

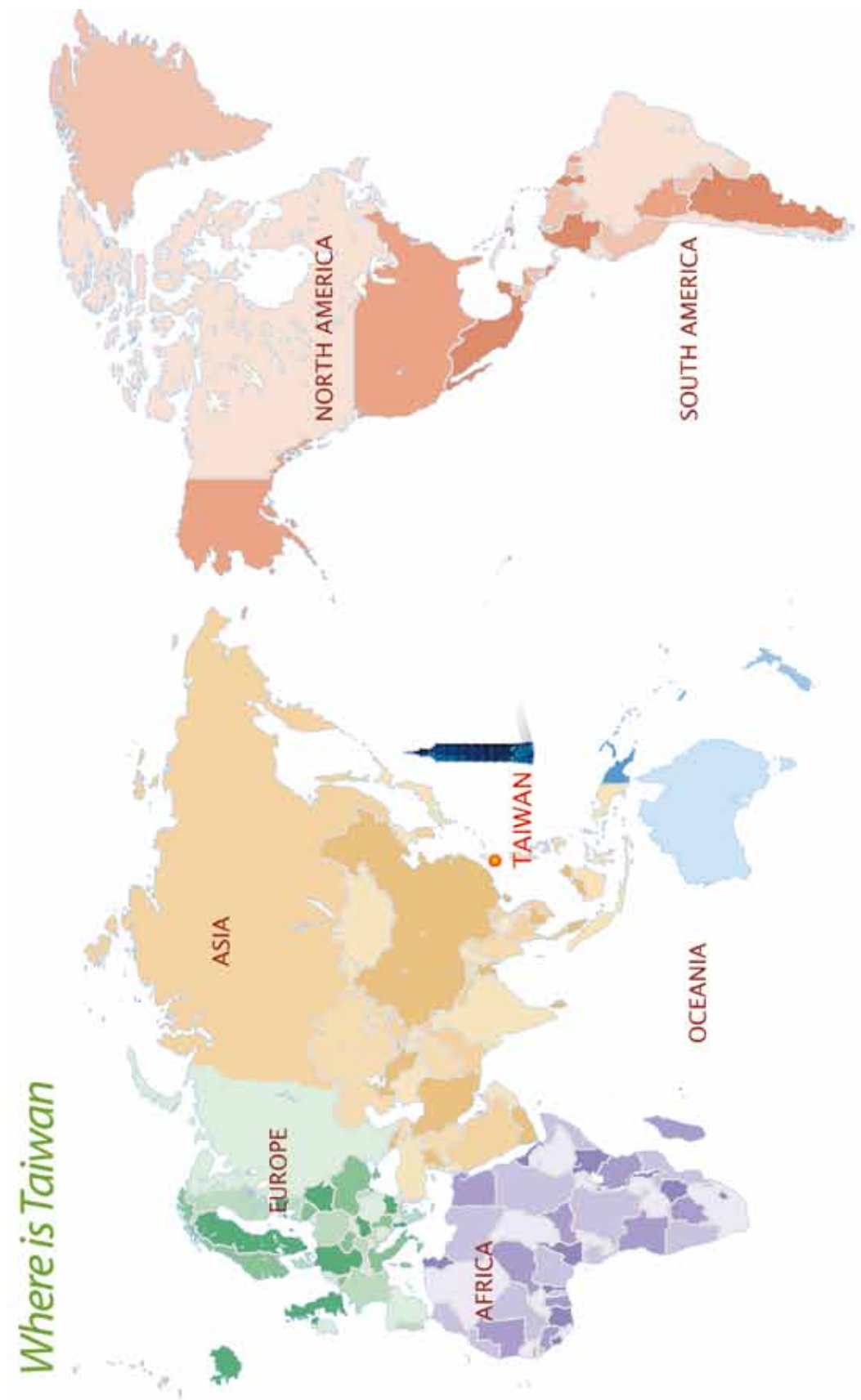


2010/2011

EDUCATION In TAIWAN



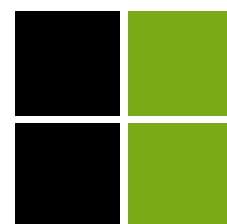
Ministry of Education



2010/2011

EDUCATION In TAIWAN



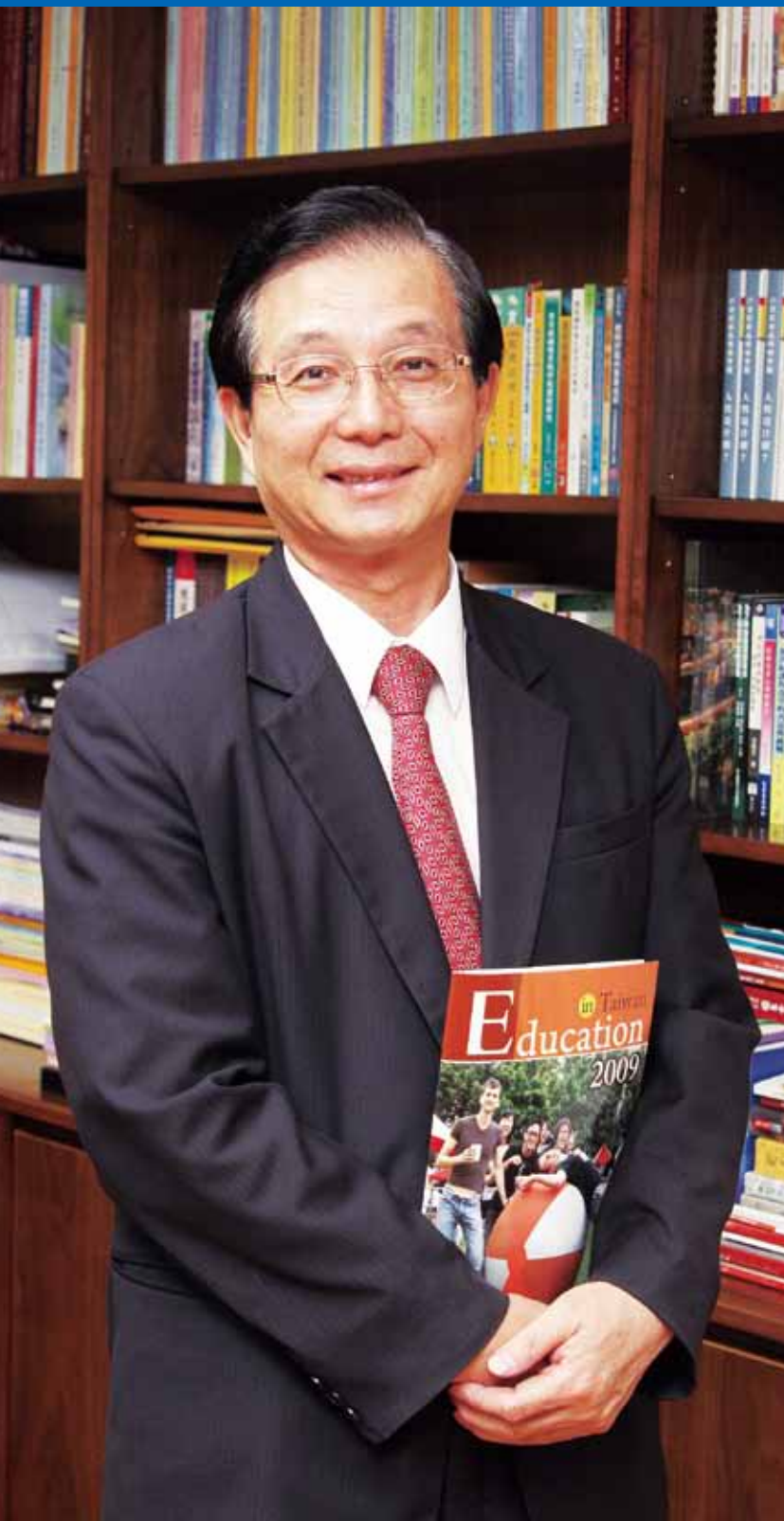


2010/2011
EDUCATION
In TAIWAN



CONTENTS

04	To Our Readers	08	Education System	13	Compulsory Education	25	Higher Education	34	Special Education	38	Teacher's Qualification
06	An Overview	11	Educational Reform	20	Senior Secondary Education	32	Social Education	36	Education Expenditure	39	Study In Taiwan
										45	Vision
										46	Statistics



Education should be guided by the discernable transformation of society and the articulated needs of a nation's citizens.

Those needs include the wholesome development of every child's personal traits and talents and the life-long education of those who have long completed formal schooling. As a Chinese proverb says: "A tree takes ten years to grow, while a citizen may require 10 times to cultivate" This is the reason we view education as a long-term endeavor and spare no efforts to work for reforms, which include pre-school education reform, grade 1-9 curriculum reform, decreasing the tuition difference between public and private high schools and vocational schools, and strengthening higher education and lifelong learning.

To enhance the quality of education, the Ministry has introduced multi-channel admission system for high schools and higher education to enable students find the most appropriate institution, and encouraged teachers to improve their teaching techniques. We also emphasized equal education opportunities for all children, particularly those from disadvantaged families. Through working collaboratively between the central and local governments of Taiwan, together with schools, all these efforts not only facilitate democratic and economic development, but also cultivate talent among the youth that some facts show Taiwan's remarkable success in

international academic competitions.

In light of the challenges arising in this changing era, the international community has taken toward what can be termed as the 3-Es era: Excellence, Efficiency, and Equity. The Ministry has drawn up the Blueprint for Education, which incorporates advice gathered from all levels of education. This Blueprint highlights a vision of establishment of a well-rounded environment, a happy learning atmosphere for students and the cultivation of high-quality citizens to raise the county's competitiveness and overall life quality. The five pillars guiding this Blueprint include: holistic education, life education, lifelong education, mastery learning, and healthy campus.

In view of global competitions, we have made efforts to promote international academic exchanges, encourage overseas studies, workshops or volunteering. We also try to establish friendly environment to attract more international students to study in our colleges and universities. Furthermore, we encourage higher education to marked out flexible salary to recruit excellent faculties. Meanwhile, our Legislature has also approved a bill to enroll students from mainland China step by step, and to recognize their degrees conditionally. All these are aimed at strengthening our international competitiveness. In order to follow these endeavors and build consensus for our future, the Ministry held the Eighth Nationwide Education Conference in this August. We drew out a roadmap for educational development based on the principles of Refinement, Innovation, Justice, and Sustainability, these values and consensus will be consolidated to plot out a blueprint for next decade.



Anticipating that Mandarin learning will remain a global trend, we have upgraded our facilities and increased the number of English-taught programs to welcome more students to study Mandarin or earn their degrees in Taiwan, thereby deepening their understanding of both Taiwanese and Chinese culture.

This 2010 Education in Taiwan handbook and our website <http://english.moe.gov.tw> will enable you to acquire an extensive understanding of our system and share our vision: quality education for all and help everyone fulfill it.

A handwritten signature in black ink, reading "Ching-ji Wu".

Ching-ji Wu
Minister of Education
September 2010

An Overview



The Ministry of Education (MOE) is a cabinet-level governmental body of the Executive Yuan, responsible for formulating educational policies and managing public schools throughout Taiwan.

Headed by the Minister, who is supported by one Political Deputy Minister and two Administrative Deputy Ministers, the MOE organisation 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, as well as adult education, physical education and other educational affairs.

In addition there are Bureaus

of Education in the municipal governments and, in the case of county (or city) governments, their jurisdictions encompass local educational administrative affairs.

Taiwan's education system features the following components: basic education; senior secondary education; and higher education.

Basic education covers kindergartens, primary schools and junior high schools. Senior secondary education includes senior vocational schools and senior high schools.

Higher education includes colleges/universities, as well as graduate schools and post-graduate programmes.

