



Minister of Education  
Republic of China

# Education 2018 *in Taiwan* 2019

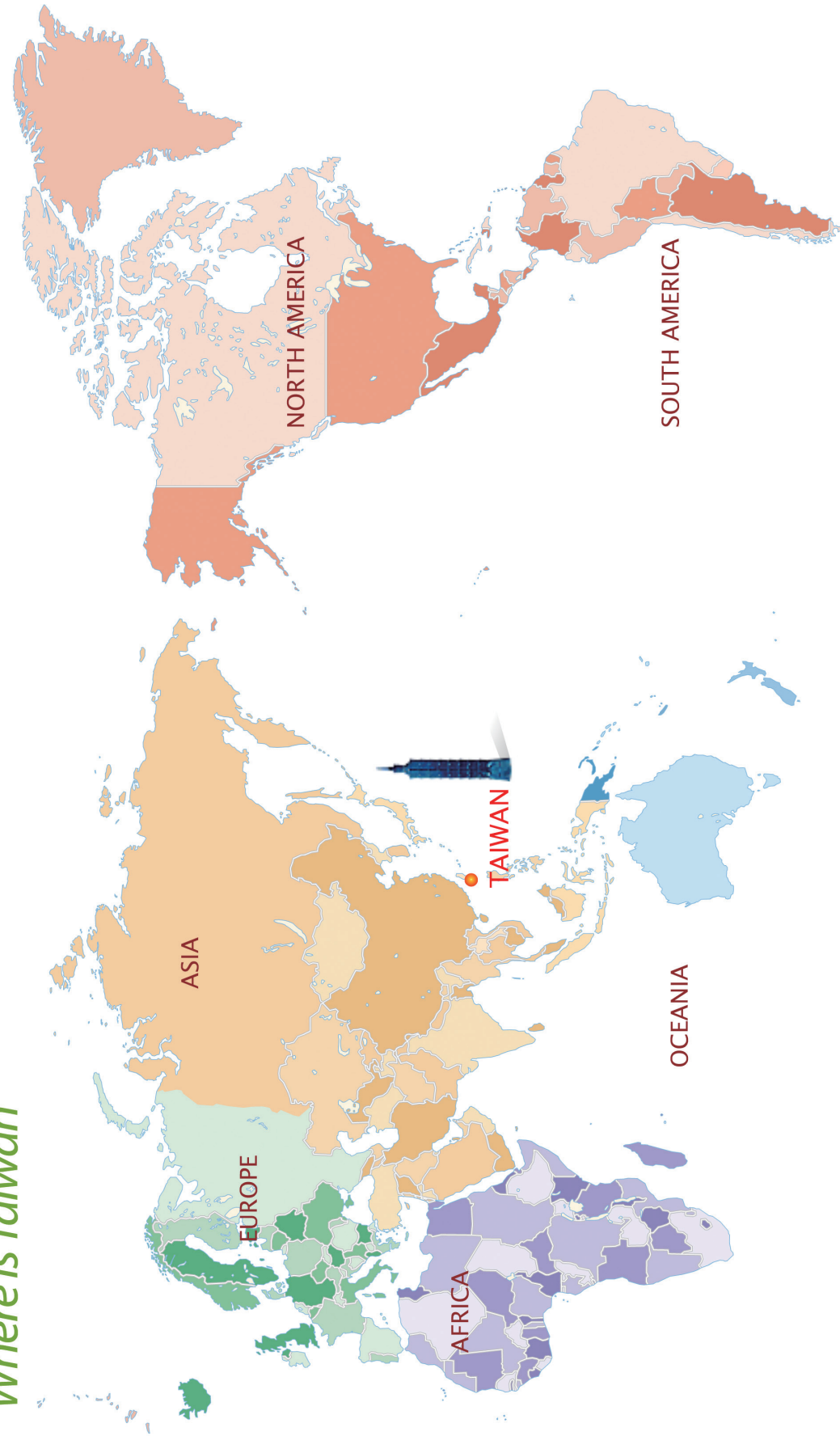


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Ministry of Education  
Republic of China  
**Education**  
2018 *in Taiwan*  
2019



Where is Taiwan



Minister of Education  
Republic of China

# Education 2018 *in Taiwan* 2019







# Education

## 2018 *in Taiwan* 2019

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Republic of China

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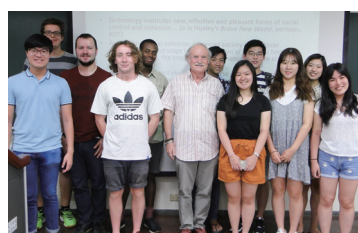
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# Preface

Establish a Diversified System, Practice Holistic Education,  
Cultivate Global Citizens

The Education possesses the force to change the future of an individual and is also the key to raise the competitiveness of a nation. Our country can develop toward the concepts of “preschool education as the basis for the growth of personality and the development of interpersonal relations,” “the ideal education amounts to assisting each individual with adaptive growth and multi-faceted development,” “the examination system should not be the only standard to judge a student,” “the quality of the teacher and the planning of the lessons are the core of educational work.” We should gradually present the notions of “establishing a diversified system, practicing holistic education, cultivating global citizens” as the vision for education, while we should also educate students to possess the ability of reasoning independently, the spirit of scientists, and the ability to distinguish clearly between right and wrong, seek truth from facts, and grow into international talent.

On the road toward this vision, the Ministry of Education will uphold President Tsai Ing-wen’s four important educational targets, “let students learn happily,” “cut the burden for parents,” “let education move along with the times,” “cultivate mature 18-year-old citizens,” and echo Premier Lai Ching-te’s guiding policy principle of “endless learning.” As the Ministry of Education promotes learner-centered education, in the preschool phase, it offers high-quality preschool education, speeds up the expansion of the range of available public early childhood education, and improves the working conditions of preschool educators. At the public education phase, we are actively implementing the 12-year Basic Education program, with “adaptive talent” as the core principle, offering the students a diverse range of pathways and adaptive development. In the field of vocational education, we are creating a domain with room for both learning and practice, we are strengthening the link between the workplace and



academia, and training the talent which business will need in the future. In addition, we are promoting the Youth Education and Employment Development Personal Account Project to provide young students with a more diverse range of flexible career choices and opportunities to explore. In higher education, we are promoting the Higher Education Root Plan for a complete upgrade of the quality of universities and the promotion of its multifaceted development, and through the loosening of restrictions of the system, we are assisting the universities to develop in innovative ways and to raise quality creative talent. In addition, the Ministry of Education also continues to build healthy, safe, sustainable and

friendly campus environments, and promote the holistic development of the students, establish a system of teacher training with students’ learning as its central task, and at the same time strengthen the professional competencies of teaching staff, continue to safeguard the rights of underprivileged students in remote areas, implement multicultural education, and protection and respect of people’s heritage, and provide the public with channels and opportunities for public multi-faceted lifelong learning. In order to nurture professionals with international skills and a broad outlook, the Ministry of Education will put its full efforts into plans to train New Southbound Policy experts. In order to promote citizens’ health, we will establish a revitalized sports environment for all of the public, establish sound effective athletics organizations, promote sports as an activity that is for all the people, organized as a business and international.

Education is a business of generations, a project which has to continue and cannot be interrupted. In the spirit of educational service and devotion, the Minister of Education will gradually resolve the current difficulties in education, with steps seeking the truth from facts, realistically implement each kind of education policy, create a new era in education together, and turn education into the main engine of Taiwan’s social development. ■

*Minister of Education*





# An Overview

The Ministry of Education is the highest administrative body in charge of national educational affairs, and its mission is to promote national educational, sports and youth development affairs, and to raise the overall quality of education and the nation's competitiveness. The core idea of the Ministry of Education's work is "establishing a diversified system, practicing holistic education, cultivating global citizens," allowing each person's natural characteristics to be developed to their utmost, providing the children with a preschool educational environment which allows them to develop freely in order to lay the foundation for the growth of their personality and the development of interpersonal relations; guide the students to discover the world and learn from nature, and cultivate their ability for independent reasoning, and not let the examination system be the only standard to judge a student; cultivate teachers who possess both the quality and the enthusiasm to teach, who can make students learn happily, design flexible curricula, develop all kinds of different specific forms of education in order to fulfill the needs of students with varied characteristics.

