile students. So the MOE subsidizes schools in bringing more qualified foreign teachers to teach English. To minimize the gap in educational resources for English teaching between urban and rural areas, the MOE draws from a budget for subsidizing the disadvantaged groups, including indigenous peoples and lower income families, and train qualified English teachers for schools in rural areas.

Future: Twelve-year National Basic Education

The MOE in 2007 started to promote the Twelve-year National Basic Education and plans to complete its implementation in 2009. The Twelve-year National Basic Education isn't compulsory. It is a means to help junior high school graduates who don't continue on to senior high school nor find employment enter suitable schools and acquire professional skills, ultimately raising the overall quality of Taiwan's labor force.



Junior high school students at the Sacred Heart Girls' Senior High School attend Chemistry class.

Compulsory Education Policies



Diversified Education

One Standard, Multiple Textbooks Policy

In the past, primary and secondary education students in Taiwan were required to use only the textbooks published by the National Institute for Compilation and Translation (NICT). Students could do well in their Joint Senior High School Entrance Exams by just memorizing the contents of the textbooks. Some students would even refuse material taught by teachers outside those textbooks because they won't appear on exams made by an examination committee.

To reach the goal of diversified education, the core of its education reform, the MOE implemented the One Standard, Multiple Textbooks policy in 1999.

Multiple Textbooks means that the textbook market is no longer monopolized by the NICT or just one publisher. Schools can organize a committee of teachers to select the textbooks to be used by the students of their school.

One Standard means the MOE allows students to take entrance exams that can test their real academic level by giving comprehensive questions according to the MOE's standards. The policy drew some complaints for increasing students' academic and economic burdens, but it is useful for pushing

Taiwan education onto the next level—diversified, creative and liberal.

Digitalized Education

Bridging the Digital Gap

To bridge the digital gap between city schools and rural schools, the MOE encourages college students to form digital volunteer groups to help kids in the rural areas use computers. The MOE has also established an on-line tutoring system where many college students answer on-line questions from children in rural areas about their homework.

Localized Education

Mother Tongue and Homeland Education

Mandarin Chinese is still the only official



language in school education. However, as Taiwan society gets more liberal and open, other languages such as Taiwanese, Hakka, and indigenous languages are finding their way into the educational system. In 2001, the MOE asked public primary and junior high schools to design language-based curriculums based on the mother tongues of their students.

"Homeland Education" is another new subject that students in their third grade of elementary school are required to take. In this subject, students are encouraged to foster an interest in the natural and humanistic aspects of their immediate environment and to do some research to increase their knowledge of Taiwan's history and natural resources.

Spatial Education

Planning and managing the campus space

The MOE plans to set aside a budget of NT\$700 million to promote the Planning and Managing Campus Space Plan within three years. The plan seeks to find ways to utilize the increasing unused spaces on elementary and junior high school campuses caused by Taiwan's low birth rate.

About 1,000 schools have begun implementing the plan and will obtain the subsidy. The plan includes "building lifelong learning centers in communities", "designing campuses with special features", "promoting a sustainable learning environment", "transforming unused school space into gyms" and "building digital opportunity centers in rural schools".



Internationalized Education

Friendly Environment for Foreign Children

In Taiwan, the number of foreign spouses mainly from China, Vietnam, and Southeast Asia is increasing. To deal with this, the MOE is promoting after-school language and other tutoring programs for the children of foreign spouses.

Moreover, some schools regularly organize a "Country Week" when exhibitions are held on the culture, customs, and traditions of foreign bride countries. For example, during the "Thailand Week", students are treated to delicious Thai food and they watch performances by fellow students whose mothers come from Thailand.

In Taipei City, some elementary schools such as Si Song (Xi Song) Elementary School and Shih Dong (Shi Dong) Elementary School offer language classes for children of overseas Chinese who have returned to Taiwan. The Nangang Elementary School and Si Hu (Shihues) Elementary School offer bilingual classes for children of foreigners working in Taipei City.

Asmau (10), Fatima (7), Nigeria

"I love the computer classes here!"

"We don't have winter and earthquakes!"



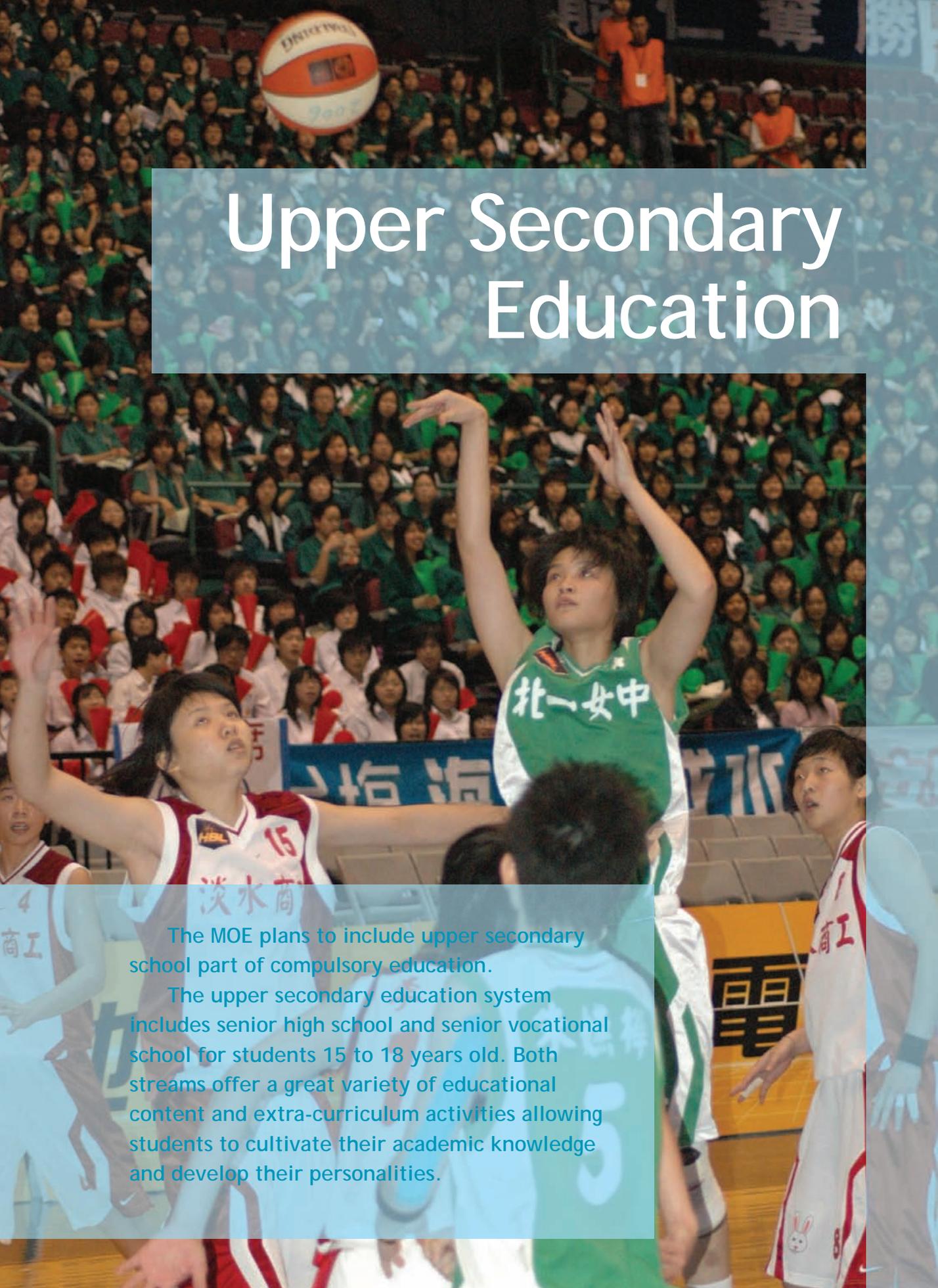
Bilingual Education Programs, Si Hu (Shihues) Elementary School, Taipei