According to statistics released in January, 2010, there are a total of 5.07 million students studying in 8,060 schools of various levels.

Preschool education, such as kindergarten, is not a part of

Taiwan's compulsory education.

But to take better care of underprivileged children, starting from September 2010, children from outlying areas and aboriginal townships will be eligible for kindergarten tuition subsidies.

Public kindergartens in those areas will be free, and the government will fund attendance at private kindergartens by up to NT\$ 30,000 (US\$ 937) per year.

Compulsory education consists of six years of elementary education and three years of junior high school education, but the curricula of the two educational levels have been integrated into a New Grade 1-9 Curriculum.

Upon completion of compulsory education, students may choose to follow either an academic track or a vocational track.

The academic track involves three years of senior high school education, plus four years of college/university education, graduate schools and post-graduate programmes.

The educational goal at these levels is to nurture high-quality professionals with a global outlook.

The vocational track includes senior vocational schools, junior colleges, institutes of technology

and universities of technology. The purpose of the track is to cultivate technical manpower for the country.

As for gifted students and physically- or mentally-handicapped students, their needs can be met by special education.

In addition, the MOE actively promotes supplementary education and community education in the hope of providing all Taiwanese

people with abundant opportunities to pursue lifelong learning.

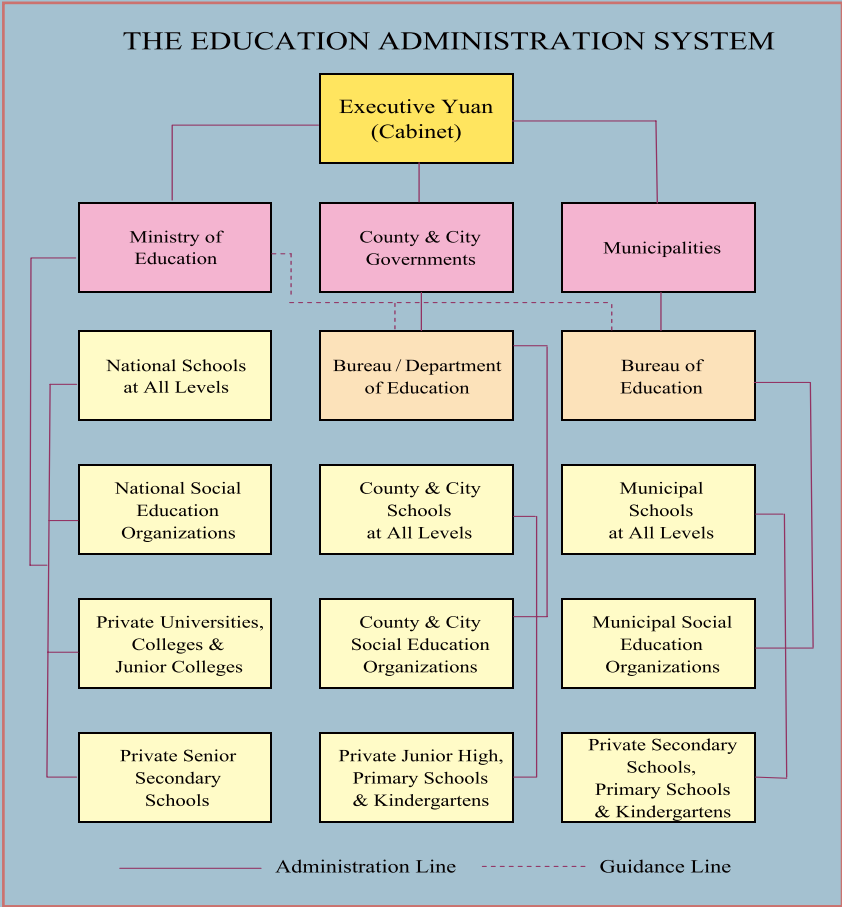
From 1999 to 2009, the total number of schools at all levels increased by 145; at the same time the number of teachers grew by nearly 4%.

Since 1976, the gross enrollment ratio in elementary and junior high schools have remained at a level of more than 99%.

The illiteracy rate in Taiwan has dropped from 7.2% in 1991 to 2.1% in 2009.

These statistics can serve as the best evidence to show that the quality of education in Taiwan is improving.

Looking towards the future, the Ministry plans to extend compulsory education to twelve years, to cover senior secondary education, in the hope of creating a more complete educational structure.



Educational System



The Educational System

The present educational system supports 22 years of formal study. The timetable is flexible, depending upon the needs of the students. On average, the entire process includes two years of preschool education, six years of

primary school, three years of junior high school, three years of senior secondary school, 4-7 years of college or university, 1-4 years of a master's degree programme and 2-7 years of a doctoral degree programme.

Compulsory Education

The MOE has implemented a trial ten-year compulsory education programme nationwide. This programme was designed to integrate junior high school and senior vocational school curricula. Under this trial, junior high school students who are interested in beginning a programme in vocational training can do so during the last year of junior high school, for two years.

Senior High and Senior Vocational Education

There are two types of institution above junior high school level. These are senior high school and senior vocational school, both of which take three years to complete. Senior vocational schools offer courses in areas such as agriculture, industry, commerce, marine products, home economics, opera and arts.



Junior College Education

Junior colleges fall into two categories: the five-year junior college and the 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 Programmes

In Taiwan, teacher training programmes are available at higher education level and usually last four years. Those programmes fall into two categories: (1) programmes for training teachers of secondary education; and (2) programmes for training teachers of primary schools and kindergartens. The former are primarily offered by normal universities while the latter are chiefly offered by education universities.

University Education

University undergraduate programmes require four years of study; however, students who are unable to fulfil their requirements within the designated time may be granted extensions of up to two years.

Specialised undergraduate programmes such as dentistry or medicine require six to seven years, including an internship period of one year.

Graduate Education

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



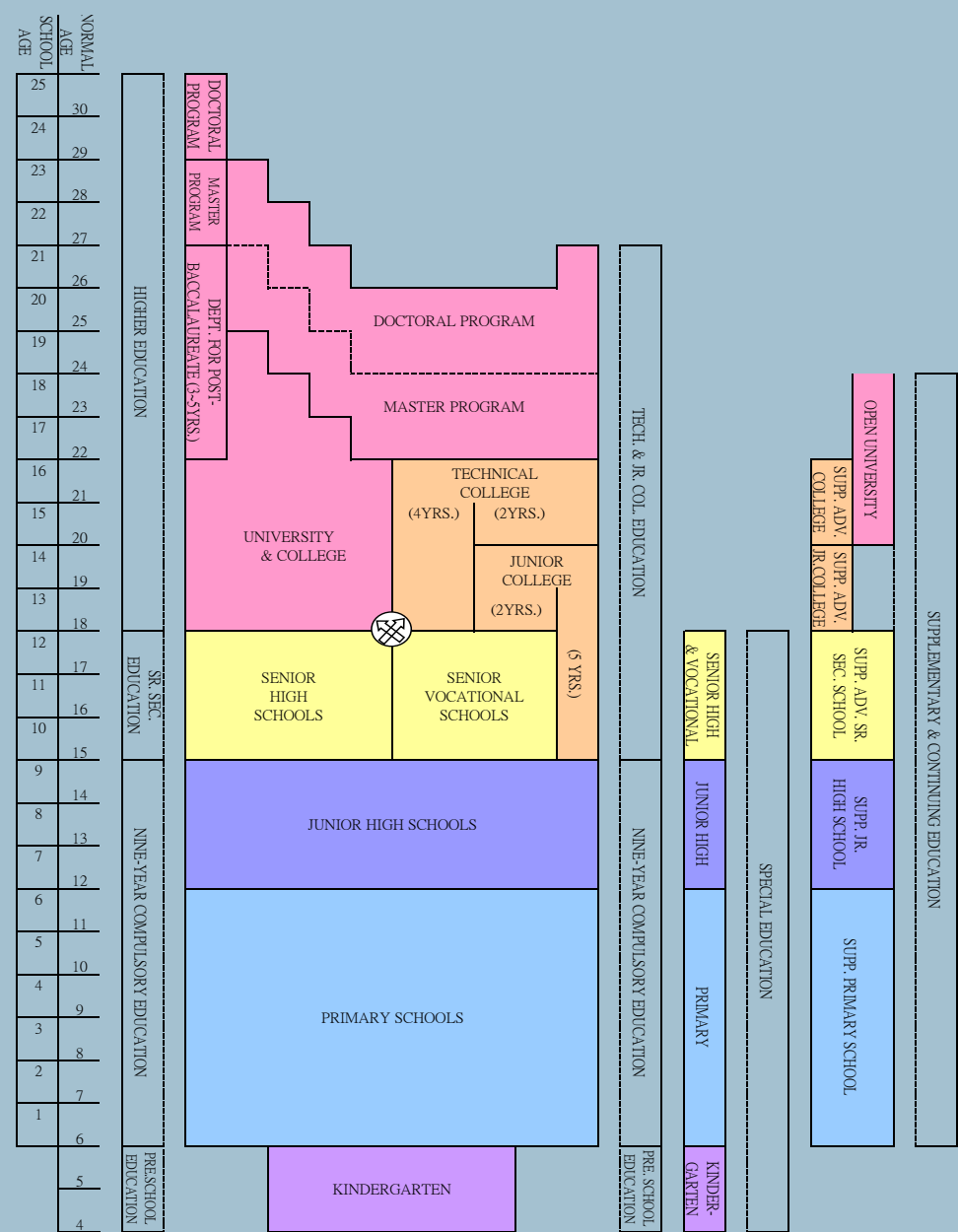
Special Education

Only designated schools are allowed to admit students who are mentally or physically challenged. Special education in preschool education 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 secondary schools.

Supplementary Education

Supplementary 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 education; and short-term supplementary education. The study periods vary according to their curriculum design.

The Current School System



To help children grow up happily and healthily, the Ministry of Education has developed a road map aiming to offer a healthier and safer campus, provide a high-quality learning environment and create a pleasant learning atmosphere.

The blueprint includes hundreds of plans and projects that achieve innovative education, sustainable development and diverse values, and that cultivate competitive citizens with a global outlook.

The following fifteen administrative and governance directions were decided in early 2010.

1. Administrative Efficiency: Implementation and overhaul of the organizational structure; improve administrative efficiency; and recreate a flexible, effective ministry.

2. Preschool Education: The percentage of preschoolers climbed from 89.88 percent in 2007 to 92.12 percent in 2009. To provide equal education opportunities for preschool children, particularly those from disadvantaged families in remote areas, the MOE implemented the first phase of a project on free tuition for five-year-olds, which started in August 2010 on the outlying islands, such as Kinmen, Matsu, Penghu, the Green Island, the Orchid Island and



the Liugu Township, Pingtung County, plus some indigenous towns, including the Wulay Township, Taipei County, and the Heping Village, Taichung County.

3. Compulsory Education: Create a happy, diverse learning environment that helps students develop their individual personalities and strengthens the quality of education by downsizing the number of students in each class. The average numbers of students in a class at the elementary and junior high school levels were reduced to 27 and 33, respectively in 2009. Courses taught at schools should not only enable students to view Taiwan from an in-depth perspective, but should also help to build their characters and allow their aesthetic sensitivities to grow. Taiwan now offers compulsory education for nine years, from primary school to junior high school, but the ministry aims to extend compulsory education to cover both



Compulsory Education

senior secondary school and early childhood schooling to create a more complete educational structure.

4. Senior Secondary Education: Bridge the learning gap between rural and urban high schools. The ministry announced a new plan to level tuition fees for public and private high schools and to lay the foundations for 12-year compulsory education. This programme, starting in the SY 2010, aims to provide subsidies for students who study at public and private high schools or five-year junior colleges, whose annual household income does not exceed NT\$ 900,000.