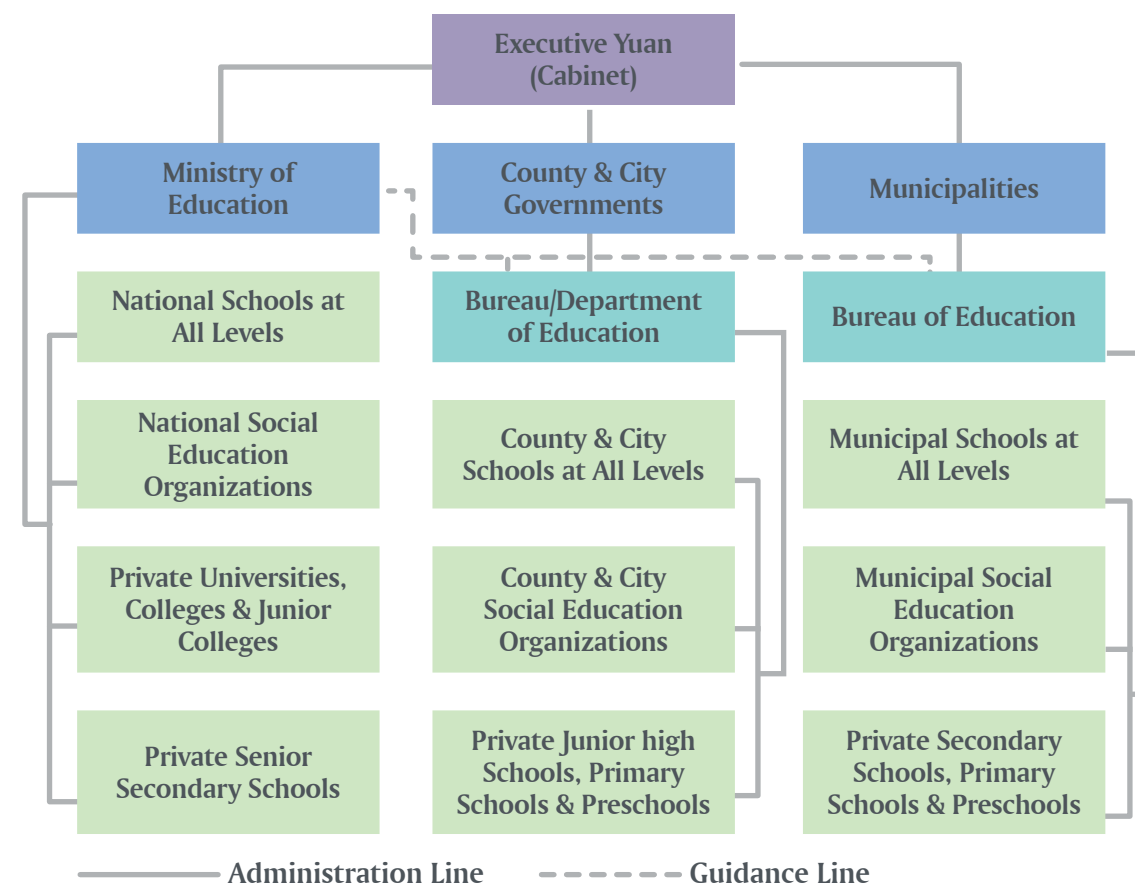
Education has always been highly valued in Taiwan. Our education system is currently a 6-3-3-4 structure which offers compulsory education as well as teacher training and vocational education. Although preschool education is not part of the compulsory education and educational system, the government provides assistance to toddlers in financially disadvantaged families to enter the school system early, which has led to an increase in the number of pupils attending preschools enrolling children from age 2-6. On Jan. 1, 2012, kindergartens and nurseries were integrated as preschools into the education system. Elementary school lasts for six years, from age 6-12; junior high school three years, from age 12-15; compulsory education was extended to 9 years in SY 1968, which includes elementary and junior high school; in SY 2014 the period was extended to 12 years to cover senior secondary school. Senior secondary school lasts for three years between the ages of 15 and 18; university undergraduate education is four years, masters level graduate education one to four years, and doctoral education two to seven years. In addition, to offer the general public a broader range of continuing education options, there is also supplementary education and continuing

education as well as special education for students with special needs due to extraordinary talent or mental/physical disability. Widely available lifelong learning courses give the general public an opportunity to extend their learning experience.

In recent years, the Ministry of Education has actively pursued foreign students to come and study in Taiwan. In 2016, the number of outside students studying or doing research at colleges and universities in Taiwan reached more than 116,000. In addition, according to the "New Southbound Talent Education Promotion Plan" set by the "New Southbound Policy," apart from

offering a quality educational environment, education of professional talent in both directions, and expand bilateral exchanges between young academics and students of both sides, the Ministry of Education has also simultaneously developed a platform for bilateral education cooperation. Until the 2016 academic year, the number of students from the 18 "New Southbound Policy" nations reached a new record of 31,531, or 27.1 percent of all foreign students. In future, we will assist relevant bodies to cooperate, develop effective channels for educational exchanges, and continue to deepen relations with the partner countries. ■

## The Education Administration System 2018







# Educational System

Students may study, under the current education system, for up to 20 years, which includes 6 years of primary education, 3 years of junior high school, 3 years of senior secondary school, 4 years of higher education, 1 to 4 years for a master's degree and 2 to 7 years for a doctoral degree.

## → Compulsory Education

9-year Compulsory Education system was put into effect in SY1968, of which 6 years are for elementary education and 3 years for junior high school. To offer more diverse development opportunities for junior high school students, technical arts education is included as well, in addition to the regular curriculum. Practical classes allow students to better understand vocational education and their future career choices. 12-year Basic Education was carried out in SY2014.

## → Senior Secondary Education

Senior secondary education consists of three years of schooling and includes “general senior secondary schools,” “skill-based senior secondary schools,” “comprehensive senior secondary

schools,” and “specialized senior secondary schools.”

## → Junior College Education

Junior college education can be classified according to admission requirements into 5-year junior colleges and 2-year junior colleges. 5-year junior colleges admit graduates of junior high schools, whereas 2-year junior colleges admit graduates of skill-based senior secondary schools.

## → Teacher Education Programs

The teacher education system is comprised of diversified, training and selecting methods. Teachers who teach in preschool, primary school, junior high school, and senior secondary school are trained in universities of education or normal universities with teacher training programs or centers. These institutions are also responsible for providing in-service training and guidance for local education practitioners; from February 1, 2018, the training of teachers first implements qualification tests before conducting internships, and through exams selects a necessary number of students with just the right qualities, thus implementing

a teaching and counseling training system. From December 1, 2018, the Ministry of Education will proclaim and implement the “Guidelines regarding teachers’ professionalism” and the “Criteria governing pre-service teacher education courses for teacher education” to implement a learner-centered training system.

## → University/College and Graduate School Education

The maximum study period for university education (including universities, colleges, universities of technology, and technical colleges) is 4 years (the Post-bachelor Second Specialty Program is 1-2 years, while the bachelor’s program is usually 2 years), and internships can last one-half to 2 years depending on the needs of the subject. For Master’s Degree candidates, the study period is limited to 1-4 years and for Doctoral Degree candidates to 2-7 years.

## → Special Education

The teaching systems for special education and for regular education are completely identical, but in order to meet the special learning needs of special education students, at the stage before senior secondary education, the regular school will also organize special education classes in addition to regular classes. Special education schools are also established including preschool, primary school, junior high school, and senior or vocational high school. The schools primarily recruit students with serious or multiple disabilities. Students with hearing and visual impairments enroll in special schools for the deaf and blind respectively, but in the higher education system, they will attend completely regular schools. To safeguard the rights of special education students to receive education, the law has stipulated reasonably adapted rules, regarding the phases of education,



the organization of the academic year, the education locale and way of implementation, the curriculum, teaching materials, and teaching and evaluation methods. All of those should maintain flexibility, with the duration of the studies to be adapted (shortened or lengthened) according to the practical situation, and all kinds of supportive services for special education should be provided.