Asmau, 10, and Fatima, 7, are two adorable Nigerian sisters. They moved to Taiwan when their father was appointed director of the Nigeria Trade Office in Taiwan 7 years ago. They are enrolled in the bilingual education program of Si Hu(Shihues) Elementary School. The program seeks to help children of expatriate families catch up with the pace of Taiwanese children in doing regular school work.

"I like attending school, though the homework is kind of heavy," said Asmau, who is in the fourth grade of the Si Hu(Shihues) Elementary School. "The teachers and classmates here are nice."

The two girls enjoyed pretty happy days here. Like the other children in school, they love to watch TV after finishing their homework, and Disney is their favorite channel.

Some schools such as Si Hu (Shihues) Elementary School offer bilingual classes for children of foreigners working in Taipei City. Moreover, after-school language classes and other tutoring programs help the children born to foreign spouses adapt to Taiwan's educational requirements.

A photograph of a basketball game. In the foreground, a player in a green jersey with "北一女中" (Beier Girls' High School) on it is jumping to shoot the ball. A player in a white and red jersey with "淡水商" (Tanshui Commercial) and the number "15" is jumping to block. The background is filled with a large crowd of spectators, many wearing green and white. A basketball is visible in the upper left corner.

Upper Secondary Education

The MOE plans to include upper secondary school part of compulsory education.

The upper secondary education system includes senior high school and senior vocational school for students 15 to 18 years old. Both streams offer a great variety of educational content and extra-curriculum activities allowing students to cultivate their academic knowledge and develop their personalities.



Lu Pei-chuan, Beigang

Excellence in senior high schools project helps us greatly

Principal of National Beigang Senior High School

A senior high school principal has the most important task of improving a student's quality of education and helping them cultivate their personality. For Lu Pei-chuan, the principal of the National Beigang Senior High School, this is a daunting challenge. Beigang is located in a rural area and hardly has access diverse educational resources. In 2005, the MOE launched the Excellence in Senior Schools Project and last year, awarded Beigang a NT\$5 million subsidy.

"The subsidy encouraged all our teachers to be more innovative in their teaching," said Mr. Lu. "With the subsidy, we built a multi-media classroom, and equipped each classroom with an overhead projector and an air conditioner, and established an English Corner, where students are encouraged to speak English with our foreign teachers and a Chinese Corner, where students can learn traditional Chinese arts."

The MOE launched the Excellence in Senior Schools Project and this year, granted subsidies to 66 senior high schools and 52 senior vocational schools.

Senior High Education



The three-year senior high school is part of Taiwan's mainstream educational system. In senior high school, students from 15 to 18 years old, prepare for higher education.

Before the implementation of multiple channels to enter colleges or universities in 2001, senior high schools were primarily focused on preparing students to pass the Joint University Entrance Examination (JUEE). Now, admission into colleges or universities can be gained through recommendation by the senior high school; taking a test given by different departments of colleges and universities; and also by taking the JUEE. Senior high schools now encourage their students to join in extra-curricular activities such as student societies, non-governmental organizations and international competitions. Admission into better universities now partly depends on involvement in such activities.

Enhancement of Global Competitiveness

The MOE has taken two important steps to infuse the principles of global competitiveness into upper secondary education. First, the Ministry designed a global learning environment in 2002 that included well-structured English courses. Second, the MOE encouraged high school students to participate in International Science and Math Olympiads. Moreover, in 2005 the Ministry introduced policies meant to increase the number of international

students studying in Taiwan. A total of 12,830 international students are expected to be enrolled in Taiwan's upper secondary education by 2011.

Dual-stream high school

To help some students who are undecided on going through an academic or vocational track in their secondary education, the MOE in 1996, established several experimental dual-stream high schools that offer the usual secondary school academic content and vocational skills courses. Students study a first and second foreign language, mathematics, social and natural sciences, the arts, marine science, physical education, and vocational skills, and are encouraged to be active in extra-curricular activities.

Students who complete 160 credits could decide to continue their studies in four-year technical colleges, two-year junior colleges, or in universities. They could also decide to start working since they would have gained adequate vocational training. In 2005, 111,666 students were enrolled in 162 dual-stream high schools.

Nurturing diversified talents

Education in Taiwan is now focused on nurturing versatility. Hence, in the past years, upper secondary schools and higher education institutes have adopted more diversified and internationalized curriculums. With a more flexible college/university entrance system, the MOE has been encouraging more high schools not only to prepare students to pass the entrance exam, but also to cultivate versatility such as strengthening their language abilities. In 1999, the Ministry designed the five-year Senior High School Second Foreign Language Education Plan. During the first phase of this plan, the MOE focused on training qualified teachers, course design and improving teaching facilities. More foreign languages such as Korean, Vietnamese, Japanese, French and Spanish were also included in the plan.