5. Safe Campuses: Help schools resume classes after natural disasters such as typhoons or earthquakes; assist schools in the flood-stricken or quake-ravaged areas with the reconstruction of their campuses; provide emergency financial support and strengthen measures to ensure campus safety.

6. Swimming Education: In 2009, only 42 percent of graduates from nationwide elementary, junior high and senior high schools could swim. To cut the number of deaths by drowning, the ministry has promoted swimming education by building swimming pools in counties to narrow the gap between rural and urban swimming facilities.

7. Vocational Education: Improve the learning environment for vocational students; enhance cooperation between industry and academia; implement a system of professional certificates; and establish a proper evaluation of vocational schools.

8. Higher Education: Sharpen the global competitiveness of colleges and universities; continue to push for cooperation amongst academia and different teaching fields; establish research and development centers in collaboration with prestigious universities worldwide; bring higher education and economic development together to upgrade national competitiveness; and cultivate professionals who are willing to make a contribution to society.

9. Flexible Compensation Plans: Promote flexible compensation and benefit plans to attract distinguished



scholars; recruit and retain good faculty in Taiwan's colleges; and respect universities' autonomy.

10. Cross-strait Exchanges: Enhance cross-strait cultural and educational exchanges; allow Chinese students to study in Taiwan; increase international academic exchanges with initiatives such as a nationwide training and certification project for host families of international students in Taiwan; publicise overseas study programs and counselling; and encourage overseas study trips for students in senior high schools or vocational schools.

11. Tradition of Respecting Teachers: Resume giving awards to senior and outstanding teachers in 2010; and boost teachers' morale.

12. Private Schools: Establish a regulatory mechanism for pension funds at private schools; and ensure the rights of faculty and staff at private schools.

13. Underprivileged Students: Enhance the regulation and efficiency of the ministry's scholarship program; and provide financial support for underprivileged students.

14. Moral Education: Promote moral campuses; enhance moral culture; innovate moral-teaching methods; blend moral education with community service; implement a plan of life education; and strengthen all-around development for students.

15. Lifelong Learning: Promote the 2010 Vision for Lifelong Learning and encourage all citizens to develop a habit of doing exercise 30 minutes, learning 30 minutes and helping people every day.

Building a solid foundation for students

Compulsory education has always been one of the most important aspects of education in Taiwan, as it is a part of the process of building a solid foundation for the future hopes of the nation. For many years, however, education in Taiwan has focused mostly on course content that was designed to enable students to pass exams. The system produced students with some of the highest test scores in the world, but the strong emphasis on test results has been criticised for placing excessive pressure on students and downplaying creativity in favour of rote memorisation.

In recent years, as Taiwanese society has become more open and liberal, more parents have begun to accept that education should enable students to demonstrate their talents instead of just scoring highly in exams. The MOE has, therefore, spent more than ten years carrying out 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 the reform is to mould young Taiwanese people into becoming more competitive, adaptable in a changing world, creative in their thinking and humanistic in their outlook.



Preschool and Compulsory Education

Preschool Education

Education is not compulsory for children aged between two and six years old. Parents of children in this age-group usually send them to kindergartens. In SY 2009-2010, 182,049 children were enrolled in 3,154 kindergartens. This relatively high number is due to the rising number of families with both parents working.

To ensure that children from low-income families (including those from indigenous areas) have an opportunity to receive the same basic education, the MOE launched a financial support programme across

Taiwan in 2004. The project was initially only for five-year-old children on Taiwan's offshore islands, but later was expanded to cover all underprivileged children and those from families with an annual income of below NT\$ 600,000. Subsidies were also granted based on income level.

To better take care of people in need, children from outlying areas and aboriginal townships are eligible for kindergarten tuition subsidies starting from September 2010.

Also, children who go to public kindergartens in those areas will be free of charge. The government will fund



740 junior high schools in Taiwan, offering quality education to 2.54 million students.

In 1998, the MOE launched a project to downsize the average class size in Taiwan. The move was carried out to allow teachers to dedicate more time to their students.

attendance at private kindergartens by up to NT\$ 30,000 (US\$ 937) per year.

A child education and care law for preschool integration of nursery schools and day care centres is currently under Legislative Yuan review, hoping to offer overall care for young children.

Compulsory Education

In Taiwan, public education has been compulsory from primary school to junior high school since 1968. In 1982, the government further announced the Compulsory Education Regulations, which stipulate that children of at least six years of age are required to begin primary schooling without taking entrance tests. After six years, they should graduate with a primary school diploma and need not take a test to enter junior high school. 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 model.

Currently, there are a total of 2,658 primary schools and

Before the downsize, the average class size in primary schools in 1994 was around 38 students, and in junior high school was around 43 students. Now, the average class size in primary schools is fewer than 27 and junior high schools are fewer than 34 students. This decrease in class size in primary and junior high schools is an outcome of the drop in Taiwan's birth rate and the implementation of the Nine-Year Integrated Curriculum (see below).

Education Reform

In response to criticism that education in Taiwan focuses too much on test results, the MOE launched the Education Reform Action Plan a decade ago, outlining key policies emphasising 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 encouraged academic excellence and respected the students' individual traits and potential.

Students receive an education that seeks to develop



creativity and versatility by promoting sports and drama, with regular artistic performances also being staged on campus.

Nine-Year Integrated Curriculum

Traditionally, the central government had the right to decide almost everything for schools at all levels in Taiwan, 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, which empowers 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 Taiwanese education. For example, instead of completely relying upon a national entrance exam to enter senior high school, junior high school students can now enter through what are called "multiple entrance schemes".

This integrated curriculum also places emphasis upon cultivating creativity by encouraging students to

conduct their own research when doing homework, rather than by simply relying on their textbooks. The curriculum seeks to develop versatile citizens capable of responding to the challenges posed by globalisation in the 21st century.

After undergoing a trial run starting in September 2001, the integrated curriculum was put into full practice in September 2004.

Foreign language proficiency is another important aspect in cultivating versatile students. The MOE subsidises schools to bring in more qualified foreign teachers to teach English. To minimise the gap between urban and rural areas in terms of educational resources for English teaching, the MOE draws from a budget for subsidising disadvantaged groups, including indigenous peoples and lower income families, and trains qualified English teachers for schools in rural areas.

Compulsory Education Policies Diversified Education

“One Standard, Multiple Textbooks” Policy

For the past several decades, students in primary and secondary education 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 simply by memorising the contents of the textbooks. Some students would even refuse material taught by teachers outside the bounds of these textbooks on the grounds that it would not appear in exams set 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 monopolised by the NICT or by just one publisher. Schools can organise a committee of teachers to select the textbooks to be used by the students at their schools.

“One Standard” means that the MOE allows students to take entrance exams that test their real academic level, by compiling comprehensive questions in accordance with the MOE's standards. The policy drew some complaints for increasing students' academic and economic burdens, but it is useful in terms of pushing Taiwanese education onto the next level – one that is diversified, creative and liberal.

Localised Education Mother Tongue and Homeland Education

As Taiwanese society becomes increasingly liberal and open, other dialects such as Taiwanese, Hakka and indigenous languages are finding their way into the educational system, even though Mandarin Chinese is still the only official language in school education.

In 2001, the MOE asked public primary and junior high schools to design curricula based around the mother tongues of their students.

Aside from encouraging students to learn their native languages, the MOE also encourages students to learn more about the land of Taiwan by taking Homeland Education classes, a new subject that students in the 3rd grade of elementary school are required to study.

In this subject, students are encouraged to foster an interest in the natural and humanistic aspects of their immediate environment and to carry out research to increase their knowledge of Taiwan's history and natural resources.



Internationalised Education A Friendly Environment for International Students in Taiwan

As Taiwan is a part of the global society, there are increasing numbers of overseas Taiwanese returning, as well as foreign spouses joining the national family. To help children born to foreign spouses and international students to adapt better to the language requirements and regular schoolwork in Taiwan, the Ministry of Education is promoting tutoring programmes and after-school language programmes for those in need.

Taking the schools in Taiwan's largest city, Taipei, as an example, some schools such as Shi-Dong Elementary School and Xin Sheng Elementary School offer Mandarin language programmes for the children of returning overseas Taiwanese parents and international students who need to elevate their Mandarin skills.

Nangang Elementary School and Xihu Elementary School, located near the Academia Sinica, Neihs Science Park and Nankang Software Park, offer bilingual classes for children of foreigners working in that area.

Also, schools regularly organise a "Country Week", when exhibitions are held focusing on the culture, customs and

traditions of foreign-bride countries. For example, during "Thailand Week", students are treated to delicious Thai food and watch performances by fellow students whose mothers come from Thailand.

Digitalised Education Bridging the Digital Gap and E-Classroom

To bridge the digital gap between city schools and rural schools, in 2001, the MOE started promoting the College Information Volunteers programme, whereby college students formed digital volunteer groups to help teach children in rural areas to use computers. The programme also sought to improve the availability of digital information in remote schools and communities.

In addition, the MOE established an online tutoring system, with college students answering online questions from children in rural areas about their homework.

Since 2009, the MOE has offered subsidies to schools at all levels nationwide for the building of an e-learning environment, especially involving methods such as electronic whiteboards.

In an age of digitalisation, when many of our children spend more time on i-Pods, Wii systems and PS3s instead of reading books in the traditional way, the digitalisation of teaching is an attempt to recapture the attention of students.



E-Future Classroom in Nanhu Elementary School



Innovative Classroom Technology Keeps Students Interested

Ren-ai Junior High School uses a portable e-whiteboard in teaching

Mag Lee, a Physics-Chemistry teacher at Taipei City's Ren-ai Junior High School, is holding a class on buoyancy in front of 30-plus students. However, instead of writing down the famous Archimedes' Principle on a traditional blackboard with chalk, she simply touches an icon on the big white screen of an e-whiteboard, which immediately morphs into an animation of a submarine and explains the physics principle.

In an attempt to recapture the attention of students, the Ministry of Education has promoted e-learning in recent years, especially using methods such as electronic whiteboards.

Consisting of a large interactive display connected to a computer and projector, the e-whiteboard's projector projects the computer desktop onto the surface of the board, where users can control the computer using a pen or other device, or simply with their hands.

The device allows greater interaction through its fascinating video and audio demonstrations as well as by providing online information.

This alternative mode of lesson delivery has proven effective in

attracting students' attention to lessons and making them more willing to participate actively in classes.

Lee, who has been using the new mode of teaching for more than a year, says she enjoys using the e-whiteboard in her classes because of the positive responses she receives from her students.

"They are more motivated to learn with the help of all these modern technologies such as animation and interactive software."

"I found the class to be more interesting with the e-whiteboard," says one of Lee's students Jesse Liao, while another student, Josh Lin, says he especially loves the part involving interaction with the device.



The recently launched e-Future Classroom at Nanhu Elementary School in Taipei's Neihu District is equipped with cutting-edge technology to support teaching in the digital age.

As the name suggests, the e-Future Classroom in Nanhu is designed in a futuristic style with the whole room painted in dark colours and its three sides plastered with banks of wall-mounted flat panel computer screens.

The tables and chairs in the room are arranged in several groups, each group equipped with a computer, so that students can engage in group discussions using a computer and online resources.

This alternative mode of lesson delivery has proven effective in attracting students' attention during lessons and making them more willing to participate actively in classes.

"Students are all very excited about coming to the classroom to learn," says Nancy Cheng, a science teacher at Nanhu.

She adds that e-Future Classroom is the perfect place for teaching her subject since it is very convenient for students to log on to the Internet to gather information and join in group discussions.

"I find the class to be much more interesting with the e-whiteboard," says Rachel Pan, a fifth grade student who has used the classroom.