## → Arts Education

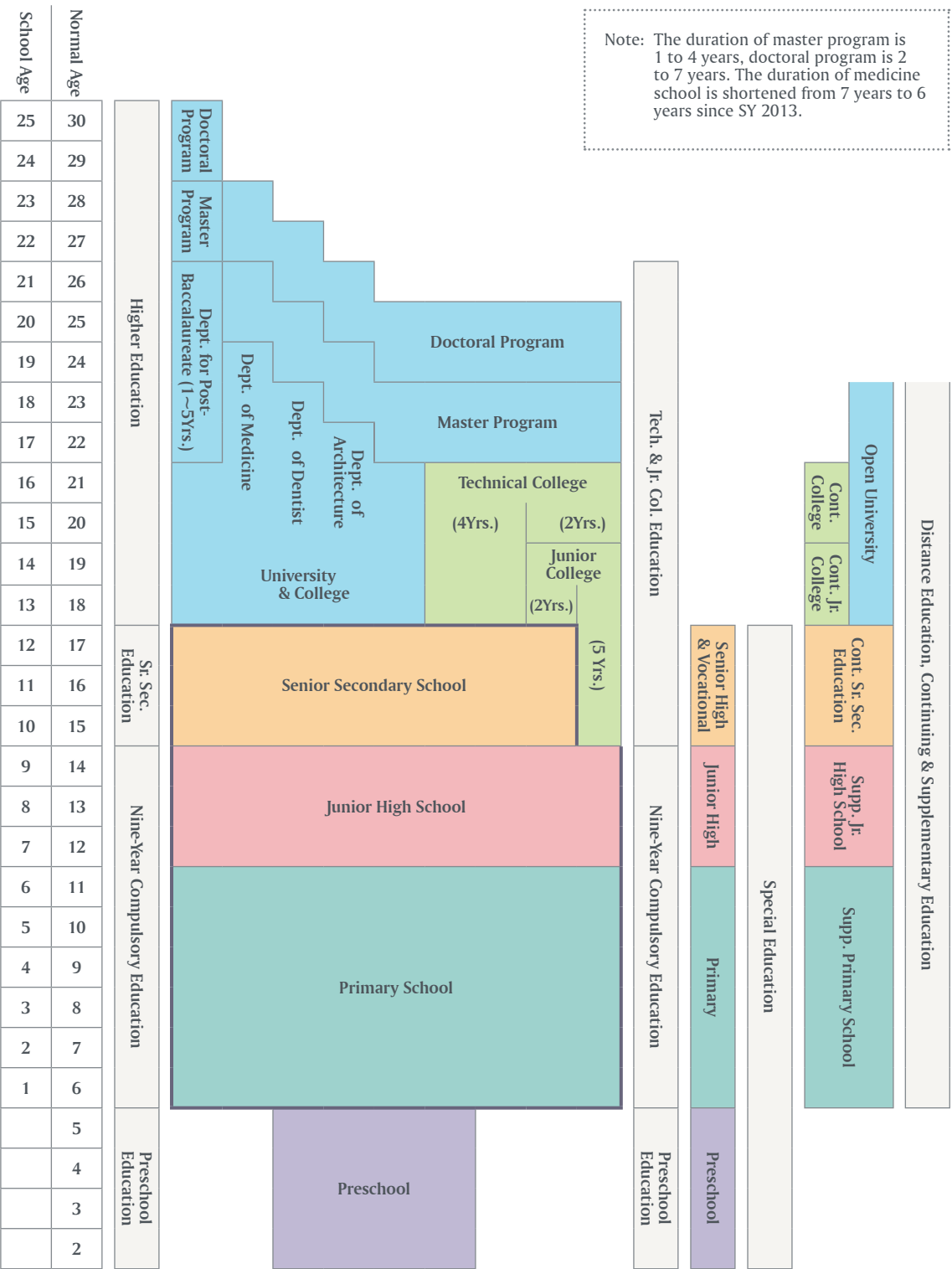
The goals of arts education are to cultivate artistic talent, enrich the spiritual lives of citizens and elevate the cultural level. Arts education in Taiwan can be divided into professional arts education offered at schools, general arts education offered at schools and arts education offered to the public.

## → Supplementary and Continuing Education

Supplementary and continuing education have the aim to supplement citizens’ life knowledge, raise the education attainment, transfer practical skills, cultivate sound citizens, and help society to progress. This education system offers supplementary education, continuing education, and short-term supplementary education: all citizens who are past the usual study age but have not received the nine years of basic education can benefit from supplementary education; citizens who did receive nine-year basic education can receive continuing education; citizens who want to improve their life knowledge and ability can receive short-term supplementary education. ■



The Current School System



Education Reform

A Provide Quality Public Preschool Education

Passing the “Public Preschool Education Expansion Project” with the increase in the number of non-profit preschools as its main point, and the increase in the number of public preschools as its secondary aim. By 2020 the Ministry of Education will have assisted local governments in establishing 1,000 public preschool classes. The ministry designs “preschool service personnel guidelines” in order to plan how to handle the training, qualifications, rights, appeals and dispute resolution of preschool educational staff.



B Implement 12-Year Basic Education with Adaptive Talent-Forming Development

Consistently promote and gradually expand the organization of exam-free admissions; encourage experimental education and education innovation, safeguard the students’ right to study and the right of parents to choose their education, encourage the government and the private sector

to organize experimental education according to the three laws governing experimental education, and gradually amend the three laws, continue to perfect the review criteria of experimental education, and raise the quality of experimental education.



## C Raise the Training of Practical and Useful Vocational Experts

Promote the project to raise the number of students to recruit into vocational schools, use the increase in practical tests to implement classes in the vocational sphere; promote the project to improve the practical environment of vocational schools, add teaching equipment and establish internship locations, and with help of the industrial sector design practical courses and criteria to share resources; raise vocational talent able to meet the demand for employees able to work across sector boundaries and meet international developments.



## D Develop Higher Education with Diverse Characteristics

Under the “New Southbound Talent Education Plan,” organize the education of international talent, lead practical educational exchanges between Taiwan and the countries in the Association of Southeast Asian Nations and South Asia; draw up articles for the transformation and withdrawal of higher education bodies and set up a relevant fund, assist with the transfer of students



and safeguard their right to receive education; implement the “Higher Education Root Program” to improve the quality of higher education and strengthen the results of learning.

## E Build Safe, Sustainable and Friendly Campuses

Plan supplementary measures for innovative educational affairs staff following the gradual withdrawal of military training officials from campuses, assist schools with the replacement and fulfillment of educational and counseling staff; design the “Ministry of Education implementation program for the prevention of substance abuse by students” according to each kind of prevention measure against substance abuse by students, guide local governments and each school to implement prevention work.



## F Cultivate Professional and Autonomous Excellent Teachers

Consider a complete overhaul of the Teacher Training Act, plan the pre-appointment training, qualification requirements and training measures, implement the system of qualification exams first and teacher internship later; promote subsidies for teacher-training universities to select quality internship organizations; plan the opening up of the option for substitute teachers at schools and preschools in remote areas and overseas to use their past period of teaching experience to waive the internship requirement.

## G Foster Students' Foresight for the Future

From the three approaches of “courses and teaching,” “support resources” and “the teachers' ability and knowledge,” promote mid- and long-term aesthetics education in order to improve the life aesthetic sense of the students; promote the campus digital construction of the Forward-looking Basic Infrastructure Program, with as its base the need to blend the information technology from education practice into teaching and digital learning, and simultaneously plan forward-looking or innovative special teaching development.



## H Guarantee the Right to Learn for Students in Remote Areas and Underprivileged Students

The “Education Development Guidelines for Schools in Remote Areas” have been drawn up and promulgated, so by designing a special law, through the strengthening of educational measures, the drawing up of generous budgets, the flexible use of personnel, and the improvement of benefits for teachers, improve the issues of teachers, administrative and organizational problems at remote schools, in order to resolve the problems of education at remote schools, and safeguard the right of children at remote schools to receive education.

## I Create Diverse Language and Cultural Education

Form an “Indigenous Peoples Education Research Center” to conduct research into the evaluation of education for indigenous peoples and into the improvement of following up basic results of education for indigenous students; establish an “Indigenous Peoples Course Development



Assistance Center” to develop courses centered on indigenous culture, promote education for indigenous students below the level of senior high schools as well as preschools.

## J Develop Innovative Diverse Youth Careers

Continue planning youth policy participation events, strengthen the platform for the participation of youth in public affairs; assist with the development of student organizations at each school and implement young people’s empowerment; encourage youth to explore Taiwan earlier than before, and train their abilities to reason, plan and realize their abilities, and in the future implement plans to promote senior high school students to explore Taiwan.