Senior Vocational Education



During a practicum session, junior college vocational education students visit a plane cabin (top) and observe a catering company chef.

Technological and Vocational Education

Technical and vocational education is offered at senior vocational schools, junior colleges, colleges and universities of technology.

Students who graduate from senior vocational schools are in principle, equipped to start a business, take up employment or pursue a degree at universities of technology.

Students at the senior vocational level are able to develop vocational skills and career aptitudes;

college-level students acquire more advanced vocational education based on theoretical principles; and students of universities of technology are enabled to sharpen their vocational skills and are trained to write academic papers.

Industry-academia partnership program

The MOE, in harmony with the Human Resources Programs passed by the Executive Yuan in 2005, plans to expand the industry-related content of school curriculums in order to derive more value from the increased cooperation between private firms and schools. Thus, the industry-academia partnership program was born in 2006.

The program is meant to enhance industry-academia cooperation through the three-in-one program (senior vocational schools plus colleges plus partner enterprises), the "three plus two" (senior vocational schools plus two-year colleges), "three-two-two" (senior vocational schools plus two-year colleges plus two-year technological institutes), or "three plus four" (senior vocational schools plus four-year technological institutes).

Such a curriculum in accord with the vertical continuation principle helps a student, after receiving a complete professional training, find a job in the partnered companies.

The MOE also plans to revise the Education Personnel Employment Law by relaxing restrictions on including professors' temporary employment in industry into the computation of their years of service. This would enable them to undertake further research.



Chen Wan-yao, 17, Taipei

Beauty and Hairdressing Department, Daojiang Senior High School of Nursing & Home Economics

Two months prior to her junior high school graduation, Wan-yao's teacher asked her to consider what her real interests were.

"I struggled with my thoughts for some time," she said, "until my parents suggested I learn a professional skill that would be helpful in finding a job in the future."

She decided to study at Daojiang and will complete her senior vocational program next year.

"Here I learn to design hairstyles and cosmetology," said Wan-yao. "This school also sends students to work as interns with some cosmetologists. We also have a small barbershop on campus managed by the school, where we can practice our skills. All of these have helped me cultivate cosmetology skills."

Daojiang is determined to enhance its students' international competitiveness by promoting exchanges with other vocational high schools in other countries. Last summer break, Wan-yao joined a tour to Japan organized by the school.

The MOE in 2004 established the Taiwan International Association for Education Tours as a channel for students in senior high education to visit other countries. In 2007, 3,500 students from 91 schools joined education tours to Japan and up to 4,000 Japanese students visited Taiwan. Such tours help the students acquire a global view and also serve to let other countries know more about Taiwan.

Higher Education

The MOE has launched a series of education reforms that have led to an increase in the number of higher education institutions and their students. Moreover, in order to maintain and improve the quality of higher education, some professional institutions such as the Higher Education Evaluation & Accreditation Council of Taiwan evaluate school's administrative affairs, management and academic research. The quality of higher education can thus be ensured. To survive in this age of globalization, a small country like Taiwan needs international competitiveness drawn from its educational system and research capabilities.

Tug-of-war in Feng Chia University



Wang shih-ting (19), Keelung
NTOU courses help students understand Taiwan's ocean culture

Department of Shipping and Transportation Management, National Taiwan Ocean University (NTOU)

Upon receiving the offer letter from this university, the first image of Taiwan that came to my mind was that of a remote and lonely island lying on an endless ocean. But, when I arrived at NTOU, I saw a beautiful campus with seagulls flying over the nearby harbor on the Pacific Ocean.

NTOU is an excellent place to learn about the ocean. Its curriculum includes ocean sciences, literature and ocean economics. But this school is not just about the ocean. School authorities had a mountain pathway built that led to an area considered home to fireflies. Thousands of tourists take this pathway during the summer, the mating season for fireflies. I also took some courses on the habits of fireflies.

Among NTOU's many programs, the most fascinating for me was the internship with Taiwanese shipping companies such as Evergreen Line and Yang Ming Marine Transport Corp. Some of my classmates and I spent a whole summer break staying on board a cargo ship. It was a great opportunity to learn the practical side of shipping.

The MOE in March 2007, issued the White Paper on the Marine Education Policy by supporting the establishment of marine education databases and platforms for information exchange provided by government, academia, industry, and NGOs.

Marine culture courses have also been added into curriculums at all education levels and increased academia-industry cooperation have helped students develop a greater interest in the marine industry.



1. College & University Entrance Exams

Since 2000, the MOE has allowed multiple admission channels to colleges and universities. These include school recommendation, individual application, and examination and placement. School recommendation means that high schools make a list of students whom they recommend to college or university departments. Individual application means that high school students can apply with at most 5 departments in colleges or universities to take an exam. Examination and placement means that high school students take the entrance exam given by The College/University Entrance Examination Center. And based on their grades, they apply for admission into colleges and universities.

2. Bachelor's, Master's and Ph.D. Degrees

Students are awarded a bachelor's degree upon completion of their

undergraduate study; they will obtain a master's degree upon completion of their postgraduate study. Universities of technology also offer both degrees. However, the curriculums at most universities focus on academic studies and research while the universities of technology focus on practical and specific skills training. Bachelor's programs at both higher education institutions require four years to complete; master's programs usually require two years and a doctorate (PhD) needs at least three years. Depending on the requirements of each school, students with distinguished academic performances could apply for promotion to a higher level.



Chen ying-tzu
(22), Taichung

Diversified curriculum helps personality development

Department of Accounting, Feng Chia University

I have been studying at Feng Chia University in Taichung City in central Taiwan. This university won the "Excellence in Teaching and Learning" award from the MOE in 2006 and 2007. I believe this university's diversified curriculum has helped me absorb knowledge from different professions.

Feng Chia is a digitized campus and students enjoy wireless Internet connectivity and a digital library. This allows us to attend relevant courses from other domestic and international universities.

This school also assists students experiencing difficulties in their academic work and organizes student exchange activities that allow us to understand different cultures and improve our foreign language abilities.

In 2006, the MOE started the three-year Excellence in Teaching and Learning Project aimed at enhancing the quality of higher education. Last year, 58 public and private higher education institutions received subsidies totalling NT\$ 3.5 billion. This year, subsidies were granted to 56 higher education institutions.