Senior Secondary Education



The senior secondary education system encompasses senior high school and senior vocational school for students aged fifteen to eighteen years old.

Students can cultivate their academic knowledge and develop their personalities through both streams offering a great variety of educational content and extracurricular activities.

Senior High Education

The three-year high school is part of Taiwan's mainstream educational system. Over the past several years, the Ministry of Education has pushed forward plans to include senior secondary school as part of compulsory education with the aim of relieving study pressure on high school students and narrowing the gap between rural and urban schools.

Prior to the implementation of multi-channel admission into colleges and universities in 2001, senior high schools were primarily focused on preparing students to pass the Joint University Entrance Examination (JUEE). These days, admission into colleges or universities can be gained through recommendation by senior high schools, after taking a test set by the various departments of colleges and universities, or by taking the JUEE. Senior high schools now encourage their students to take part in extracurricular activities, such as student councils, non-governmental organisations and international competitions. Admission into better universities now partly depends upon involvement in such activities.

Enhancement of Global Competitiveness

The MOE has taken two important steps to infuse the principles of global competitiveness into senior secondary education. Firstly, the Ministry designed a global learning environment in 2002 that included well-structured English courses. Secondly, the MOE encouraged high school students to participate in International Mathematics and Science Olympiads.

Moreover, in 2005, the Ministry introduced policies intended to increase the number of international students studying in Taiwan. In 2009 the Secondary School Exchange International (SSEI) programme was launched to provide a win-win learning environment. The SSEI has two approaches: "Visiting Taiwan": international students coming to Taiwan to study; and "Visit Tours from Taiwan": students from Taiwan going to study abroad.

Dual-Stream High School

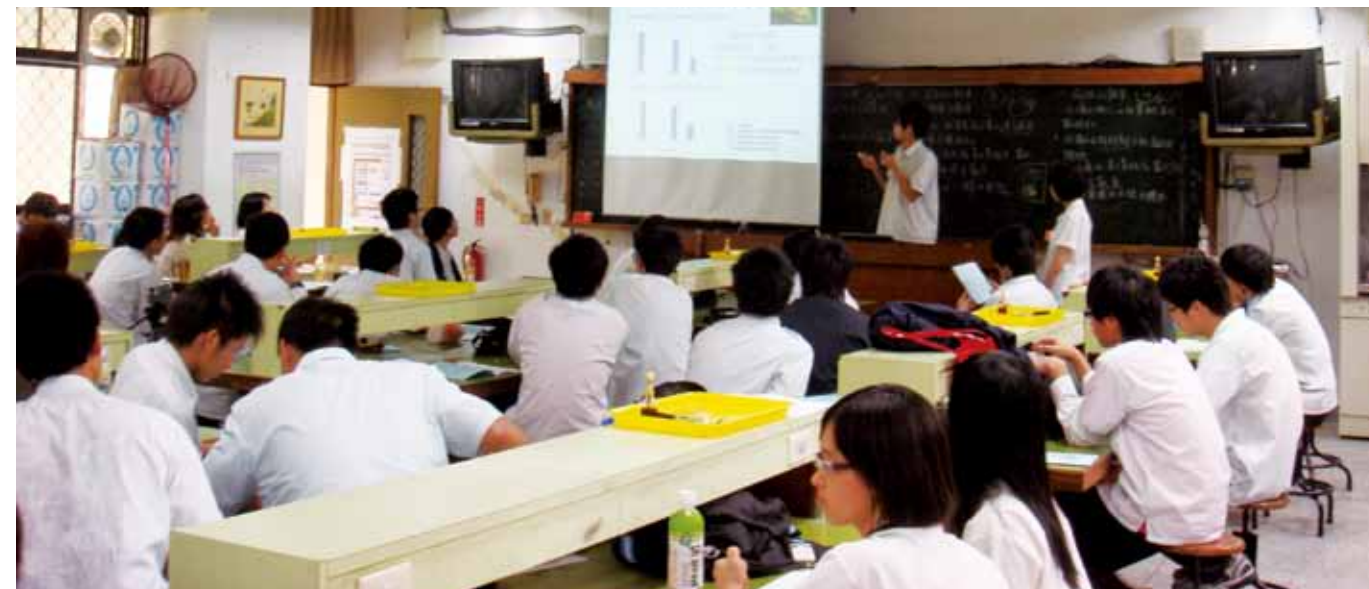
For students who are undecided on whether to follow an academic or a vocational track in their secondary education, the MOE, in 1996, established several experimental dual-stream high schools that offer the usual secondary school academic content and vocational skills courses. Students study a first and second foreign language, mathematics, social and natural sciences, the arts, marine science, physical education and vocational skills; they are also encouraged to be active in extracurricular 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 as they would have gained adequate vocational training.



Nurturing Diversified Talents

Education in Taiwan is now focused on nurturing versatility. Hence, over the past few years, senior secondary schools and higher education institutes have adopted more diversified and internationalised curricula. With a more flexible college/university entrance system, high school students are encouraged not only to pass the entrance exam with high scores, but also to cultivate versatility in ways such as strengthening their language capabilities.



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, enhancing course designs and improving teaching facilities. More foreign languages, such as Korean, Vietnamese, Japanese, French and Spanish were included in the plan.

Senior Vocational Education Technological and Vocational Education

Technological and Vocational Education is offered at senior vocational schools, junior colleges, colleges and universities of technology.

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

Industry-Academia Partnership Programme

The MOE, in accordance with the Human Resources



Programmes passed by the Executive Yuan in 2005, plans to expand the industry-based content of school curricula in order to derive more value from the increased cooperation between private firms and schools. Thus, the Industry-Academia Partnership Programme was born in 2006.

The programme is meant to enhance industry-academia cooperation by means of several options. They are:

the “three-in-one” programme (senior vocational schools + colleges + partner enterprises), the “three plus two” programme (senior vocational schools + two-year colleges), the “three-two-two” programme (senior vocational schools + two-year colleges + two-year technological institutes), or the “three plus four” programme (senior vocational schools + four-year technological institutes).

Such a programme, based on the vertical continuation principle, will help students to find a job in the partner companies after receiving complete professional training.

The MOE also plans to revise the Education Personnel Employment Law by loosening restrictions on a professor’s temporary employment in industry in the computation of their years of service. This could help teachers to undertake further research and benefit students’ learning prospects.



Pulling for a better future: Taipei Jingmei Girls High School’s tug-of-war team



Wang Jo-tsun, 17

3rd-grader, Taipei Jingmei Girls High School

On February 27th, Taiwan’s national tug-of-war team from Jingmei Girls High School won the title in the 540-kilogram class at the World Indoor Championships 2010 held in Italy, beating rivals from China, Japan and Switzerland.

Hailing from rural Nantou, current team leader Wang Jo-tsun said that beyond the hard physical effort demanded of the individual, tug of war is also a sport that requires the highest order of self-discipline and teamwork.

Practice makes perfect. Still, frustration is inevitable. “Even as we’re becoming more familiar with this sport, we feel even worse when we fail to achieve a better performance,” said Wang.

Unfolding her hands, both of Wang’s palms are inscribed with the traces of a considerable amount of training—swollen joints, calluses and ground-in dirt, gradually built up through hours of rope-pulling technique training day after day.

Not long afterwards, the young pullers marched off to South Korean, where they once again out-pulled their rivals to claim another victory at the Asian Cup Tug-of-War Championships on April 9th.

The award-winning team, joined with players from Taipei Municipal University of Education, National Taiwan Sport University and National Taiwan Normal University represented Taiwan to compete in the 500-kilogram class at the World Championships in South Africa in September 2010 and brought home the first-ever outdoor game gold.

For these young tuggers, they are driven by the knowledge that they are pulling on ropes that will not only win them shiny gold medals and glory, but also realise the hopes of a better future.

Jacqueline Hung, 18, Boston

Secondary
education equips
Taiwanese
students with
global
competitiveness

Alumna of Taipei First Girls High School Department of Electrical Engineering and Computer Science, Massachusetts Institute of Technology

Her three years of study at Taipei First Girls High School helped Jacqueline Hung to develop diverse interests, equipped her with global competitiveness and gave her chances to explore the world.

This May, nine Taiwanese students snatched seven Grand Awards in the 2010 Intel International Science and Engineering Fair (Intel ISEF), one of the world's largest pre-college science fair competitions. Hung and her classmate Lin Chi-chieh won first place for team projects in chemistry, sharing a US\$ 3,000 prize from Intel ISEF and NT\$ 200,000 from the Taiwanese government.

Prior to the competition, the duo spent much time on the synthesis and analysis of a new superconductor for their project. Hung said that they had clinched this victory with the help of post-doctoral researchers at Academia Sinica.

During her studies in Taiwan, she had participated in various activities, such as summer computer camps, oil-painting competitions, debates, English speech contests and street dances. She also founded an investment club at her high school, arranging some visits to financial institutions including Taishin Financial Holding Co. and the Industrial Bank of Taiwan.

"Most students in our school helped each other with their homework and were mature enough to discuss future plans," said Hung, who gained admission to Massachusetts Institute of Technology this August and has met her classmates from MIT through Facebook.

She plans to undertake a double major in computer science from MIT and in finance from Harvard University and to set up her own business in the future.



In the current era of globalisation, cultivating dedicated and creative talents in each field is the key and solid foundation to reinforcing the competitive edge of Taiwan, a small, densely-populated nation with limited natural resources.

To achieve this goal, the MOE has revised its policies and launched reforms to help universities and colleges strengthen their international ties, earn international recognition, and assume a leading position in the international academic community.

One of which is a post-bachelor programme, 4+X project for short, helping citizens to develop a second speciality and also an opportunity of cross-field study as well.

The MOE hopes such programme would enhance learners' advantages in the employment market and strengthen national competitiveness eventually.

1.College and University Entrance Exams

Since 2000, the MOE has utilised a modified multi-channel college/university admission system to attract high school and senior vocational school students with diverse specialties and personalities.

These channels include recommendations from schools, individual applications and examination and placement. Under the first option high schools make a list of students whom they feel are highly qualified for specific college or university departments.

Under the second option, high school students may apply to a maximum of five departments prior to testing. Under the third option, high school students take an entrance exam set by the College and University Entrance Examination Centre. Students can then apply for admission to colleges or universities based on their test results.



2. Bachelor's, Master's and Doctoral Degrees

University undergraduate programmes typically require four years of study. Students who are unable to complete their course of study within that time may be granted extensions of up to two years.

Universities focus on academic studies and research, whereas technology-oriented universities focus on practical, specialised skills training. Programmes such as dentistry or medicine generally require six to seven years, including an internship period of one year.

Graduate programmes leading to a master's or doctoral degree require one to four years and two to seven years respectively. Students who enter graduate school as a part of on-the-job training may be granted extensions if they do not finish the required courses or do not complete their thesis/dissertation on time.

The MOE launched a 10-year programme, funded with a budget of NT\$ 10 billion every year, aiming to boost selected universities' international competitiveness.

The programme is divided into two phases. The first is the Aim for the Top University and Excellent

Research Center Project, from 2006 to 2010 and the second is the Aim for the Top University Project, from 2011 to 2015.

This programme has identified eleven universities in Taiwan that have the potential to break into the top 100 universities in the world, or to be among the best in the Asia/Pacific region in key research areas. Each year these universities receive funding from the MOE; they in turn have to update their research proposals on an annual basis and develop international links, improve infrastructure



and enhance research and teaching. Rich fruit has seen yielded from such effort as National Taiwan University ranks as the top 94 on the world according to the latest survey released by UK's Quacquarelli Symonds Limited early September 2010.