Amend the “Complementary and Advanced

## K Implant Local Quality Lifelong Learning

Education Act,” the recruitment of students by short-term cram schools, written contracts, the responsible publishers for ads, the names of the teaching staff. In addition to the registration of the official name, they should all reveal their real names in order to protect the safety and right to study of the students and in order to urge the cram schools to bear the responsibility of reporting cases of sexual crimes and sexual harassment, and relevant sanctions should be drawn up.

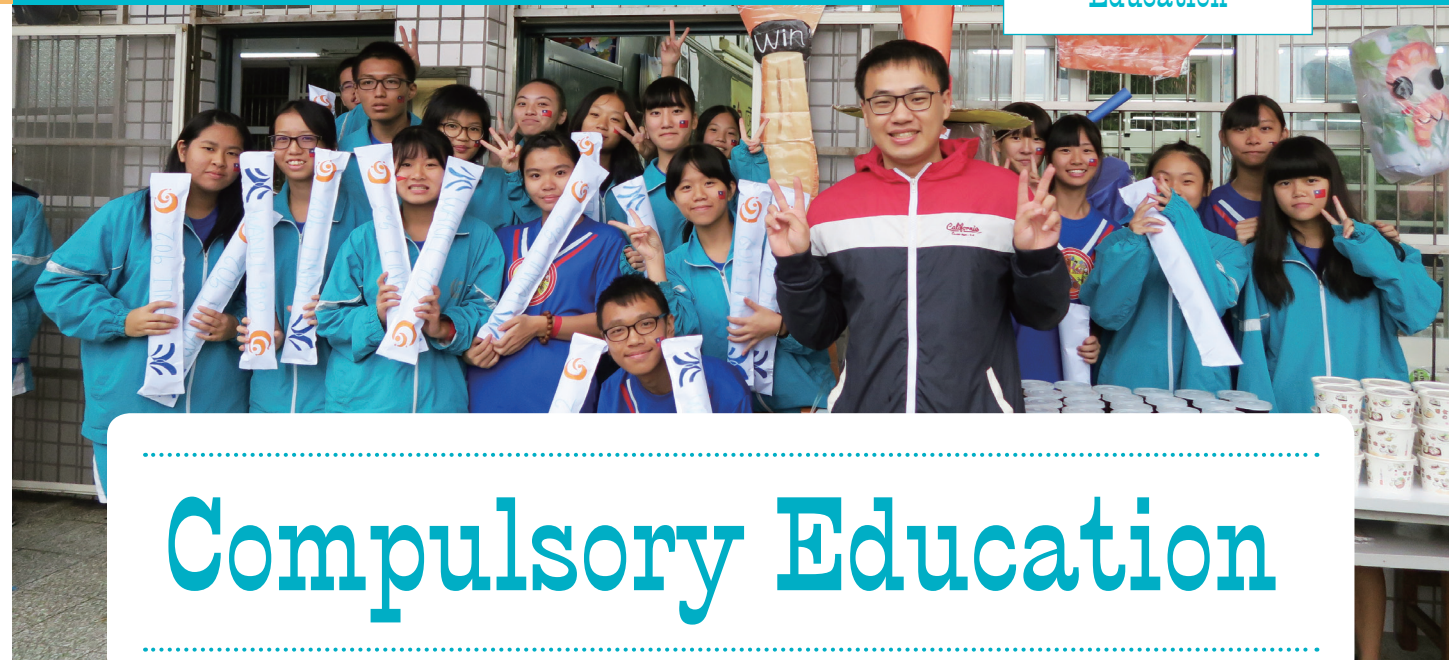


## L Cultivate International Talent with a Broad Vision

Draw up the “Ministry of Education New Southbound Talent Education Promotion Plan,” use the three main promotional domains of providing quality bilateral education with industrial and professional talent, expanding exchanges between talent in the two domains, and expanding a bilateral educational cooperation platform in order to achieve the expansion by Taiwan’s higher education of mutually beneficial win-win talent cooperation with the countries of the Association of Southeast Asian Nations and South Asia and the long-term aim of regional economic development.

## M Establish a Nationwide Competitive Sports Environment

Based on amending the “National Sports Act” and on establishing a specific sports association charter, increase the organizational and operational effectiveness of sports associations; effectively use our country’s topography and geomorphology to develop the regular sports habits of our citizens, strengthen the promotion of sports in mountainous and aquatic areas; amend the “Sports Industry Development Act,” expand the development of sports businesses, and push economic growth. ■



# Compulsory Education

## A General Information

The infrastructure of a country and the development of its economy are a function of the country’s cultivation of manpower and talent. This requires long term, continued investment and needs to start from the very bottom. The government set the length of compulsory education at 9 years in SY1968, and further extended it to 12-year Basic Education in SY2014, which helped to nurture and develop the manpower needed for economic growth.

Ensuring that all toddlers receive proper preschool education is a major objective of our educational policy. Kindergartens are preschool institutions set up in accordance with relevant legislation for children aged 4 and above up until the eligible age for elementary school, and are supervised by education administrative authorities, whereas nurseries are welfare organizations set up in accord with Children and Youth Welfare Act that accept toddlers aged 2 to 6 and are supervised by social administrative authorities. The talks and negotiations for merging nurseries and

kindergartens started in 1997, and culminated in the Early Childhood Education and Care Act passed on June 29, 2011, to be put in place beginning Jan 1, 2012.

## B Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system. After the bill was enacted on Jan 1, 2012, nurseries and kindergartens were redesignated “preschools”, in which toddlers from the age of 2 onwards are given complete and thorough education and care in the preschool until they enter elementary school. This bill consolidated the education and care of toddlers under a single administrative system, putting into practice a toddler-centered strategy that focuses on the toddler’s best interests. Taiwan is also the first country in Asia to consolidate the two systems. On April 26, 2017, the “Statute for Preschool Educators” was promulgated, clearly stating the rules for training, qualifications, rights and interests, administration,





and appeals and dispute settlements in order to safeguard the rights of our country's preschool educators.

According to statistics by UNESCO, there are over 40 countries in the world that have a basic education system that exceeds 10 years. The main reason for this is that many non-developed countries have noticed that basic education is directly connected to national competitiveness.

Put into practice in SY1968, Taiwan's 9-year Compulsory Education system is compulsory, free and obligatory. Legislation states that citizens from the age of 6 to 15 should receive compulsory education; which is divided into two stages – the first 6 years at the elementary school level, and the latter 3 in junior high school. However, this system has been in place for over 4 decades.

When first put in place, there were fewer than 10 countries worldwide with more than 9 years of compulsory education in place, making us one of the forerunners. Compared with developed countries, however, the number of years was

not that high. To solve the current educational conundrum and enhance the development of national manpower, a 12-year Basic Education system was adopted in SY2014, a new landmark for our education system.

### Preschool and Compulsory Education Policies

Under Taiwan's educational setup, preschool education is not compulsory. The education and care of preschool-aged toddlers was originally provided by, respectively, kindergartens and nurseries, largely consisting of privately-established institutions. As the two systems were separate and had different supervisory administrative units, they evolved different set-up standards and have different regulations regarding personnel and curriculum. Thus toddlers of the same age often received inconsistent education and care at different institutions. Also, internationally, the



trend of offering edu-care service has become a common scene. We thus started to promote the integration of early childhood education and care. The integration is aimed to be completed within 14 years.

To stimulate the development of junior high and elementary school education and improve its quality, and lay the groundwork for course planning, fundamental research in the development of elementary and junior high school curricula was carried out and added to the project "Establish the K-12 Curriculum System," an accompanying measure to the 12-year Basic Education policy strategic plan, in 2012 to allow the National Academy for Educational Research to complete the "Proposal for 12-Year Basic Education Curriculum Development" and "Guidance for 12-year Basic Education Curriculum Development" to ensure consistency. In November, 2014, "Directions Governing the 12-Year Basic Education Curricula" were promulgated, and curriculum guidelines for different subjects have been promulgated in phases since February, 2016 and starting in SY2019 in phases.

Social development has caused population to move into cities and industries and people to move out of rural areas, resulting in the withering of local industries, difficulties in making a living and

grandparenting. In order for each and every child to have his/her chances to adaptive development, and embody the fair and just social values of education, the President promulgated on December 6, 2017, the "Act for Education Development of Schools in Remote Areas." The document includes the official maximum duration of the teacher's career, the planning of flexible substitution and the special appointment system for teachers, the provision of bonuses for enthusiastic long-term teachers, the supply of suitable teaching and counseling staff, reduce the load of administrative school tasks, plan to offer professional development opportunities to teachers who need it, supply students with diverse learning resources and the hardware equipment needed by schools, in order to safeguard the right to learn of students in remote areas.