Quality Assurance in Higher Education



1. College & University Evaluation

With the number of colleges and universities having risen over the past decade, the MOE has focused on maintaining education quality by encouraging schools to establish self-evaluation systems. The MOE has also established an institution to professionally evaluate schools on their administrative and management systems, academic performance, and hardware and software resources. These steps will lead to objective quality standards, ensuring the quality of higher education.

The Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), established by the MOE in 2005, trains professional evaluators who will eventually set up objective standards of education quality. In the future, the MOE will hold higher education evaluation regularly.

There are two important policies that are designed to enhance higher education. One of them seeks to allocate more educational resources to universities that have better performance. In 2005, for instance, the MOE set aside a total of NT\$50 billion to 12

universities. Another policy encourages increased cooperation between colleges and universities and industry.

2. The increase in higher education institutions

The number of higher education institutions, junior colleges, colleges, universities and technological colleges and universities has increased in the past decade under Taiwan's education policy. Each city and county has at least one college or university. In the last decade, there was a rapid increase in the number of private colleges. In 2002, there were 154 higher education institutions. By 2006, the number had gone up to 163 largely due to the upgrade of junior colleges to colleges. From 2002 to 2006, the number of students in junior colleges decreased 55.66%. The number of undergraduate students soared by 25.38%; the number of students taking master programs increased by 58.17%; and the number of candidates for doctorate degrees increased by 59.52%.

Fostering a Global Vision



1. "Understanding Taiwan" curriculum

Twenty years ago, there was hardly any educational material about Taiwan. In 1990, the MOE started encouraging colleges and universities to include courses in each education level that would enable students to know more about Taiwan. Those courses were based on the educational principles of local culture and self-awareness. Because of Taiwan's geographic features, some courses dealt with an ocean culture drawn from the fact that this island is surrounded by water and that most people's daily activities and livelihood were related to the ocean. Some universities now teach courses such as oceanic science and culture, ocean literature, and deep-sea diving.

2. English-taught Courses

With the increase in foreign students studying in colleges and universities, the MOE has encouraged both public and private colleges and universities including National Taiwan University, National Chengchi University and Yuan Ze University to offer English-taught courses in order to build an on-campus bilingual environment. Many schools have also established foreign students affairs sections that assist foreign students with visa application and extension, and in dealing with most daily life

matters. Up to 63.78% of foreign students are from other Asian countries such as Malaysia and Thailand; 36.22% of them study in technology-related fields.

3. Internationalization

The MOE has four important policies that seek to internationalize Taiwan's higher education:

a. International competitiveness

In 2002, the MOE launched the "Enhancing Global Competitiveness Plan" aimed at fostering international exchange activities, improving students' English capacity and encouraging more international students to study in Taiwan.

b. Increasing the Number of Foreign Students

Having more international students studying in Taiwan has been on the priority list of the MOE since August 2003. Higher education institutions offer scholarships and English-taught courses in both undergraduate and postgraduate programs to achieve this objective.

c. Encourage Taiwan students to study abroad

The MOE established the "Study Abroad Loan Program" in 2004 to encourage Taiwan students to study abroad. This year, the number of students studying abroad has increased by 10% to 37,171.

d. Taiwan Culture Research Program

The Cultural Division of the Taipei Representative Office in the U.K. and Prof. Stephan Feuchtwang, the chairman of the British Association for Chinese Studies (BACS) jointly organized in the summer of 2000 the Taiwan Culture Research Program (TCRP), previously known as the London Taiwan Seminar at the London School of Economics and Political Science (LSE). On July 1, 2007, the program was expanded in scale and content. By cooperating with the leading foreign academic institutes, the MOE believes that "Taiwan Research" will attract attention on the academic stage in the U.K. and assert its scholarly resources.

Celebrities from Technological Education



Wang Chien-ming, left, and Ang Lee, right, have gained global fame and brought honor to Taiwan.

Many people who have a technological and vocational education have become successful in business, athletics or other professions. Wang Chien-ming, a pitcher for the New York Yankees, was a student of Taipei Physical Education College before joining that major league team.

Tsao Chin-Hui, another player in American major league baseball (MLB) attended Kao Yuan Junior College of Technology (which the MOE upgraded into Kao Yuan University in 2005). During his three years at Kao Yuan, Tsao gained international recognition for his baseball talents and was awarded a US\$2.2 million contract by the Colorado Rockies in 1999.

Ang Lee, the best director winner for the 78th Oscar, studied at National Junior College of Arts (that was upgraded into National Taiwan University of Arts in 2001) after completing his senior high school at National Tainan First Senior High School (considered the best high school in Tainan City). Ang's parents were surprised at Ang's decision not to pursue an undergraduate degree and chose film studies instead.

These celebrities have become models for students thinking to develop a professional skill through the TAV education. The MOE has also earmarked more funds and resources to assist vocational schools upgrade their facilities and teaching content.

Study in Taiwan



In 1947, the MOE established the Bureau of International Cultural and Educational Relations (BICER) to promote international academic and cultural exchanges. Since then, a total of 22 BICER offices have been established to provide foreign students thinking of studying in Taiwan with services such as applying for government scholarship and obtaining more information about Taiwan

Taiwan also grants subsidies to local colleges and universities to support them in their scholarship programs meant to attract outstanding foreign students to pursue higher studies in Taiwan. Total subsidies reached NT\$ 26 million in 2004 and NT\$ 56 million in 2005.



**Amadou Moctar
Makalou (25), Malawi**

A friendly environment for international students

Department of International
Business, Yuan Ze University

I am scheduled to finish my postgraduate studies in this university this year. It has been a most wonderful experience living and studying in Yuan Ze. After finishing my Mandarin course at the National Taiwan Normal University, I applied and was accepted for the masters program at Yuan Ze. I was greatly impressed by the English language ability of its faculty. Even though I studied Chinese for a year, the professors still taught in English for my sake. The staff also helped me sort out some daily life matters such as understanding the tenant contract with my landlord, applying for visa extension or looking for part-time jobs. I think that international students will find that Taiwan and Yuan Ze University have very friendly environments.

I enjoy the delicious snacks in the night markets around Yuan Ze. I've never seen a market with a great diversity of foods before. Despite some strange food such as snake blood, stinky tofu and pig livers, I enjoy every time I visit the night markets.