Quality Enhancement of Higher Education

1. Increasing Numbers of Higher Education Institutions

The number of higher education institutes in Taiwan, including junior colleges, colleges and universities, has nearly doubled in the past decade. In SY 1998 there were 137 colleges and universities in Taiwan. By SY 2010 this number had gone up to 165, including 112 universities and 53 colleges. There was also a rapid increase in the number of private colleges through upgrading of junior colleges to colleges.



2.College and University Evaluation

To maintain the quality of higher education following this massive expansion, the MOE established the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) in 2005 and encouraged schools to establish their own self-evaluation systems.

The HEEACT evaluates colleges and universities on their administrative and management systems, academic performance and computer resources. The evaluation sets objective standards, enhancing the quality of higher education. In the future, the MOE will evaluate higher education institutions on a regular basis.

3. Quality Enhancement Policies

In recent years the MOE has instituted a number of policies, including the Excellence in Teaching and Learning Project as well as the Aim for the Top





University Project, that re-allocate educational resources and help colleges and universities establish their own characteristics and strengths in order to be able to compete with internationally renowned universities.

Fostering a Global Vision 1. Understanding Taiwan in the Curriculum

Twenty years ago, there were hardly any educational materials on the subject of Taiwan. In 1990, the MOE began encouraging colleges and universities to introduce courses at all education levels that would enable students to increase their knowledge of Taiwan. Those courses were based on the educational principles of local cultures and self-awareness. Because of Taiwan's geographical features, courses that centre on Taiwan's ocean culture are available to students. Some universities now teach courses such as oceanic science and culture, ocean literature and deep-sea diving.

2. Courses Taught in English

With the increase in the number of foreign students studying in colleges and universities in Taiwan, the MOE has encouraged both public and private colleges and universities to offer courses in English in order to build a bilingual environment on campus. Many schools have also established foreign student affairs departments to assist students from abroad with visa applications and extensions and to help students adjust to life in Taiwan.

Fashion design programmes help Ku's dream come true

Johan Ku, 31, London

Alumnus of the Fashion Design Department, Shu-te University in Kaohsiung, and the Graduate Institute of Textiles and Clothing, Fu-jen Catholic University in Taipei

Johan Ku, a fashion designer who won the top prize in the avant-garde design category at the 2009 Gen Art's Styles International Design Competition, has proven that higher education in Taiwan can make a celebrity out of a struggling artist.


His initial goal was to become a comic artist because he was a big fan of Jen Cheng-hua, a noted Taiwanese female comic artist. He studied advertising design in high school and began working as a freelance graphic designer at the age of 17. After graduation, he entered Shu-te University in Kaohsiung and majored in fashion and textile design.

Ku considered transferring school after one year, but reading Coco Chanel's biography became a turning point in his life -- he made up his mind to be a fashion designer rather than a graphic designer.

While writing his master's thesis at Fu-jen Catholic University, the young designer completed a hand-knitted wool series that highlighted the versatility of yarn and displayed creative patterns. "Emotional Sculpture" won third place in the 2004 Taiwan Fashion Design Award created by the Taiwan Textile Federation. Another series that Ku called "Re-Sculpture" won first place in the Donghua Cup, the 2005 International Design Contest in Shanghai.

"Sculpture-like knitwear in white is my signature design style," he said.

In September 2009, he continued his postgraduate study in knitwear fashion at Central Saint Martins College of Art & Design, London.



**Creativity
has no
deadline for
Taiwanese
youths**

Liu Bang-yao, 25

Taipei National University of the Arts Graduate School of Art and Technology

Creativity is without borders. Liu Bang-yao, a student of the Graduate School of Art and Technology (now Department of New Media Art) at Taipei National University of the Arts, has proven the point by reaching a record 2.2 million hits globally for his online video “DEADLINE post-it”.

“DEADLINE post-it’ is a stop-motion video, a school assignment,” says Liu, who never imagined that his first-ever online post would inspire such tremendous interest from the public.

Liu used more than 6,000 post-it notes – small squares of note paper with reusable gum sticker on the back - to create frame shots, along with a real actor, to reproduce the scene of young people being chased by work deadlines.

The amusing video catches the eye and has given Liu the opportunity to stand on the world stage for a brief while.

After winning an award in the Scholarship Programme for Overseas Study in Arts and Design from the Ministry of Education in 2008, Liu enrolled in the Savannah College of Art and Design (SCAD) in Georgia, USA, for one year, where he had an opportunity to sharpen his skills.

“The experience gave me new ideas in defining art and creation,” says Liu. He goes on to say that he has also learned a lot in terms of international vision and global insight.

Having received several project offers from well-known institutes such as CNN Hong Kong and Microsoft, Liu is now brainstorming to create a video for a local post-it note brand.

And that is exactly what he wants to keep doing, for this young man says his plans for the future are simple—keep on creating.



3. Internationalisation

In response to globalisation, the MOE has put forward projects that aim to develop Taiwan’s international interaction. These include the following four policies.

•Boosting International Competitiveness

In 2002 the MOE launched the Enhancing Global Competitiveness Plan, which was aimed at fostering more international exchange activities; improving students’ foreign language abilities; increasing appreciation for the arts, science and mathematics; and developing top-tier universities and research centres.

•Promoting International Exchange

The MOE will provide more opportunities and scholarships for local students to study abroad and gain broader world views. It will also promote local culture in foreign communities and expand the number of foreign

students studying in Taiwan. In addition, it will create a global learning environment that allows both teachers and students to develop global perspectives.

•Calling for International Service

The MOE aims to encourage local students to participate in international community service projects and volunteer work during summer and winter breaks, in the hope that students will become more responsible and develop new perspectives.

•Pushing for Cross-Strait Interaction

The MOE will continue to encourage academic exchange between Taiwan and China by allowing Chinese students to enrol in Taiwan’s universities and graduate schools. Academic credentials from certain mainland institutions will also be recognised.



Social Education



Learning is a lifelong process. Lifelong learning empowers people to share ideas, to awaken new interests or re-ignite an old passion, to prepare for a job or to remain current and competitive in an existing position.

Taiwan's rich educational resources provide innovative opportunities for the needs of traditional and non-traditional learners, as proven by attendance at supplementary schools and courses.

A "Virtuous Taiwan" campaign was launched in June 2009 to develop Taiwan into a more virtuous society by stressing character-building education, grounding in the arts, lifelong reading and environmental sustainability, with a budget of NT\$ 1.2 billion.

Supplementary education is meant to raise the average level of education in the society as a whole. Key components include fundamental supplementary education, supplementary advanced education and short-term supplementary education. In SY 2009, a total number of 24,037 students enrolled in 524 fundamental supplementary schools; 92,752 students enrolled in 223 supplementary advanced senior secondary schools; 31,775 students enrolled in 42 supplementary advanced junior colleges; and 24,633 students enrolled in 43 supplementary advanced colleges.

As for Open University, the total number of students reached 16,029 in the 2009-2010 school year.

Meanwhile, a well-rounded social education system had helped Taiwan's illiteracy rate among those over 15 years old to drop from 4.72 % of the population in 1999 to 2.09 % by the end of 2009 (from 819,087 down to 403,516).

MOE-sponsored institutions, such as community colleges, provide courses for adults, especially those who have had to discontinue their schooling (mostly females over the age of 55) and the growing population of foreign spouses who wish to learn Mandarin, Taiwanese, and English. Subjects range from Chinese language, foreign languages and computer skills, to musical instruments and dancing. The annual budget allocated by the MOE's Department of Social Education to subsidise community colleges was NT\$ 240 million in 2010.

The MOE has also established a general learning certification system, organised basic education classes for adults and encouraged foreign spouses to attend



language classes or receive further education.

331 Movement

This February, the Ministry of Education initiated the "331" movement, encouraging all citizens to "exercise more, learn more and be more compassionate toward others." The movement urges people of all ages to exercise for at least thirty minutes a day, to study for at least thirty minutes on a daily basis and to do a good deed each day.



Special Education



Laws and Regulations

Properly administering to the needs of special education is an important part of promoting equal educational opportunities. As early as 1984, to advance the progress of special education in Taiwan, local government passed legislation on the Special Education Act, pledging to provide suitable education for both the disabled and the gifted.

The act, which marked a milestone in the history of special education in Taiwan, contained regulations defining the goals and purposes of special education and suggested materials and methods for instruction. It was later revised in 2009 to provide more comprehensive support to needy students at all levels.

To ensure better enforcement of the act, the Ministry of Education set up the Special Education Task Force to coordinate the various efforts of those engaged in providing special education.

Since the promulgation of this law, special education has made substantial progress in Taiwan. In 1950, only two schools had been established specifically for the education of blind and deaf children, with a total of 384 students.

By the year 2009, the number of schools for special education had increased to 24.



Education for Students with Disabilities

Currently, placement of special education students encompasses special education schools, special education classes at regular schools, resource classes, regular classes and circuit guidance, as well as assistance, home education and bedside education.

Placement of these physically- or mentally-challenged students aims at satisfying their learning needs with minimum environmental constraints.

These special education schools include: comprehensive schools for the disabled; schools for the hearing impaired; schools for the vision impaired, schools for the mentally challenged; and experimental schools.

Today, a total of 24 schools nationwide offer special education, with a total of 7,145 students.

Education for Gifted Students and Those with Special Talents

The Special Education Act allows gifted students to enter school before the required age, to skip grades or subjects, to be accelerated by a whole year, or to take courses beyond their year level. All schools are required to evaluate whether certain students could be accelerated in terms of year level or subject. Before receiving their diplomas, the teachers of the students who have been accelerated should confirm that they have reached the standards of the graduating class.

Students with outstanding talent in sports, the arts, sciences or other academic areas can also be recommended for admission to schools at advanced levels if they have claimed prizes during the school term in an international contest, if they have produced an outstanding performance at a science event organised by academic research institutions, or if they have undertaken independent research, published outstanding articles or research, or displayed great talent in leadership and been recommended by related academic institutions.

Education Expenditure



Legal Foundation of the Education Budget

Education underlines the cornerstone of a country's national foundation. Guidelines for the regulation of educational objectives and methods are all included in Taiwan's constitution, the nation's highest legal authority. In order to allocate the budget for education effectively, the government published the Education Basic Law in 1999, ordering that all levels of government agencies should marshal a sufficient budget for education, utilise and allocate education resources equally and offer subsidies to schools in rural or special areas.

To achieve those goals, the Ministry of Education initiated the Compilation and Administration of Education Expenditure Act, which took effect in 2000.

The Act contained eighteen articles based upon the following four main goals:

1. Stable Budget Growth

The government should promise constant growth in the education budget, which should not be less than 21.5 % of the General Government Net Revenues for the previous three years.