Another key strategy is the idea of "social care." The Ministry of Education has established the "Education Savings Account," and at present 3,625 schools have obtained permission to receive donations under the program. Many philanthropists in both business and society have been long-term donors to the economically disadvantaged children listed on the website of the program, a testament to the generosity of the people of Taiwan in assisting underprivileged students in finding education. ■



## "The Core of the Experimental Primary School Lies in the Active Learning Techniques for Children"

"The core of the experimental primary school lies in the active learning techniques for children, and the syllabus which is designed from the child's perspective," said Huang Zhishun, the principal of Taipei Municipal Heping Experimental Primary School. Taipei Municipal Heping Experimental Primary School started in 2017 and is the first public experimental school in Taipei.

The education system in this school is different from traditional school curriculum. Course content is planned by teachers with main focus on student's autonomous learning and course topics tied-in to a thematic curriculum.

Twenty-five subject courses are taught over 6 years and each course has its own theme and learning approach. Each course is divided into four academic seasons, with each season lasting 10 weeks. The teachers teach class by integrating new and different forms of information and knowledge into the subject material. For example, on the first day of new session, the very first assignment that first grade students get, is to learn to take care of themselves. After the end of this session students spend one day and one night in camps setup in school, doing basic things like washing their face or dressing themselves. Another example is the second grade student assignment called "Animal Keepers". The students are divided into teams and they learn to take care of pet animals. They also attend animal protection and conservation classes.

Teachers play a vital role in experimental education. Different from the traditional system of education, there is no so-called leader or head to guide the teaching team. They collaborate with each other by sharing their knowledge and experience, thus improving themselves in this self-driven and sharing environment. "Training of the teachers is the key

of this program's success because it takes lots of dedication and determination for teachers to attain these skills." said Huang Zhishun, the principal. Before the school started, group of 15 teachers including the headmaster himself took part in the training. The group is made up of teachers from diverse backgrounds. The strength of this group lies in its diversity and ability to see things differently. They can learn different skills and knowledge from each other. This unique learning environment provides a perfect platform for teachers to improve themselves and help students. "We provide a complete report of a child's learning process, rather than a traditional single score card. This way parents can identify and relate to this new concept of child development, and are encouraged to invest more time and effort in this program." headmaster Huang Zhongshun said.

The principal and teachers meet with parents to learn more about their views and expectations. Also to share updates on a child's progress and to identify any challenges or issues in the early stages of a child's development, so that they can be handled in a timely manner.

In March 2018, 1,200 parents enrolled for their children at school, which is a clear indication that many parents have confidence in the experimental school. "We still have lot to learn and room to improve, but I believe that we are headed in the right directions," principal Huang said and smiled, "children fall in love with this type of learning. Some children have said they are happy at school that there is no Christmas holiday in Taiwan, otherwise they would have to miss a day of class." ■



## Senior Secondary Education



Senior secondary education is designed to cultivate physically and mentally sound citizens, laying the foundation for academic research and the acquisition of professional knowledge in later years. Senior secondary schools can be divided into "general senior secondary schools," "skill-based senior secondary schools," "comprehensive senior secondary schools," and "specialized senior secondary schools."

Students who graduate from junior high school or have an equivalent education level can gain admission to senior secondary school through methods such as exam-free entrance, specialty enrollment. 160 credits are required for graduation.

### A Promote Science Education and Cultivation of Science Talent:

1. Organize and participate in domestic and international mathematics and science competitions
1. Organize national senior secondary school mathematics, science and information technology competitions and science exhibitions for elementary and junior high schools.
2. Participate in international Math and Science Olympiads and in the Intel International Science and Engineering Fair.
3. Establish an incentives mechanism.





## 2. Subsidize “Science Education Projects for Elementary and Junior High Schools”.

## 3. Plan the training of senior secondary school science talent.

1 Subsidies for “Training Projects for Senior Secondary School Scientific Research Talent”.

2 Plan senior secondary school science classes.

## 4. Organize a selection process for France’s “Classes Préparatoires aux Grandes Ecoles.”

## 5. Plan a science education tour for girl schools and students.

## 6. Key objectives for the year 2018:

1 Continue training students for the Math and Science Olympiads and for the Intel International Science and Engineering Fair, and organize similar domestic competitions in mathematics and information technology for senior secondary schools, and national science exhibitions for elementary and junior high schools.

2 Continue subsidizing “Science Education Projects for Elementary and Junior High Schools” and “Training Projects for Senior Secondary School Scientific Research Talent”.

3 Draw up a “Ministry of Education Plan for the Realization of Senior Secondary School Science Classes.”

4 Set up the “2019 Classes Préparatoires aux Grandes Ecoles” selective exams.

5 Continue science education tours for girl schools and students in order to raise the interest and confidence of girl students to study science and later engage in a science career.

2 In the first semester of SY2005, a total of 24,539 students in 731 classes at 139 schools were enrolled in second foreign language classes, and by the second semester of SY2016, there were already 69,175 students in 2,238 classes at 313 schools; compared to the first semester of SY2005, the total number of schools for the second semester of SY2016 had increased by 125%, the number of classes by 206% and the number of students by 182%; the number of languages grew from five to 15, a growth rate of 200%; in SY2017, twelve universities were granted subsidies to offer 34 “Advanced Placement Foreign Second Language Classes for Senior Secondary School Students.”

## 3. Key points for the year 2018:

1 Continue subsidizing senior secondary schools to organize second foreign language classes.

2 Promote the diversity of languages for the second foreign language classes and promote the launch of classes in Southeast Asian languages in order to root second foreign language education in our nation’s senior secondary schools.

3 Continue encouraging universities to organize the advanced placement second foreign language classes in order to cultivate even more excellent second foreign language talent for our country and boost our international competitiveness.

4 Continue subsidizing the organization of second foreign language camps for senior secondary schools in order to encourage students to study and use a second foreign language.

5 Continue planning the improvement of the effectiveness of second foreign language education at rural schools and promote second foreign language classes to improve the second foreign language ability of students at rural schools.

## B Bring Second Foreign Language Education into Practice and Improve Students’ International Awareness:

### 1 The main goals of the fourth phase 5-year plan of “Improve Second Foreign Language Education at Senior Secondary Schools” include the following:

1 Encouraging senior secondary schools to adopt the plan and offering them support.

2 Strengthening the promotion mechanism for the second foreign language education system

3 Creating a second foreign language learning environment.

4 Promote the education of a second foreign language at rural schools.



## C Practical Technical Program and Cooperative Education

### 1. Practical technical program

These programs impart practical skills to students who choose the technical arts curriculum in junior high school, providing them with the means to enter the job market and secure employment. Instruction is provided via day classes or evening classes, and students are eligible for graduation after completing 150 credits in 3 years.

### 2. Cooperative education (alternative classes)

These classes were first implemented in 1969. Students study general subjects and theory at school while receiving hands-on training in

the workplace. This approach was extremely popular in past decades. Now, in response to the changing environment, the Ministry of Education has published “Implementation Guidelines for Cooperative Education in Vocational High Schools,” in 2004, changing the hour-based system into a credit-based system. Students can graduate after completing 150 credits in 3 years.

In order to enhance cooperative education and ensure the rights and privileges of students in the cooperative education programs, the Ministry of Education established “Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants’ Rights,” which was enacted by the President on January 2, 2013.



## Steadily Promote 12-year Basic Education

The Ministry of Education has long been planning for the launch of the 12-Year Basic Education, and since 2008 has been implementing the “12-year Basic Education Precursor Program” (13 plans, 23 items) in order to lay the foundation for the realization of 12-year Basic Education. Following the 8<sup>th</sup> National Education Conference, the Executive Yuan formed an interdepartmental “12-year Basic Education Promotion Taskforce” as a response to national development needs and to public expectations. The Ministry of Education also formed a “12-year Basic Education Taskforce” and a “12-year Basic Education Working Circle,” inviting experts and academics, representatives of schools and relevant departments to actively research and discuss related plans, expenses and timetables.