I also appreciate Taiwan government's scholarship program for foreign students. I decided to pursue a business-related master's degree because Taiwan is a springboard to the Southeast Asian market. In these three years, I witnessed the great dynamism of Taiwan's economy and society. People here have global views, are open-minded, and respect different cultures. This is why I have decided to stay for another 5 years in this lovely country to pursue my doctorate.

People might stereotype our African culture when they meet me for the first time. Yet, my classmates and teachers in Yuan Ze have treated me as a best friend. This reinforces my belief that Taiwan has the best environment for foreign students.

Scholarships

Taiwan Scholarship

In 2004, four government agencies jointly established the Scholarship Program of Taiwan to encourage outstanding international students to undertake degree programs in Taiwan.

Types of Taiwan Scholarships

A. Ministry of Foreign Affairs Scholarship (for undergraduate or postgraduate programs)

- ★ Recipients are from countries with diplomatic relations with the R.O.C. (Taiwan), or from those specified as diplomatically favorable by MOFA.
- ★ Pre-degree Mandarin Language Enrichment Program (LEP) is to be included as recipients' choice for improving their language abilities.
- ★ International airfare for economy-class, direct-route and roundtrip flights, plus a monthly stipend of NT\$30,000 (approximately US\$950).

B. Ministry of Education Scholarship (for undergraduate or postgraduate programs)

- ★ Recipients are from countries other than those specified in the MOFA Scholarship.
- ★ LEP is to be included as recipients' choice for improving their language abilities.
- ★ A monthly stipend of NT\$25,000 (approximately US\$790) for undergraduate or LEP study, and NT\$30,000 for a postgraduate program.

C. National Science Council Scholarship (for postgraduate programs)

- ★ Recipients are from countries other than those specified in the MOFA Scholarship.
- ★ A monthly stipend of NT\$30,000.

D. Ministry of Economic Affairs Scholarship (for postgraduate

programs, only for the areas involving scientific technology—such as physics, chemistry, mathematics, engineering, medicine and agriculture to name a few).

- ★ Recipients are from countries other than those specified in the MOFA Scholarship.
- ★ A monthly stipend of NT\$30,000.

Application

The application period is from February 1st through March 31st of each year, unless individual Taiwan representative offices specify otherwise. For application guidelines and forms, scholarship types and quotas, as well as information about the selection process and outcome announcement, applicants may directly contact a Taiwan representative office at the end of January. Applicants must send their completed documents to the Taiwan representative office, closest to the country of their permanent residence.

Mandarin Language Enrichment Scholarship

To encourage international students and individuals to undertake Mandarin study in Taiwan, the MOE in 2005 established the program “Ministry of Education Huayu Enrichment Scholarship.” This provides study opportunities for Mandarin language and Taiwan culture at university- or college-affiliated Mandarin training centers.

Value

A stipend of NT\$25,000 (approximately US\$790) is to be offered to a recipient by month.

Application period and procedures are the same as above.

Flor Pitty (22)
Panama

Feeling at Home in Keelung

Department of Transportation and Navigation Sciences,
National Taiwan Ocean University

I love this country! Upon receiving my scholarship to study in Taiwan, I immediately looked for information about the courses on maritime transportation. And, I found out that the National Taiwan Ocean University (NTOU), which is internationally recognized in biotechnology and aquaculture. I decided to study in this university. I also learned that this is the first university with a focus on ocean sciences.

I love the environment in this university with its old buildings and with the sea just across from it. During my first week, I was frustrated because most faculty and staff could not speak English. And I had to deal with much paperwork including my application to stay at a dormitory on campus. Fortunately, one of my classmates told me that the staff at the “Division of Overseas Chinese and Foreign Students Affairs” spoke English. I also joined the activities organized by that division to help us foreign students understand Taiwan's culture and history.

Besides encouraging foreign students to study in Taiwan, the MOE also encourages colleges and universities to offer courses taught in English. Eight universities including National Pingtung University of Science and Technology, National Taiwan Ocean University and National Chenchi University have Masters and PhD programs taught in English.

Special Education



Taiwan delegates to an international Math & Science Olympiad with other delegates.



Special education includes preparing disabled students gain employment.

confirm that they reach the standards of the graduating class.

Education for Students with Special Talents

Students with outstanding talents in sports, arts, science or other

academic areas can be recommended for admission to senior high school or university subject to the following conditions:

- Winning one of the top three spots in international contests in science, arts or innovation related events that are recognized by education authorities during the school term.
- Outstanding performance at science events organized by academic research institutions. Participation in those events must be by recommendation and under a commitment by an education authority.
- Undertaking independent research, publishing outstanding articles or research, or displaying great talents in leadership and recommended by related academic institutions.



Education for Exceptional Students

The Special Education Act of 1997 was a landmark in the history of special education in Taiwan. Its related regulations defined the goals and purposes of special education and suggested materials and methods for instruction.

The Ministry of Education has set up the Special Education Task Force to ensure enforcement of that Act and to coordinate the various efforts of those engaged in providing special education.

In Taiwan, special education is given in special education schools, special classes, resource rooms, itinerant educational services, bedside instruction, and regular classes.

Education for Gifted Students

The Special Education Act allows gifted students to enter school before the required age or skip grades, subjects, get accelerated for a whole year or take courses beyond their year level.

All schools are required to evaluate whether some students could be accelerated in terms of year level or subjects. Before receiving their diplomas, the teachers of the students who are accelerated should

Social Education

The 21st century is a century of lifelong learning. Lifelong learning means enabling people to gain new knowledge that would help strengthen their individual competitiveness. To spread this concept and to enable more people to enjoy the benefits of lifelong learning, the MOE has established a general learning certification system, organizes adult basic education classes, and encourages foreign spouses to attend some language classes or return to school.

Since 2000, under its Lifelong Learning Train

Program, the MOE has organized 1,598 learning programs and over 30,000 events such as workshops, lectures and contests. Over the past six years, about 100,000 people have participated in events aimed to enhance humanistic culture, scientific knowledge, creativity, and artistic skills.

In 2007, the MOE has started sponsoring basic education classes for adults especially those who had to discontinue their schooling (mostly females aged over 55) and the growing population of foreign



spouses who needed to learn Mandarin, Taiwanese, and English. As of June 30, 2007, a total of 2,415 classes were held with 48,300 participants. Such adult education classes have helped Taiwan's illiteracy rate among those over 15 years old to drop from 7.11% of the population in 1989 to 2.52% in 2006 (from 1.3 million to 472,000).