2. Set Control Standards

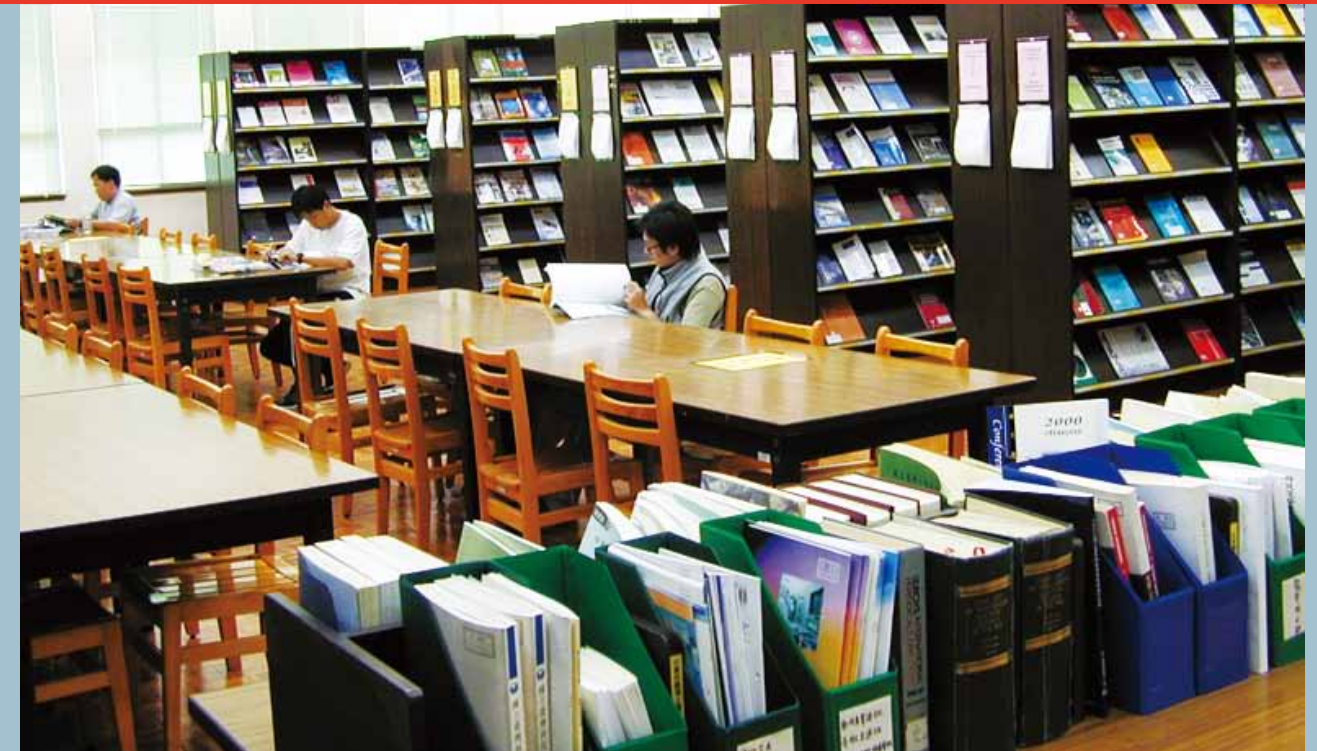
The Executive Yuan should set up an Education Budget Commission in charge of setting standards for drafting the total education budget, marshalling subsidies and regulating the expenditures of all government agencies.

3. Announcements and Audit

The MOE established the Audit Commission on Education Budget Allocation to make education subsidies public, for the purpose of regulating standards and announcing procedures for granting subsidies.

4. Transparency of Allocations

Central and local government agencies should monitor schools' budget balances and make them accessible to the public. Furthermore, the government must conduct evaluations on a regular basis and grant subsidies based on these budget balances.



Educational Expenditure

In fiscal year (FY) 1951, expenditure on public and private education at all levels totalled NT\$ 213 million, accounting for 1.68% of GDP. In FY 2009, educational expenditure reached NT\$ 813.99 billion, or 6.51% of GDP.

Before FY 1961, private education expenditure amounted

to less than ten percent of total education expenses. Under the encouragement of the government and supported by subsidies, the number of private schools has increased. In 2009, the private sector in education accounted for 24.10% of total educational expenses, while the public sector accounted for 75.90%.

In FY 2009, the government's education expenditure at all levels accounted for 25.10% 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 Educational Expenditure at all School Levels

In SY 2008-2009, expenditure for kindergartens accounted for 2.96% of total expenditure; compulsory education 42.03%; senior secondary education 15.92% (10.50% for senior high schools and 5.42% for vocational schools); higher education 38.44% (0.73% for junior colleges and 37.71% for universities or colleges); and others 0.66%.





Teacher Training Education

Becoming a teacher in Taiwan is a long and arduous process. One has to be admitted into a school in one of two categories after graduating from high school. The first category is the education university that prepares students to become teachers at primary schools and kindergartens. The second category is the normal university that prepares teachers for middle schools.

Universities in both categories accept senior high school graduates for a four-year stint of education. To teach at a college or university, a higher education degree is necessary, preferably a doctorate.

The 1994 amendments to the Teacher Education Law allowed all public and private universities to partake in training programmes for potential teachers, making it easier for students to obtain teaching certificates by taking related courses.

With a variety of channels in operation for training teachers and educational professionals, in the future Taiwan will move steadily towards enjoying an endless source of young blood and talent for schools.

Although tuition and fees for teacher training education programmes must be paid by trainees themselves, full or partial financial assistance is available for selected students.

Second-year students in colleges or graduate school students are eligible to apply for

teacher training education programmes. Full programmes include common courses, discipline courses, education specialisation courses and a half-year of teaching practicum.

Those who complete a programme will be granted a certificate, but he or she also must pass a qualification exam administered by the MOE finally to qualify as a teacher.

Chinese Language Teaching

For many years, Taiwan has been homeland to numerous institutions devoted to the study of the Chinese language. Students can simultaneously appreciate traditional Chinese culture and enjoy the merits of a modern, developed society in Taiwan.

Confronted with the growing popularity of the Chinese language across the globe, the MOE is now also offering subsidies for domestic universities to set up post-graduate programmes in Chinese language teaching.

A number of 16 departments and 9 graduate schools about Chinese language education have been built in universities around Taiwan with a total of 2,411 students registered.

In the past 30 years, efforts have been beefed up to promote Chinese teaching experience by sending domestic teachers to overseas schools.

To polish Taiwan's reputation as the center of Chinese language training and education, the MOE also put forward the Chinese proficiency test in 2006. A total of 7,155 examiners had joined the test. The test service will be expanded across the globe in the future.



The number of foreign students studying in Taiwan has grown from around 7,500 a decade ago to 19,376 this year, according to the latest statistics issued by the MOE for the SY 2009-2010. This includes those who have come to Taiwan to learn Mandarin, those undertaking a degree.

The MOE established the Bureau of International Cultural and Educational Relations (BICER) in 1947 to promote international academic and cultural exchange and provide foreign students wishing to study in Taiwan with services relating to government scholarship applications and information about Taiwan.

The MOE considers internationalisation to be a significant part of higher education and recruiting greater numbers of international students as a more conventional and direct approach for creating an internationalised environment on school campuses.

Academia Sinica, the foremost research institute in Taiwan, established the Taiwan International Graduate Programme (TIGP), a Ph.D. programme, in 2002 to promote international cooperation and scholarly exchange and to cultivate an intellectual environment to nurture young scholars.

TIGP students benefit from an entirely English teaching and research environment and enjoy access to a world-class faculty and state-of-the-art research facilities at Academia Sinica and partner universities. Currently, there are 318 students from 32 countries undertaking Ph.D. studies at TIGP. TIGP will offer nine programme options in 2010.

Meanwhile, the number of English-taught programmes and courses in Taiwan is on the increase, with most universities now offering such classes. For example, National Taiwan University, National Chengchi University, National Tsing Hua University, National Chiao Tung University and National Sun Yat-sen University have all put together programmes in a variety of subjects ranging from science and literature to the social sciences and other courses for foreign students to choose from.



The Foundation for International Cooperation in Higher Education of Taiwan (FICHET) touts Taiwan as an ideal study destination. Reasons for this include Taiwan being a highly democratic country in the Chinese-speaking world, as well as a society rich in both cultural heritage and advanced technology. Taiwan also boasts a convenient public transport network connecting the whole island.

Taiwan can be roughly divided into two geographic sections: the flat to gently rolling plains in the western third of the island, where 90 % of the population lives; and the mostly rugged, forest-covered mountains in the eastern two-thirds. There are eight national parks showcasing the diverse terrain, flora and fauna of the archipelago.

In addition, Taiwan is rich in terms of the diversity of its biological species, boasting more than 50,000 endemic species, or 2.5 percent of the world's total, according to a survey released by the Council of Agriculture.

The welcoming personality of the Taiwanese people is widely acknowledged by foreign students and visitors. Taiwanese hospitality is an unforgettable experience for those who have spent time in Taiwan.

The following pages introduce four of the major scholarships awarded and present stories from foreign students of different cultural backgrounds relating to the education they received in Taiwan.

Scholarships

Taiwan Scholarship

In 2010, three government agencies, MOE, the Ministry of Foreign Affairs (MOFA) and the National Science Council (NSC) jointly established the Scholarship Programme of Taiwan to encourage outstanding international students to undertake degree programmes in Taiwan.

Types of Taiwan Scholarship

A. MOFA Scholarship (for undergraduate or postgraduate programmes)



* Recipients are from countries which have diplomatic relations with the R.O.C (Taiwan), or from countries specified as diplomatically favourable by MOFA.

* R.O.C. Embassies or Representative Offices can award a pre-degree Mandarin Language Enrichment Programme (LEP) Scholarship upon application by scholarship recipients.

* International airfare for economy-class, direct-route and round-trip flights, plus a monthly stipend of NT\$ 30,000 .

B. MOE Scholarship (for undergraduate or postgraduate programmes)

* Recipients are from countries other than those specified under the MOFA Scholarship.

* R.O.C. Embassies or Representative Offices can award a pre-degree Mandarin LEP Scholarship upon application by scholarship recipients.

* A monthly stipend of NT\$ 25,000 for undergraduate or LEP study, or NT\$ 30,000 for a postgraduate programme.

C. NSC Scholarship (for postgraduate programmes only)

* Recipients are from countries other than those specified under the MOFA Scholarship.

* A monthly stipend of NT\$ 30,000.



Application

In principle, the yearly application period is from February 1st through March 31st. However, the actual application period will be in accordance with the general regulations of the local Taiwan Representative Offices.



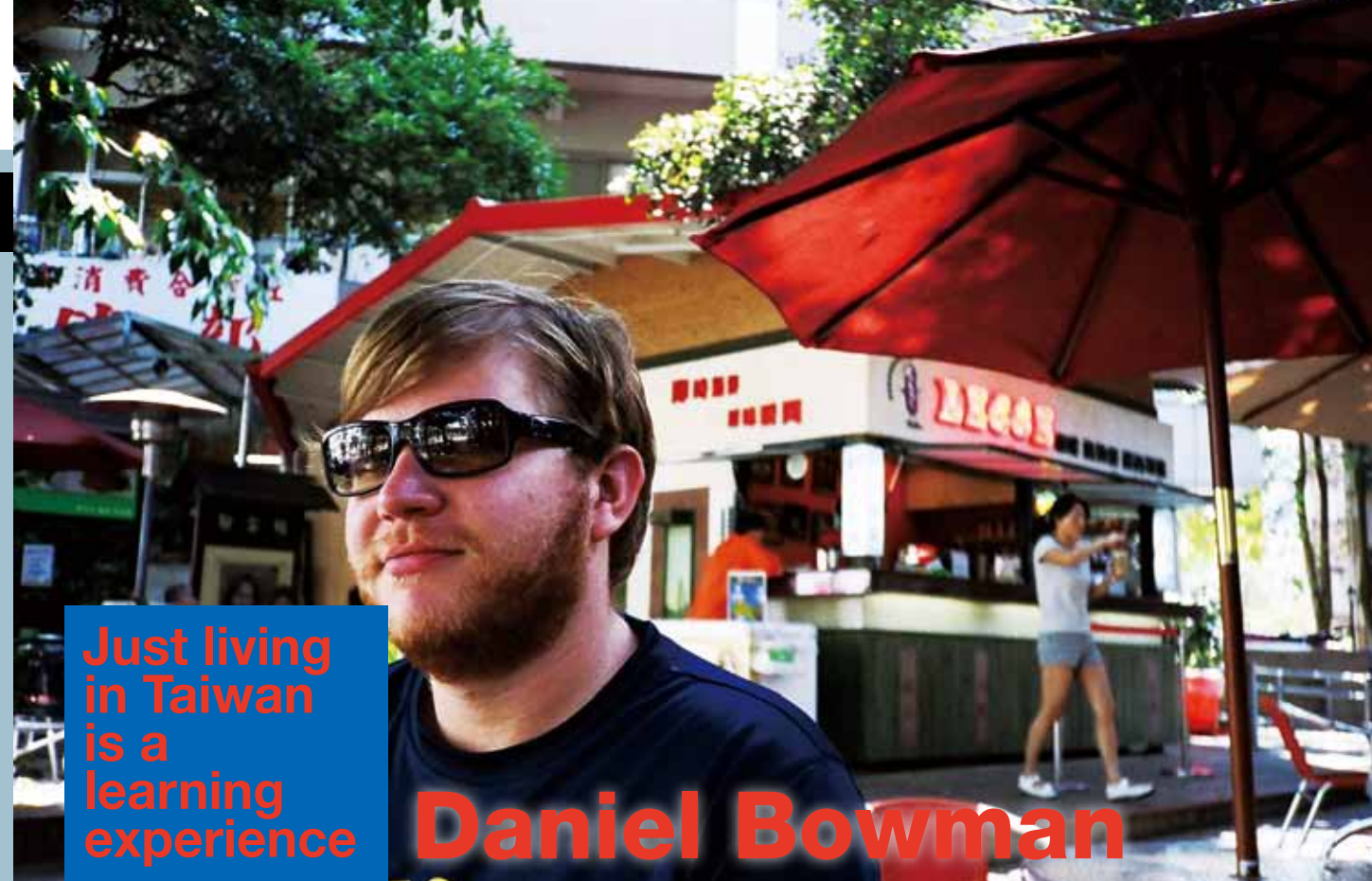
For application guidelines, forms, scholarship types and quotas, as well as information about the selection process and outcome announcements, applicants may contact a local Taiwan Representative Office directly by the end of January. Applicants must send their completed documents to the Taiwan Representative Office closest to the country of their permanent residence.