On September 20, 2011, the Executive Yuan approved the “Implementation Plan for 12-year Basic Education” and its accompanying “Establishing Plan for a 12-year Basic Education Curriculum System.” The implementation plan includes the three main vision of “improving the quality of elementary and junior high school education,” “accomplishments for each child,” and “strengthen national competitiveness,” the five major principles of “teach regardless of distinction,” “teaching according to the intellect,”



“adaptive growing of talent,” “multichannel admission,” “excellent connection,” and seven major work subjects (10 items), and 11 accompanying measures (19 items), or a total of 29 items. The Ministry of Education and the governments of the municipalities, cities and counties cooperate to implement each element of 12-year Basic Education and use each kind of promotional channel to let each part of society thoroughly understand the project. The core principle of the accompanying plan is to establish “the student as subject,” “courses link up vertically and horizontally,” “cultivate national core competencies” as the central principle of the unified lesson system for 12-year Basic Education. According to these principles, the Ministry of Education has launched the second wave of the 12-year Basic Education project, with the National Academy for Educational Research discussing each proposal and passing it on to the Ministry of Education for review. The National Academy for Educational Research completed the core competencies of each educational level in 2013. On February 17, 2014, it completed the “12-year Basic Education Curriculum Development and Guidance” and the “Suggestions for the Development of the 12-year Basic Education Curriculum.”



On the subject of admissions, from SY2014, exam-free admission has become the mainstream for students moving up from junior high school to senior secondary school and to 5-year junior college. Each area offers at least 75 percent of places for enrollment, and keep 0 to 25 percent to organize specialized enrollment, in order to offer some students the opportunity of admission through academic or practical examinations, so students have the opportunity to show their different talents. No matter whether with or without examinations, we all hope to attract students to develop according to their talents, interests and abilities.

On October 27, 2014, the Ministry of Education’s “Under Senior Secondary School Curriculum Review Commission” reviewed and approved the “Directions Governing the 12-Year Basic Education Curricula (General Curriculum Guidelines),” and on November 11, 2014 it proclaimed the curriculum guidelines, ruling that from August 2018, the program should be implemented gradually according to the different levels of education (elementary school, junior high school and senior secondary school from the first grade of each). The first wave of the Ministry of Education’s push to introduce the unified curriculum of 12-year Basic Education was completed in 2006. In order to establish a unified curriculum system for elementary and junior high schools, the Ministry of Education published the “Unified Curriculum Guide for Elementary and Junior High Schools” in October 2006 for consideration to review the curriculum for elementary and junior high schools. In 2008, the Ministry of Education completed the “Grade 1-9 Curriculum Guidelines” and implemented it year by year from SY2011. In 2008, the “Directions for Standard Senior High School Curriculum” and “Directions for Vocational School Study Area Curriculum” were completed and introduced from SY2010, while in 2010

the “Directions for Comprehensive High School Curricula” was completed to be year by year introduced from SY2011.

In 2014, 12-year Basic Education was fully implemented and the first results have been seen. Taking the first nationwide exam-free admission for senior secondary schools in SY2014 as an example, the number of students who listed “vocational schools” as their first choice rose to over 60 percent, with 62.86 percent gaining admission to their first choice (in other words, out of every three students, two gained admission to the school of their first choice), showing the results of adaptive counseling and adaptive admission policies.

In a diverse democratic society, there will be some doubts and different suggestions about 12-year Basic Education policies, so in order to plan through mid- and long-term policy, and gradually implement each kind of measure in an even more stable manner, the Ministry of Education already formed a “12-year Basic Education 5-year Progress Plan” working group in October 2014 to put the focus on five topics – the admission system, nearby enrollment, the development of schools’ characteristics, balanced development of education in the cities and the countryside, and remedial education. The launch was considered of relevant intensive action from 2015 to 2019 for progress and supplementary measures in order to implement the promotion of each kind of policy to achieve 12-year Basic Education in a stable way. ■





## The Tug of War Team

Nantou High School Sports Class

**“We are a Team. Even Though Training can be Scary Sometimes, We Just Need Our Team to Overcome any Situation.”**

“We are a team. Even though training can be scary sometimes, we just need our team to overcome any situation.”

On the day of interview, the tug of war team from Nantou High School had just competed in the National tug-of-war championship. The students were all holding their lunch boxes and giving interviews at the same time. They couldn't help but look extremely tired after the match. The team captain had a swollen thumb and blood was visible from afar, proving his recent competition must've been physically painful.

Nantou High School Sports class was founded by teacher Chen Jian-wen. It has been nearly 20 years since teacher Chen started the class. The school says, in these 20 years the teams have how to overcome defeat and succeed as a team. Such experiences are reason many members joined the tug-of-war team. They all want to pursue it further and study sports, go abroad and compete with international athletes.

Without any doubt or hesitation they all said that in order to pursue a future in Tug-of-war, almost all of them have decided to enroll in sports universities. They want to win more gold for Taiwan and make their country proud of them. The team members usually have the same class schedule as other students in the morning, but they practice everyday at 2 pm. Sometimes the coach worries the students might get bored of same practice methods, therefore he includes training with car tires, training with partners, and sometimes even has former team members come back to school and practice with the current team.

“Students love to practice with alumni and graduates, not only to learn new skills, but also to increase teamwork and understanding,” said Team coach Chiang Ming Tao. “Teamwork is important, there is no perfect individual in the tug-of-war team, only a good team,” said team captain Huang Reng Hong, captain. “The practice sessions are not as painful.



The most difficult is the weight control. Because of different levels of participants the team weight can go up to 580-600 kgs. One time I spent two months hungry as I wouldn't eat without checking my weight.” The coach mentioned that onlookers think students look good with their well-built bodies similar to foreign athletes, but in reality morale is more important than body building. “We must keep our spirits uplifted. Before every game we conduct spirit coaching where we cheer each other up and encourage the players to have high morale before the game begins.” said Coach Jiang Ming-dao. “It's actually quite useful!” Jiang Zhengyu, a third-year student, said with a smile.

Last year during the national tug-of-war championship, Nantou High School suffered a defeat by a strong opponent in the preliminary round, and it was expected that they would have to return back to their school. But the tug-of-war team decided to hold on and go forward with the championship and won the finals. The audience cheered for their spirit and gave them warm applause.

“All the team members love Tug-of-war from the bottom of their hearts. It is very close to their hearts. The practice sessions can be really tough and can make anyone easily give up. If they are still sticking by, it can only be possible if they put all their heart in what they do.” One of the players, who showed a sense of enthusiasm and maturity said.

“One of the best parts of practicing Tug-of-war is that it will help us to train our pressure resistance, which will definitely help us at workplace in the future.” concluded one of the students. ■



# Higher Education

Taiwan enjoys excellent global competitiveness in spite of limited land and natural resources. According to the Global Competitiveness Report 2017 published by the World Economic Forum (WEF), Taiwan ranked 17<sup>th</sup> in “Higher Education and Training”. One reason for Taiwan's economic prowess is its quality human resources, which also brings positive effect on industry innovation.

Higher education institutions in Taiwan include 2-year junior colleges, 5-year junior colleges, and universities. Like most countries, the study period is 4 years for an undergraduate university degree, 1 to a maximum of 4 years for a master degree, and 2 to a maximum of 7 years for a doctoral degree.

The popularization of education has led to a rapid increase in universities, colleges and student enrollment numbers, although the figure has leveled

off in recent decades. In SY2017, there are 157 universities, colleges and junior colleges, totaling 1,273,894 students.

Reforms in teacher training have played an important part in the expansion of higher education. Significant improvements in teacher quality can be attributed to policy adaptations and the newly implemented evaluation system. Currently, Ph.D.







degree holders account for over 80% of faculty in universities, the figure having increased by 15% in the past 10 years. Professors account for one-third of all teaching personnel.

To maintain competitiveness, Taiwan's government has invested more than US\$400 million in higher education annually in the last five years to encourage universities to enhance their standards for research and teaching, and the results have been remarkable.

Although Taiwan's higher education system has gained recognition for its achievements in many areas, tuition still remains very reasonable. Tuition is about NT\$58,726 (US\$1,817) dollars per year at public universities, and about NT\$109,944 (US\$3,402) dollars at private universities. College tuition stands at only 10~20% of the national per capita GDP, considerably lower than that of many other countries, which in some cases is over 30%.

Another of Taiwan's significant achievements is in the area of "Innovation". In a report from the World Economic Forum (WEF), Taiwan ranked eleventh among 144 countries in innovation in 2017. While universities are pursuing for innovation, university students in Taiwan exhibit abundant creativity. To encourage students to unleash their creativity, the Ministry screens and selects outstanding students to study abroad under sponsorship by the government. In recent years, students from Taiwan have been making their mark in international design competitions such as Germany's iF Awards and Red Dot Award every year.