The adult basic education classes that include Chinese, foreign languages, and computer skills attracted students of all ages, nationalities and backgrounds. The classes not only improved skills but also acted as a platform for cultural exchanges. City governments and private institutes now regularly organize big events for students to receive their certificates of attendance to the classes. The events sometimes feature cultural performances by foreign students.

Social education in Taiwan is envisioned to play an important role in transforming Taiwan into a more equitable society. The government is expanding social education programs and plans to partner with private organizations.

Teachers' Qualifications



The policy guidelines of diversified education, fostering creativity and lively teaching style are implemented primarily through teacher training.

Teachers training education

Teachers training education in Taiwan traditionally falls into two categories. The first type is normal college, preparing teachers for primary schools and kindergarten. The second type is normal university, preparing teachers for middle schools. Both types of institutes accept senior high school graduates for a four-year education. In addition, some other universities also offer teacher training program to prepare teachers for primary and middle schools. Graduate courses (especially for the doctorate level) are the main training ground for teachers of colleges and universities.

"The Teacher Education Law" revised and released in 1994, allowed all public and private universities to take part in training teachers. Besides, some normal colleges have already begun training teachers for primary schools.

In order to meet the demands of a more diversified society, more special education teachers are needed.

Tuition and fees for teacher training education programs are basically paid by the trainees themselves. However, full or partial financial assistance are available for some students.

Full programs of teacher training include common courses, discipline courses, education specialization courses, and a half-year of teaching practicum. Those who complete the program obtain a certificate. They must also pass a qualification exam given by the MOE to finally qualify as a teacher.

Chinese Language Teaching

To deal with the surplus of teachers and given the worldwide popularity of the Chinese language, the MOE offers subsidies for domestic universities to establish post-graduate programs in Chinese language teaching. To-date, about ten universities in Taiwan have Chinese language teaching departments. Eight of those universities just started offering the programs within the past two years.

Vision



The Ministry of Education is dedicated to realize a goal of achieving "Success for All" in a diverse and increasingly competitive international environment. All educational reforms depend on the cooperation from central and local governments and schools. Educational reforms are divided into four main policies.

The four main policies are: "forming modern citizens, building Taiwanese identity, developing global views, and social concern". The main emphases of the policies are:

To form literate citizens who can think independently and have self-esteem;

To form loyal citizens who have a good understanding and appreciation of Taiwanese culture;

To form global citizens who has a global world vision;

To form just citizens who respect law and order.

Through these efforts, the MOE prepares students to face international challenges by emphasizing literacy, developing Taiwanese identity, strengthening competitiveness, and enhancing sense of social responsibility.

The Ministry of Education not only do its best to ensure equal educational opportunities for the general public, but also provides high quality education to those in needs of special attention. With full participation of members from different levels, a more complete picture is formed for Taiwan education reform.

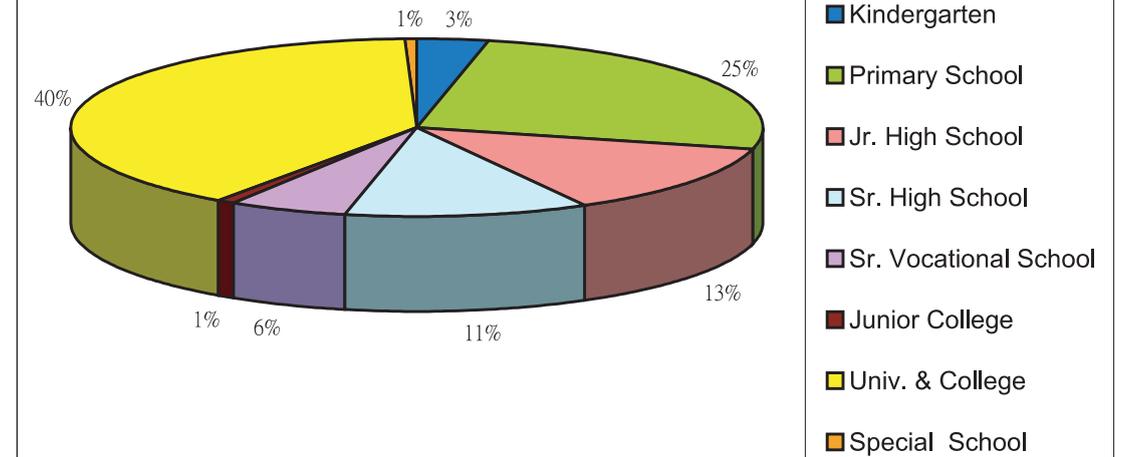
THE RATIO OF EDUCATIONAL EXPENDITURES TO GNP