Huayu Enrichment Scholarship(HES)

The MOE established the HES Scholarship in 2005 to encourage students and individuals to learn Mandarin in Taiwan. Whilst offering language study opportunities for Mandarin Chinese and Taiwanese culture at university- or college-affiliated Mandarin training centres, this programme also aims to help scholarship recipients acquire a better command of Mandarin and hence a greater understanding and appreciation of Taiwanese culture.

The HES is awarded by R.O.C. Embassies or Representative Offices upon application. A monthly stipend of NT\$ 25,000 is offered to recipients for a maximum of one year. Application period and procedures are the same as above.



Just living
in Taiwan
is a
learning
experience

Daniel Bowman

National Chengchi University

Daniel Bowman has just received his master's degree from National Chengchi University in August 2010. His thesis looks at human rights in Taiwan, comparing the policies of Chen Shui-bian with Ma Ying-jeou.

"I think it is very promising that Taiwan has a dedicated group of academics researching this area," Bowman says.

"Taiwan is very fortunate that its human rights situation can be analysed and critiqued and this can only be beneficial to its development," he observes.

In carrying out his research, he examined many policy documents and draft laws and also spoke to various people involved in Taiwan's human rights organisations.

Writing a thesis in Taiwan has been both demanding and rewarding for Bowman, as he has had to contend with some unfamiliar customs. "I have learned a great deal from my experience as a master student in Taiwan, not just from my classes but also from living in a foreign country," he says.

Bowman first visited Taiwan in 2007. After nearly two years of living in Shandong, China, he says he really wanted to live in a big, modern city with Western conveniences, an international outlook and strong Asian roots. He was attracted by Taiwan's free society and democracy and fell in love with the island when he came to study at NCCU two years ago.

Studying in Taiwan, Bowman says, has several advantages. Taiwan offers generous scholarships to attract foreigners and, for this, he is very appreciative. Bowman receives a monthly stipend of NT\$ 30,000 from the Ministry of Education.

Bowman claims he would love to get out of Taipei more often, but Taipei has so much going on and so many weekend activities that it is actually harder than it seems. "I think Taipei living is up there with living in any city; I really enjoy meeting new people and visiting new places and Taiwan continues to offer me the opportunity to do both."

Focus on Chinese study whilst in Taiwan, says foreign student

Tobias Off

Global MBA Programme, National Taiwan University

Tobias Off has been studying for one year under the Global MBA Programme at National Taiwan University. He still has another year to go.

He first visited Taiwan six years ago and found the island to be a good place to live. After completing his undergraduate studies, he wanted a change in his life and to keep on learning Chinese.

“Taiwan is a great country,” Off says. “People are so friendly and you never run into trouble, especially as a foreigner.”

He says the fact Taiwan is a democratic country is important to him. “I would probably feel uncomfortable on the mainland.”

One of the biggest advantages of studying at NTU, Off says, is that he can study Business Administration and learn Chinese at the same time.

NTU’s MBA programme is more about practical management and less about research in that area, according to Off. In the first year, students work on a number of case studies from Harvard Business School and consider real life examples. “I think that makes sense for us, as we get trained for management positions in the corporate world.”

In his free time, Off likes to travel around the island, to places where tourists usually do not visit. In Taipei he often goes to some nearby hills for a walk, or travels to Yilan on the weekends to go surfing.

He has some advice to give to international students considering undertaking degrees in Taiwan. The first piece of advice would be to focus on learning Chinese.

“A foreign student’s life in Taiwan is quite convenient and sometimes it is easy to get a little lazy about Chinese,” Off says, “but after all, learning Chinese is probably one of the main reasons to study in Taiwan, so it should not be neglected, even if it takes a lot of effort.”

He suggests that those interested in studying in Taiwan could try writing an e-mail or finding somebody already studying the subject they are interested in, as talking to insiders can help ensure they will not be disappointed later on.

Opportunity favors the prepared mind, as a proverb says. It is also true in education and policies concerned in Taiwan. Since the year of 2009, the MOE had launched a series of policies concerning Taiwan's educational environment and future prospects with visions including holistic education, life education, lifelong education, mastery learning, and healthy campus.

Two longterm goals are emphasized by the MOE in its efforts to lead Taiwan's educational development. The first is to offer a quality educational environment to help our children grow up intelligently and happily. The second is to cultivate good civilians and boost the competitiveness of our country.

On the basis of this vision and the prospects involved, we will boost Taiwan’s competitiveness through an innovative education system and learning adapted for personal needs, by nurturing talent balanced with development that is humane and technical, egoistic and altruistic, local and global. In the future we will create a mechanism for people to share their values and their



opinions about education. Through this mechanism, we will be able to gather the strengths of all the people together to contribute to sustainability in Taiwan.



General Information

	Total Population (million)				Life Expectancy (year)		GDP (US\$billion)	GDP per capita (US\$)	Literacy rate among citizens aged 15 and above(%)
	Population Structure (%)			Male	Female				
	0-14	15-64	65-						
1980	17.9	32.1	63.6	4.3	69.6	74.6	42.2	2,385	87.7
1990	20.4	27.1	66.7	6.2	71.3	76.8	164.7	8,124	92.4
1995	21.4	23.8	68.6	7.6	71.9	77.7	274.7	12,918	94.0
2000	22.3	21.1	70.3	8.6	73.8	79.6	326.2	14,704	95.6
2005	22.8	18.7	71.6	9.7	74.5	80.8	364.8	16,051	97.3
2006	22.9	18.1	71.9	10.0	74.9	81.4	376.4	16,491	97.5
2007	23.0	17.6	72.2	10.2	75.5	81.7	393.1	17,154	97.6
2008	23.0	17.0	72.6	10.4	75.6	81.9	402.6	17,507	97.8
2009	23.1	16.3	73.0	10.6	379.0	16,423	97.9

Summary of Education at All Levels
SY 2009-2010

Unit : Persons

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2009	No. of Students Per 1,000 Population
Total	8,060	273,987	157,843	5,066,017	1,260,427	219.12
Kindergarten	3,154	16,904	9,602	182,049	-	7.87
Primary School	2,658	99,164	59,496	1,593,414	314,200	68.92
Jr. High School	740	51,870	28,332	948,634	316,080	41.03
Sr. High School	330	35,580	10,112	403,183	131,669	17.44
Sr. Voca. School	156	16,585	8,512	354,608	103,064	15.34
Jr. College	15	1,467	2,538	108,555	28,014	4.70
Uni. & College	149	49,191	31,499	1,228,037	289,148	53.12
Special Edu. Sch.	24	1,738	635	7,145	1,942	0.31
Supp. School	832	1,405	6,761	224,363	73,794	9.70
Open University	2	83	356	16,029	2,516	0.69

Gross Enrollment Rate and Net Enrollment Ratio by
Level of Education

Unit : %

School Year	Total		Kindergarten (3-5 Yrs.)		1st Level (Primary)		2nd. Level				3rd Level (Tertiary)	
	Gross	Net	Gross	Net	Gross	Net	Junior		Senior		Gross	Net
							Gross	Net	Gross	Net		
1976-77	69.61	67.57	11.06	10.45	100.65	97.54	90.21	77.33	56.54	43.17	15.40	9.97
1981-82	71.95	69.52	15.74	14.87	101.11	97.59	97.71	84.41	68.03	52.58	16.71	11.47
1991-92	82.41	78.74	24.13	23.30	100.99	98.70	100.23	91.70	90.28	72.93	32.37	20.98
2001-02	89.07	82.29	26.96	22.94	99.66	98.19	99.25	93.53	99.66	88.21	62.96	42.51
2003-04	91.87	84.63	28.16	25.31	99.53	97.29	100.99	92.41	97.04	87.63	72.37	49.05
2004-05	93.87	86.55	28.06	25.97	100.77	98.23	99.77	93.00	96.81	88.44	78.11	53.20
2005-06	94.73	87.71	27.73	27.68	100.34	98.46	99.85	96.51	96.01	88.53	82.02	57.42
2006-07	95.33	88.55	27.66	27.57	99.54	97.77	99.48	96.65	98.79	91.31	83.58	59.83
2007-08	96.05	89.26	27.75	27.70	100.82	97.79	99.13	96.86	98.23	90.72	85.31	61.41
2008-09	95.51	89.70	28.43	28.37	100.70	97.74	99.36	96.83	99.11	91.65	83.18	63.76
2009-10	95.25	89.94	28.78	28.71	101.40	98.01	98.85	97.49	99.12	92.35	82.17	64.98

Number of Students Per Teacher at All Levels

Unit : Persons

School Year	Total	Kinder-garten	Primary School	Jr. High School	Sr. High School	Vocational School	University	College	Junior College	Special Edu. Sch.
1976-77	29.90	32.66	36.04	25.94	23.16	22.70	11.42	16.22	20.00	6.65
1981-82	27.25	26.10	31.79	22.97	22.99	22.50	13.53	11.92	20.79	5.24
1991-92	24.22	15.83	27.20	21.23	22.29	21.28	14.82	11.38	19.35	3.72
2001-02	19.71	12.44	18.60	15.67	19.37	19.19	19.60	20.17	20.56	3.58
2003-04	19.59	11.34	18.43	16.14	19.19	18.19	20.07	19.90	19.78	3.51
2004-05	19.59	11.35	18.31	16.28	19.38	18.43	20.08	19.48	19.57	3.61
2005-06	19.29	10.27	18.02	16.02	19.44	18.81	20.11	18.98	18.92	3.72
2006-07	19.30	10.60	17.86	15.70	19.30	18.38	19.93	18.63	21.01	3.79
2007-08	19.03	11.02	17.31	15.23	19.12	18.70	20.25	18.55	22.73	3.84
2008-09	18.76	10.69	16.74	15.09	18.91	19.01	20.47	18.81	23.65	3.96
2009-10	18.49	10.77	16.07	14.91	18.73	19.08	21.03	19.35	26.13	4.11