## ➔ More Signs of Progress in Education

Everywhere around the world competition is getting fiercer and more talent is migrating across borders. How can Taiwan's higher education industry face up to these challenges so as to promote commercial innovation while strengthening Taiwan's international competitiveness?

Knowledge and innovation is the only way to increase global competitiveness. Countries over the world spare no effort in investing in the cultivation of innovation and talent by improving their higher education systems. Thus since 2006, the Ministry of Education has been promoting a plan called "Develop World-Class Universities and Research Centers." The program was renamed "Aim for Top Universities" and has been in place since April 2011. After 7 years, we are now reaping the rewards:

### A Taiwan is Reaching Out to the World

Looking at various international assessments, as of the end of 2017, 26 schools subsidized by this plan are ranked among the top universities in the world according to the list published by "The Times Higher Education" World University Rankings, and 16 universities feature in the global university rankings (Quacquarelli Symonds, QS). In addition, seven schools are ranked among the 500 schools in Shanghai Jiao Tong University's Academic Ranking of World Universities in 2016 and their ranks improved year by year. This is a sign that the subsidized schools have inspired themselves to meet international benchmarks and rise up to international competition with the top schools in the world.



### B The Quality of Students Continues to Improve

In terms of teaching, we see the light at the end of the tunnel for reform. Top universities in Taiwan have instigated reforms in their general education systems and interdisciplinary programs. In addition, the number of foreign teaching staff members increased from 339 in 2010 to 480 in 2016. Since 2016, the total number of students admitted through star admission is 2,812, making up more than 14% of the total numbers of students admitted via various channels.

### C The University is Becoming a Place for Innovation in Business

In recent years, the number of patents and new breeds developed by Taiwanese universities has continued to grow and the income derived from intellectual property related products has increased significantly. The number of patents and new breeds developed has grown from 320 in 2005 to 1,430. As of the end of 2016, the expenses for industry-academia cooperation provided by non-governmental sectors have grown to NT\$4.276 billion dollars, a proof that Taiwan universities promote industrial innovation and make contributions to the society through research and development.



### D Campuses Play Host to the World

"Internationalization" is the key to global visibility. Whether the universities in a country are attractive to foreigners is also a criterion in evaluating national power. The number of teachers and students of top Taiwanese universities doing short-term research, participating in exchange-programs or studying double degrees have increased from 1,868 in 2010 to 6,381 in 2016. The number of foreign students studying in Taiwan or as exchange students in Taiwan has grown from 4,662 in 2005 to 19,579 in 2016. In addition, on average,





almost 558 international conferences are held in top Taiwanese universities each year, thereby increase the international mobility of teachers and students, strengthen the international interaction of teachers and students while broadening the horizons of Taiwanese students.

From about 2006, the Ministry of Education has been promoting plans called “Aim for Top Universities,” “Promoting University Teaching Excellence Projects,” “Developing Technological Universities Paradigms,” use special-case funding to subsidize universities, to make universities develop top-notch research, excellent teaching model and cooperation between business and academia according to their own characteristics. Before, those plans all had the school as their center of development, ignoring the nature of studying and the student as its center. In order to overturn and break through the problems of higher education of the past decade, since 2018, the Ministry of Education has been promoting the “Higher Education Root Program,” using the four major aims of “implementing teaching innovation,” “raising the public nature of higher education,” “developing the characteristics of a particular school” and

“shouldering social responsibility” to lead to the allocation of higher education funding being even better able to address the study achievements of each student, create value from higher education, value the achievements of each young person and lead the force for creativity in society.

## ➔ Technological and Vocational Education

### A Administrative Structure of Technological and Vocational Education

The highest authority in our country’s educational administrative system is the Executive Yuan, which includes the Ministry of Education managing nationwide education work. The Ministry of Education has formed a Department of Technological and Vocational Education which is responsible for nationwide technological and vocational education affairs



and directly oversees and guides universities of science and technology, technology colleges and junior colleges. The education departments of municipalities are responsible for supervising secondary technological and vocational education affairs. The Ministry of Education’s K-12 Education Administration supervises national senior secondary schools, junior high schools affiliated to them, and private senior secondary schools outside of the municipalities. County and city education departments are in charge of supervising the vocational education affairs of county or city senior secondary schools and the technological education affairs of junior high schools in their jurisdiction.

### B Secondary Technological and Vocational Education

Taiwan’s secondary technological and vocational education is a general so-called senior secondary and junior high technological and vocational education and includes technological education of

junior high schools, skill-based senior secondary schools, vocational education departments affiliated to general senior secondary schools, and comprehensive senior secondary schools.

#### 1. Characteristics of secondary technological and vocational education development

- ① Complete structure and system.
- ② More students at private schools than at public schools.
- ③ Adaptive school system and subject courses.
- ④ Special classes oriented toward employment.

#### 2. Key points for strengthening secondary technological and vocational education

- ① Suitable concern for disadvantaged students.
- ② Exam-free admission and specialty enrollment.
- ③ Actively improve the quality of teaching.
- ④ Promote the evaluation of technological and vocational schools.
- ⑤ Cultivate quality technological talent.
- ⑥ Pay attention to industry-academia creative research and development.





## C Higher Technological and Vocational Education

Higher technological and vocational education in Taiwan is divided into junior colleges (2-year and 5-year), technical colleges and universities of science and technology as follows:

**1 Junior colleges:** junior colleges are divided into two categories depending on the duration of their curriculum, two years or five years. The two-year schools have a day session, an evening session (continuing-education department) and continuing schools, while the five-year schools only have daytime classes. The two-year schools recruit students from skill-based senior secondary schools, comprehensive senior secondary schools graduates or with the same education level. The five-year schools are attended by junior high school graduates or students with qualifications of the same level. Graduates from the schools receive an associate degree.

**2 Technical colleges and universities of science and technology:** technical colleges and universities of science and technology are established according to the “University Act” for nurturing highly specialized professionals and vocational talent. Technical colleges and universities of science and technology may recruit students for associate-degree programs, bachelor programs, master degree programs and doctoral



degree programs. For the associate-degree programs, the source for the students and the obtaining of degrees are the same as mentioned above for the junior colleges; the bachelor programs are divided into four-year and two-year programs, and all have a daytime study program, a continuing education department and a continuing school (for the two-year program), while each school also has to set up admission guidelines for work experience and years of experience, and set up a class for those already employed.

**1** Characteristics of higher technological and vocational education

1/Flexible study and return change: there needs to be the possibility for flexible switching vertically and horizontally between study systems, while channels must be kept open for those who want to return to study. Studying youths and people who already entered society should be able at any stage to find ways of studying on a level suitable for their personal situation.

2/Private schools should be excellent and active: private schools are an important force in the development of Taiwan’s technological and vocational education system, as they realize an even closer integration between technological and vocational education on the one hand and business on the other.

3/Multiple school departments in close touch with industry: in addition to junior colleges,



technical colleges and universities of science and technology (including graduate schools), the higher technological and vocational education system also includes continuing education departments, special classes for working people and continuing schools, showing the diversity and flexibility of such education.

4/Excellent effectiveness of industry-academia cooperation: the technological and vocational education system emphasizes cooperation between industry and the academic world, and pays attention to students responding to the combined needs of education and business, so students can find employment immediately after graduation.

5/Practicality and usefulness of schooling results: technological and vocational education give the most weight to the practical and useful spirit, there are multiple channels of admission such as special achievement-based admission, recommendation and screening-based admission to encourage talented students with technological superiority to continue their studies.

6/Fruitful results at international competitions: a characteristic of technological and vocational education is “learning from doing,” so by doing,

the students accumulate experience as theory and practice are equally important.

**2** Key points to strengthen higher technological and vocational education

- 1/ Take care of disadvantaged students.
- 2/ Admission amount control and multichannel admission.
- 3/ Actively raise the quality of teaching.
- 4/ Launch the evaluation of technological and vocational schools.
- 5/ Cultivate quality technical talent.
- 6/ Value creative industry-academia research and development.
- 7/ Promote the “Higher Education Root Program” and develop the diverse characteristics of schools.
- 8/ Encourage universities to shoulder their social responsibility.
- 9/ Promote the plan to perfect the environment of technological and vocational schools for hands-on practice.
- 10/ Develop international cooperation and exchanges.