Fiscal Year	Total Educational Expenditures(NT\$1,000)			GNP NT\$ million	% to GNP			GDP NT\$ million	% to GDP		
	Total	Public Sector	Private Sector		Average	Public	Private		Average	Public	Private
1965-66	3,959,628	3,234,989	724,639	118,574	3.34	2.73	0.61	118,699	3.34	2.73	0.61
1966-67	4,578,272	3,735,793	842,479	136,212	3.36	2.74	0.62	136,432	3.36	2.74	0.62
1967-68	5,548,234	4,474,905	1,073,329	157,524	3.52	2.84	0.68	157,841	3.52	2.84	0.68
1968-69	7,347,494	6,105,948	1,241,546	186,270	3.94	3.28	0.67	186,729	3.93	3.27	0.66
1969-70	8,697,692	7,280,688	1,417,004	212,836	4.09	3.42	0.67	213,084	4.08	3.42	0.66
1970-71	11,236,766	9,065,121	2,171,645	248,365	4.52	3.65	0.87	248,753	4.52	3.64	0.87
1971-72	11,852,384	9,094,133	2,758,251	292,531	4.05	3.11	0.94	292,724	4.05	3.11	0.94
1972-73	12,505,683	9,722,589	2,783,094	354,371	3.53	2.74	0.79	354,094	3.53	2.75	0.79
1973-74	14,743,223	11,484,954	3,258,269	505,667	2.92	2.27	0.64	506,147	2.91	2.27	0.64
1974-75	21,064,637	16,738,643	4,325,994	562,224	3.75	2.98	0.77	563,176	3.74	2.97	0.77
1975-76	25,377,015	20,952,991	4,424,024	652,566	3.89	3.21	0.68	657,495	3.86	3.19	0.67
1976-77	30,855,390	25,337,875	5,517,515	771,974	4.00	3.28	0.71	776,613	3.97	3.26	0.71
1977-78	36,690,330	29,871,453	6,818,877	911,295	4.03	3.28	0.75	915,652	4.01	3.26	0.74
1978-79	43,269,554	35,480,093	7,789,461	1,113,702	3.89	3.19	0.70	1,113,006	3.89	3.19	0.70
1979-80	56,907,853	47,418,999	9,488,854	1,362,033	4.18	3.48	0.70	1,363,570	4.17	3.48	0.70
1980-81	74,112,578	60,262,157	13,850,421	1,668,682	4.44	3.61	0.83	1,674,315	4.43	3.60	0.83
1981-82	94,673,666	77,809,670	16,863,996	1,879,220	5.04	4.14	0.90	1,886,227	5.02	4.13	0.89
1982-83	110,942,492	91,864,372	19,078,120	2,026,832	5.47	4.53	0.94	2,025,266	5.48	4.54	0.94
1983-84	111,121,049	89,206,666	21,914,383	2,290,997	4.85	3.89	0.96	2,281,558	4.87	3.91	0.96
1984-85	123,915,028	100,352,921	23,562,107	2,501,371	4.95	4.01	0.94	2,464,158	5.03	4.07	0.96
1985-86	137,899,432	112,949,397	24,950,035	2,736,526	5.04	4.13	0.91	2,681,260	5.14	4.21	0.93
1986-87	148,047,536	119,030,192	29,017,344	3,192,398	4.64	3.73	0.91	3,118,897	4.75	3.82	0.93
1987-88	168,382,593	135,970,263	32,412,330	3,511,589	4.80	3.87	0.92	3,433,509	4.90	3.96	0.94
1988-89	200,549,624	163,094,485	37,455,139	3,886,094	5.16	4.20	0.96	3,811,856	5.26	4.28	0.98
1989-90	245,279,765	202,364,354	42,915,411	4,332,688	5.66	4.67	0.99	4,223,155	5.81	4.79	1.02
1990-91	300,965,051	247,488,080	53,476,971	4,760,011	6.32	5.20	1.12	4,653,732	6.47	5.32	1.15
1991-92	351,140,259	290,019,588	61,120,671	5,347,389	6.57	5.42	1.14	5,228,582	6.72	5.55	1.17
1992-93	401,130,100	332,463,417	68,666,683	5,914,252	6.78	5.62	1.16	5,787,817	6.93	5.74	1.19
1993-94	428,109,963	350,053,223	78,056,740	6,484,688	6.60	5.40	1.20	6,381,891	6.71	5.49	1.22
1994-95	449,691,445	366,902,255	82,789,190	7,063,335	6.37	5.19	1.17	6,953,956	6.47	5.28	1.19
1995-96	500,863,136	407,595,911	93,267,225	7,703,495	6.50	5.29	1.21	7,585,056	6.60	5.37	1.23
1996-97	533,672,566	420,905,497	112,767,069	8,357,154	6.39	5.04	1.35	8,257,827	6.46	5.10	1.37
1997-98	550,309,889	430,675,819	119,634,070	9,046,892	6.08	4.76	1.32	8,972,189	6.13	4.80	1.33
1998-99	581,536,145	453,089,741	128,446,404	9,547,003	6.09	4.75	1.35	9,473,275	6.14	4.78	1.36
2000	558,884,956	426,155,429	132,729,527	10,171,562	5.49	4.19	1.30	10,032,004	5.57	4.25	1.32
2001	601,069,839	439,649,349	161,420,490	10,054,207	5.98	4.37	1.61	9,862,183	6.09	4.46	1.64
2002	625,953,391	455,476,694	170,476,697	10,535,848	5.94	4.32	1.62	10,293,346	6.08	4.42	1.66
2003	639,884,444	464,964,180	174,920,264	10,848,447	5.90	4.29	1.61	10,519,574	6.08	4.42	1.66
2004	653,524,648	474,970,416	178,554,232	11,437,647	5.71	4.15	1.56	11,065,548	5.91	4.29	1.61
2005	676,049,736	489,104,374	186,945,362	11,712,124	5.77	4.18	1.60	11,421,258	5.92	4.28	1.64
2006	683,599,420	496,835,938	186,763,482	12,185,455	5.61	4.08	1.53	11,858,987	5.76	4.19	1.57

Note:

- For fiscal year 2000, the total public sector expenditures included disbursements of self-help funds by national colleges or universities. Their inclusion within the list of expenditures is based on the Compilation and Administration of Education Expenditures Act.
- The private schools expenditures data for the fiscal years 2000 to 2005 have been revised.

BUDGET DISTRIBUTION



TOTAL EDUCATIONAL EXPENDITURE AT ALL LEVEL OF SCHOOLS 2006 Fiscal Year

Unit : NT\$1,000

	Public	Private	Grand Total	%
Grand Total	362,839,942	186,763,482	549,603,424	100.00
Kindergarten	4,681,375	14,339,405	19,020,780	3.46
Primary School	136,276,709	3,805,071	140,081,780	25.49
Junior High School	70,641,553	1,395,486	72,037,039	13.11
Sr. High School	35,085,089	26,805,834	61,890,923	11.26
Sr. Vocational School	20,865,100	10,236,313	31,101,413	5.66
Junior College	363,002	3,568,077	3,931,079	0.72
Univ. & College	91,472,589	126,568,571	218,041,160	39.67
Special School	3,454,525	44,725	3,499,250	0.64

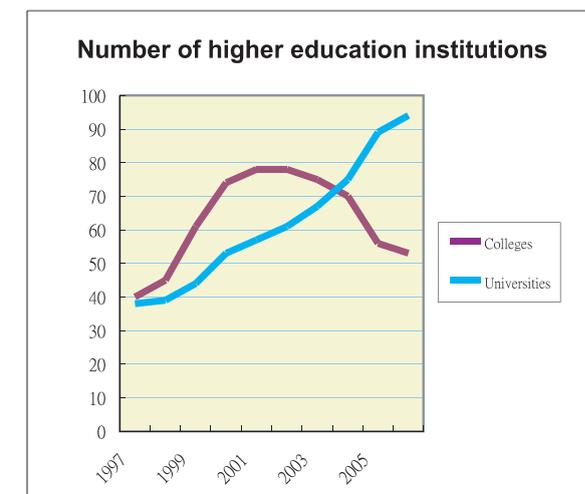
THE TEACHER- STUDENT RATIO FOR COMPULSORY EDUCATION