Number of Foreign Students Studying in Taiwan

Unit : Persons

SY	Total	Asia	America	Europe	Africa	Oceania
1971-72	427	225	155	39	1	7
1981-82	2,982	1,656	832	437	9	48
1991-92	5,959	3,764	1,264	796	35	100
2001-02	6,380	4,490	1,140	546	79	125
2003-04	7,844	5,428	1,349	750	149	168
2004-05	9,616	6,358	1,892	941	225	200
2005-06	11,035	7,039	2,305	1,116	262	313
2006-07	13,070	8,119	2,819	1,544	294	294
2007-08	15,436	9,532	3,409	1,766	369	360
2008-09	16,909	10,722	3,608	1,846	366	367
2009-10	19,376	11,853	4,393	2,346	381	403

SY: School year

Ratio of Educational Expenditure to GDP

FY	Educational Expenditure (US\$million)			GDP(US\$ million)	% to GDP		
	Total	Public Sector	Private Sector		Average	Public	Private
1970-71	281	227	54	5,735	4.52	3.65	0.87
1980-81	2,014	1,638	376	42,221	4.43	3.60	0.83
1990-91	11,222	9,228	1,994	164,747	6.43	5.29	1.14
2001	17,463	12,996	4,467	293,712	5.95	4.42	1.52
2003	18,578	13,655	4,923	310,757	5.98	4.39	1.58
2004	19,765	14,523	5,242	339,973	5.81	4.27	1.54
2005	21,302	15,693	5,608	364,832	5.84	4.30	1.54
2006	21,656	15,957	5,699	376,375	5.75	4.24	1.51
2007	21,673	16,081	5,592	393,134	5.51	4.09	1.42
2008	23,500	17,271	6,228	402,616	5.84	4.29	1.55
2009	24,621	18,687	5,934	378,952	6.51	4.94	1.57

FY: Fiscal year

Reading, Math and Science Scores of 15-year-olds on the PISA 2006

Rank	Reading			Mathematics			Science		
	Country	Avg.	SE	Country	Avg.	SE	Country	Avg.	SE
1	S.Korea	556	3.8	Taiwan	549	4.1	Finland	563	2.0
2	Finland	547	2.1	Finland	548	2.3	Hong Kong	542	2.5
3	Hong Kong	536	2.4	Hong Kong	547	2.7	Canada	534	2.0
4	Canada	527	2.4	S.Korea	547	3.8	Taiwan	532	3.6
5	New Zealand	521	3.0	Netherlands	531	2.6	Estonia	531	2.5
6	Ireland	517	3.5	Switzerland	530	3.2	Japan	531	3.4
7	Australia	513	2.1	Canada	527	2.0	New Zealand	530	2.7
8	Liechtenstein	510	3.9	Macau	525	1.3	Australia	527	2.3
9	Poland	508	2.8	Liechtenstein	525	4.2	Netherlands	525	2.7
16	Taiwan	496	3.4	Czech	510	3.6	Switzerland	512	3.2

SE: standard error

Trends in International Mathematics and Science Study 2007

Rank	Eight Grade Science			Eight Grade Mathematics			Forth Grade Science			Forth Grade Mathematics		
	Country	Avg.	SE	Country	Avg.	SE	Country	Avg.	SE	Country	Avg.	SE
1	Singapore	567	4.4	Taiwan	598	4.5	Singapore	587	4.1	Hong Kong	607	3.6
2	Taiwan	561	3.7	S.Korea	597	2.7	Taiwan	557	2.0	Singapore	599	3.7
3	Japan	554	1.9	Singapore	593	3.8	Hong Kong	554	3.5	Taiwan	576	1.7
4	S.Korea	553	2.0	Hong Kong	572	5.8	Japan	548	2.1	Japan	568	2.1
5	England	542	4.5	Japan	570	2.4	Russia	546	4.8	Kazakh	549	7.1
6	Hungary	539	2.9	Hungary	517	3.5	Latvia	542	2.3	Russia	544	4.9
7	Czech	539	1.9	England	513	4.8	England	542	2.9	England	541	2.9
8	Slovenia	538	2.2	Russia	512	4.1	United States	539	2.7	Latvia	537	2.3
9	Hong Kong	530	4.9	United States	508	2.8	Hungary	536	3.3	Netherlands	535	2.1
10	Russia	530	3.9	Lithuania	506	2.3	Italy	535	3.2	Lithuania	530	2.4

SE: standard error

Medals Attained by Our Students in the Asian Pacific/ International Olympiad

Year	2006	2007	2008	2009	2010
Total	18G 16S 10B 3H	22G 14S 12B 3H	26G 13S 8B 4H	28G 16S 4B 3H	...
Asian Pacific Math- ematics Olympiad	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H
Asia Physics Olympiad	Taiwan				
Host Country	Kazakh	China	Mongolia	Thailand	16 countries
No. of Participants	18 Countries	20 Countries	18 Countries	15 Countries	5G 1S 4B 6H
Medals	2G 2S 4B	3G 3S 2B	2G 3S 2B 1H	7G 1S	A team 1st
Rank	3rd	2nd	2nd	2nd	B team 4th
International Mathematics Olympiad					
Host Country	Slovenia	Vietnam	Spain	Germany	Kazakh
No. of Participants	90 Countries	94 Countries	101 Countries	104 Countries	96 Countries
Medals	1G 5S	2G 3S 1B	2G 4S	1G 5S	1G 3S 1B 1H
Rank	10th	9th	9th	11th	19th
International Chemistry Olympiad					
Host Country	S.Korea	Russia	Hungary	England	Tokyo
No. of Participants	68 Countries	68 Countries	69 Countries	67 Countries	68 Countries
Medals	3G 1S	2G 2S	2G 1S 1B	4G	2G 2S
Rank	2nd	3rd	5th	1st	4th
International Physics Olympiad					
Host Country	Singapore	Iran	Vietnam	Mexico	Croatia
No. of Participants	86 Countries	76 Countries	81 Countries	68 Countries	82 Countries
Medals	3G 1S 1B	1G 2S 2B	5G	3G 2S	5G
Rank	5th	15th	2nd	4th	3rd
International Informatics Olympiad					
Host Country	Mexico	Croatia	Egypt	Bulgaria	...
No. of Participants	86 Countries	80 Countries	77 Countries	83 Countries	
Medals	3S 1B	2G 1S 1B	2G 1S 1B	2G 2S	
Rank	Nil	Nil	Nil	4th	
International Biology Olympiad					
Host Country	Argentina	Canada	India	Japan	S.Korea
No. of Participants	53 Countries	49 Countries	55 Countries	56 Countries	60 Countries
Medals	3G 1S	2G 2B	4G	2G 2S	4G
Rank	3rd	6th	4th	4th	3rd
International Earth Science Olympiad					
Host Country	—	1st Competition S.Korea	Philippines	Taiwan	...
No. of Participants		7 Counties	6 Countries	17 Countries	
Medals		3G 1S	2G 2S	4G	
Rank		1st	1st	1st	
International Junior Science Olympiad					
Host Country	Brazil	Taiwan	S.Korea	Azerbaijan	...
No. of Participants	30 countries	38 countries	44 countries	46 countries	
Medals	5G 1S	6G	6G	4G 2S	
Rank	2nd	1st	2nd	2nd	

G= Gold, S=Silver, B=Bronze, and H= Honorary award

Annual Papers and Rank by Nationality in SCI

Year Country	2005		2006		2007		2008		2009	
	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank
U.S.A.	306,852	1	304,572	1	297,911	1	332,916	1	362,331	1
China	73,384	5	83,037	2	89,793	2	112,318	2	123,148	2
England	80,666	2	79,988	3	80,384	3	88,824	3	99,486	3
Germany	78,990	4	77,256	4	75,434	4	86,112	4	98,368	4
Japan	80,536	3	76,533	5	73,469	5	79,388	5	82,019	5
France	56,063	6	54,662	6	53,232	6	63,321	6	68,693	6
Italy	42,010	8	42,229	8	43,332	8	49,841	8	57,578	7
Canada	44,698	7	45,740	7	45,911	7	52,257	7	56,290	8
Spain	31,473	9	33,400	9	33,837	9	41,362	9	45,854	9
India	26,027	12	27,713	12	29,497	10	38,366	10	39,701	10
Taiwan	16,721	18	17,846	17	18,571	16	22,509	16	23,558	17

Annual Papers and Rank by Nationality in EI

Year Country	2005		2006		2007		2008		2009	
	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank	No. of theses	Rank
China	69,911	2	83,718	2	106,164	1	137,153	1	132,694	1
U.S.A.	113,156	1	87,641	1	76,945	2	101,130	2	102,560	2
Japan	41,767	3	41,831	3	39,422	3	37,154	3	30,003	3
Germany	25,307	4	24,147	4	25,112	4	26,327	4	23,456	4
England	22,572	5	22,866	5	23,172	5	23,738	5	19,490	5
France	18,203	6	18,847	6	19,756	7	21,484	6	18,318	6
S.Korea	15,326	8	17,713	7	20,247	6	20,515	7	16,387	7
India	11,046	12	13,185	10	15,347	11	17,891	9	16,075	8
Canada	16,737	7	15,827	8	17,864	8	17,940	8	14,845	9
Taiwan	11,661	11	13,076	11	16,657	9	17,483	10	14,788	10



PUBLISHER Wu Ching-Ji (Minister of Education)
EDITORIAL BOARD Department of Statistics
ADDRESS No. 5, Jungshan S. Rd., Taipei 100, Taiwan (R.O.C.)
WEBSITE <http://www.edu.tw/>

For more information, please call:

TEL +886 2 7736 6374 (Dep't of Statistics, MOE)
FAX +886 2 2397 6917
DATE October 2010

Sales:

1. Sanmin Book Co., Ltd. TEL: 886-2-2361-7511 #114
No.61, Sec. 1, Chongqing S. Rd., Zhongzheng District, Taipei City 100, Taiwan (R.O.C.)
2. Wunanbooks Store TEL: 886-4-2226-0330 #820/821
No.6, Zhongshan Rd., Central District, Taichung City 400, Taiwan (R.O.C.)
3. Government Publication Bookstore TEL: 886-2-2518-0207 #12
No. 209, Songjiang Rd., Zhongshan District, Taipei City 104, Taiwan (R.O.C.)
4. MOE Co-Operative TEL: 886-2-7736-6054
No. 5, Jungshan S. Rd., Taipei 100, Taiwan (R.O.C.)
5. National Institute of Educational Resources and Research TEL: 886-2-2351-9090#173
No.181, Sec. 1, Heping E. Rd., Taipei City 106, Taiwan (R.O.C.)

IN COOPERATION WITH Taiwan News Corporation
WEBSITE <http://www.taiwannews.com.tw>
TEL +886 2 2351 7666

PRICE NT\$160 US\$5(Including DVD)
GPN 2005900021
ISSN 05781353

Special thanks to Cyuchih Elementary School, Gong Guan Elementary School, Jian An Elementary School, Taipei Municipal Hushan Elementary School, Taipei Municipal Nan-Hu Elementary School, Nei Hu Elementary School, Shang Ding Elementary School, Taipei County Chiang-Tsui Junior High School, Taipei Municipal Jen Ai Junior High School, Tian Mu Junior High School, Paul Hsu Senior High School, The Affiliated Senior High School of National Taiwan Normal University, Chung Yuan Christian University, National Chengchi University, National Cheng Kung University, National Kaohsiung University of Hospitality and Tourism, National Taiwan Normal University, National Taiwan University, National Taiwan University of Science and Technology, Taipei School of Special Education, Taipei School for The Hearing Impaired, Wenshan School of Special Education, National Museum of Prehistory, and Zhong-zheng Community College for their generous contribution in providing us with photos.



ISSN 0578-135-3



9 770578 135008

GPN: 2005900021
PRICE: NT\$ 160 US\$ 5