Primary School			
School Year	No. of Teachers	No. of Students	Teacher-student ratio
1951	21,682	970,664	44.77
1956	29,504	1,344,432	45.57
1961	46,576	1,997,016	42.88
1966	54,736	2,307,955	42.17
1971	60,576	2,456,615	40.55
1976	64,974	2,341,413	36.04
1981	69,613	2,213,179	31.79
1986	74,838	2,364,438	31.59
1991	84,304	2,293,444	27.20
1996	90,127	1,934,756	21.46
2001	103,501	1,925,491	18.60
2006	100,692	1,798,436	17.86

Junior High School			
School Year	No. of Teachers	No. of Students	Teacher-student ratio
1951	3,931	64,370	...
1956	7,362	133,687	...
1961	12,669	252,107	...
1966	21,596	456,090	...
1971	30,239	847,660	...
1976	39,450	1,058,870	25.94
1981	44,796	1,070,942	22.97
1986	46,793	1,052,993	21.63
1991	52,495	1,176,402	21.23
1996	55,129	1,120,716	18.30
2001	49,318	935,738	15.67
2006	49,749	952,642	19.15

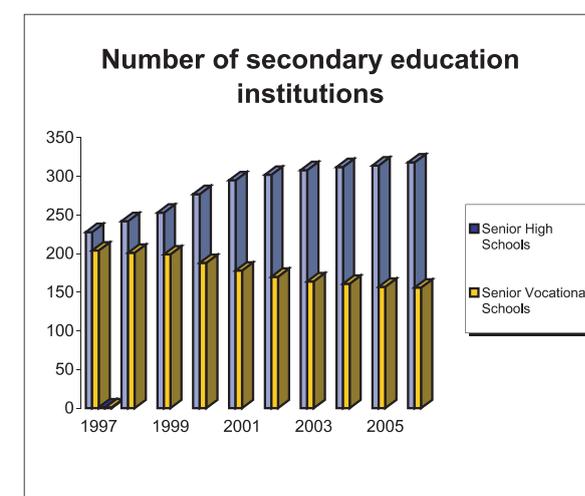
Number of Higher Education Institutions

School Year	Colleges	Universities
1997	40	38
1998	45	39
1999	61	44
2000	74	53
2001	78	57
2002	78	61
2003	73	70
2004	70	75
2005	56	89
2006	50	97



Number of Secondary Education Institutions

School Year	Senior High Schools	Vocational Schools
1997	228	204
1998	242	201
1999	253	199
2000	277	188
2001	295	178
2002	302	170
2003	308	164
2004	312	161
2005	314	157
2006	318	156



Number of Foreign Students in Taiwan

School Year	Male	Female	Total
1997	2,900	2,531	5,431
1998	2,629	2,581	5,210
1999	2,540	2,569	5,109
2000	3,067	3,549	6,616
2001	3,378	4,146	7,524
2002	3,029	3,351	6,380
2003	3,519	3,812	7,331
2004	3,814	4,030	7,844
2005	4,779	4,837	9,616
2006	5,543	5,492	11,035

Summary of Universities, Colleges and Junior Colleges SY 2006-2007

	University	College	Jr. College
No. of Schools	97	50	16
No. of Graduate Schools	2,719	113	-
No. of Departments	3,140	1,526	-
No. of Full-time Faculty	37,700	11,225	1,393
No. of Univ. Students	968,208	310,100	35,685
No. of Ph.D Program	29,730	109	-
No. of Master Program	159,450	4,135	-
No. of Staffs	15,028	3,789	591

Summary of Senior secondary Education SY 2006-2007

	Senior Secondary Education	Sr. High School	Vocational
No. of Schools	474	318	156
No. of Students	754,694	419,140	335,554
No. of Graduates in 2006	230,023	132,673	97,350
No. of Full-time Teachers	50,749	34,581	16,168
No. of Staffs	10,472	6,423	4,049

Number of Graduates at All Levels

School Years	Senior High School	Vocational School	Junior College	B.A. Degree	M.A. Degree	Ph.D. Degree
1977	57,003	92,549	34,320	29,675	1,590	45
1978	52,642	87,591	34,732	30,508	1,840	28
1979	52,402	93,326	37,739	32,360	1,744	44
1980	53,075	99,356	38,370	32,214	1,940	64
1981	53,411	101,524	40,827	32,102	2,120	79
1982	54,370	111,316	43,330	33,710	2,492	86
1983	55,065	121,627	46,227	35,716	2,849	117
1984	57,624	122,639	47,877	36,998	3,324	158
1985	58,558	121,741	54,703	38,625	3,800	161
1986	58,580	123,644	56,408	39,065	4,112	253
1987	59,551	130,317	57,082	40,380	4,483	297
1988	63,366	140,393	58,912	41,406	5,039	319
1989	62,812	128,825	65,177	42,952	5,774	410
1990	63,871	128,081	72,867	49,399	6,409	518
1991	61,720	134,917	81,683	54,375	7,688	608
1992	67,765	142,780	87,427	59,478	9,017	678
1993	73,764	152,886	98,433	63,160	10,448	808
1994	74,667	157,580	100,793	68,274	11,706	848
1995	76,783	157,930	105,113	70,702	12,649	1,053
1996	79,385	162,641	107,626	74,255	13,316	1,187
1997	84,017	159,237	114,182	85,802	14,146	1,282
1998	89,575	158,553	120,886	87,421	15,016	1,307
1999	101,686	152,580	129,507	100,171	16,757	1,455
2000	105,488	143,376	126,916	117,430	20,752	1,463
2001	112,596	134,013	123,317	146,166	25,900	1,501
2002	124,739	114,041	110,208	176,044	30,856	1,759
2003	119,285	99,107	91,009	192,854	35,981	1,964
2004	124,962	96,435	81,603	210,763	42,334	2,165
2005	132,673	97,350	56,837	219,919	45,736	2,614



2007 Education in Taiwan

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