## D The Vision for Technological and Vocational Education

Secondary and higher technological and vocational education should emphasize studying with practical action as its main element, offering the abilities necessary for practical work in the job market and linking up with typical local industries, cultivate relevant talent to promote local development and march toward the international scene, exchanging experiences and cooperating with the technological and vocational education systems of other countries. In addition, the education must also take root downward, implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of the technological and vocational sector. The description is as follows:

1. To expand professional interest downward: Article 9 and Article 10 of the “Technological and Vocational Education Act” clearly state that the curriculum outline of elementary and junior high schools needs to include professional knowledge and exploration, and that visits by junior high school students should be organized to businesses. In order to implement professional exploration education, junior high schools can



organize skills education in cooperation with technological and vocational schools or professional training institutions for carrying out professional knowledge education.

2. Strengthen professional capabilities by practical orientation: The European Union and the United Nations Educational, Scientific and Cultural Organization (UNESCO) promote learning with work as the main focus. This type of learning focuses on technical practice, and its core spirit stands close to professional practice. In other words, this type of learning integrates the resources of business and strengthens the concept of businesses and schools shaping talent together. They can organize technological and vocational education together to make students understand what practical abilities are necessary, and they will supply the students with high-quality and highly relevant professional abilities.



3. Localize technological and vocational education and continuing education: the promotion of localized technological and vocational education should link up with local industry in order to cultivate the kind of talent needed by local industry, which will invigorate the development of local industry.

4. Reach out into Southeast Asia and move on to the global scene: international exchanges and cooperation in technological and vocational education can develop separately from the national, local and school levels. On the national level, one needs first to collect and analyze information systematically about the area or country one wants to communicate with before establishing concrete cooperative relations. At the local level, the scale is rather small, so exchanges can begin from the characteristics of local industry. As to the school level, the main emphasis should be on encouraging local students to learn to move on to the global scene, expand their field of vision and develop their latent capabilities. Since 2017, the Ministry of Education has responded to the “New Southbound Policy” by expanding its training of technological and

vocational talent from the relevant countries, encouraging bilateral exchanges, launching “Industry-Academia Collaboration Program for International Students,” “Short-term Program of Technical Training for Foreign Youths,” and “Short-term Program of Enhancing Professional Skills for Foreign Youths” from New Southbound Policy countries. Young students from the New Southbound Policy countries are being accepted with the excellent domain of domestic technological and vocational schools to accompany the country’s development in order to cultivate the necessary talent. In addition, the Ministry of Education rolled out “Credit Courses and Programs on Southeast Asian Languages and Industries,” “Ancestral-Country Diplomacy Educational Program,” and Southeast Asian language courses that accept domestic students and train them in the languages of New Southbound Policy countries, professional English, global views, business management and trade abilities, and other professional knowledge needed by industry, so as to prepare them for assuming the role of the vanguard of our country deepening roots in Southeast Asia. ■



**Jiang Weihua**

Vice principle of National Taiwan University of Science and Technology

## “We Provide a Platform to Facilitate the Exchange of Knowledge, Ideas and Solutions Among University Partners and Provide Solutions to Local Communities”

“The core mission of University Social

Responsibility is to provide a platform to facilitate the exchange of knowledge, ideas and solutions among university partners and provide solutions to local communities that who needs them. By providing aid, students in university gain the feeling of being needed by their community. And that is what I-villages Urban-Rural Connecting plan is aiming for.” said Jiang Weihua, vice principle of National Taiwan University of Science and Technology.

“To carry out the plan and give full pay to the advantages of NTUST, we selected four rural regions, including Guanshan Town in Taidong county, Fengshan Village in Jiayi county, Aohua Village in Yilan county, and faxiang Village in Nantou county.”

“Being the least populated town in Taiwan and having the highest density of old houses, Guanshan was our first choice.” said Qiu Yunxiang, vice professor of the Department of Architecture at NTUST.

“After analyzing all factors, we proposed two main strategies. First was to design an Action Application Platform (APP) software to create a distance digital teaching program for students in Guanshan Town.”

We collaborated with Guanshan Town office to build a free Wifi hotspot with a speed of 100 Mbps, which cover all major streets and areas in Guanshan. Tourists can get more information about this neighborhood by downloading the “Guanshan app”. “Major attractions include the historical Guanshan station, the riverbank park, and many distinctive wooden constructions.” said Qiu Yunxiang.



“We received help from local people to achieve our goals.” Qiu Yunxiang took the initiative along with students of National Kuan-Shan Vocational Senior High School to map and document the internal and external structure of all the old houses.

“We just built a traditional bamboo house in the Pinpu style under the guidance of an experienced craftsman.” said Qiu Yunxiang. “Many NTUST students in this project are from foreign countries. Foreign students with different cultures, values and backgrounds provide good input and help in this project. They are thrilled to be part of it.”

“Being part of this project, foreign students made friends with local students, and they keep in touch by mail and the internet.” Qiu Yuanjiang added.

“To be honest, such a project is not as easy as it sounds” said Jiang Weihua, vice principal of NTUST. “Because in the beginning, locals did not trust us. We had to work very hard and honestly to make them feel better and put their trust in us. We convinced them that we are here to help make things better for them.”

“With the help from governmental offices, local schools and communities, we became an integral part of the community.”

“We hope that after establishing a successful model of urban and rural cooperation, other universities will follow our example. Students who participated in this project can utilize what they have learned and contribute to society.” said Qiu Yuanjiang. ■

**Weng Naixin**

The senior officer of the Office of International Affairs of NTNU (OIA)

## “We Play a Major Role in the Life of International Students of National Taiwan Normal University”

“We play a major role in the life of international

students of National Taiwan Normal University” said Weng Naixin, the senior officer of the Office of International Affairs of NTNU (OIA) “Most international students face similar issues when they come to Taiwan. The main duty of the Office of International Affairs is to help them with those issues related to visas, medical insurance, tuition, accommodation and scholarships.”

“We are here to help international students whenever they need us.” said Weng Naixin. “So far, we have 1393 foreign students from 64 different countries, with Hong Kong leading the tally with highest number of students.”

“Due to the large number of international students at NTNU, on a regular basis, the National Immigration Agency sends officers to the university to help students with issues related to their visas.”

Besides the Immigration Agency, the staff, teachers and local students of NTNU are all very welcoming and provide help to international students. “The students of NTNU formed a group named International Youth. This group is focused on providing help to international students in the university, members are equipped with excellent bilingual communication skills. Multiple cultural functions are planned by International Youth, including the Traditional Chinses New Year festival in January, and an international cultural festival in March. Some foreign students design and sell handcraft items, provide home cooked food, and let local students try on traditional clothes.

“With these cultural functions and activities, local students at NTNU also have a chance to experience different cultures.” Weng Naixin said.

NTNU is known for its Chinese as a Second Language Department. They excel at what they do,



when it comes to Chinese language teaching. With an online reservation system, students who require assistance will be provided with one-on-one Chinese tutoring. “In addition, the Chinese language is very attractive to international students who like to learn about different cultures.”

“Postgraduate students from the Chinese as a Second Language department are our best source for teaching.” Said Weng Naixin.

Financial issues are probably the biggest difficulty international students have. Many students come to NTNU to study with a scholarship. When the money is not enough, they work part time to earn money for daily living. With NTNU’s unique payment policy, students with financial difficulties have the option to make payments in installments after consulting with the Office of International Affair.

When asked if they have ever received any impressive feedback from international students, Weng Naixin said “There was a student from Czech Republic, he’s a person with lots of ideas. He was surprised that we have to work on Christmas day. He brought few beers on Christmas day after school and insisted everyone have a drink to alleviate work pressure. And there was a student from the United States, who thanked us for being so helpful during his stay at NTNU.” “Our goal is to make them feel safe and comfortable during their stay in Taiwan”concluded Wen Naixin. ■



# Lifelong Education

## A Subsidize Community Colleges, Offer Guidance for its Wholesome Development

In order to raise the civic quality of the public, promote public participation and educate community talent, the Ministry of Education has since 2003 offered subsidies and counseling to community colleges under county and city authorities to promote lifelong learning activities. In 2017, 82 community colleges received subsidies. In the future, each community college will be encouraged to develop its own characteristics, while continuing to develop localized culture courses and raise their quality. By strengthening the outlook for common participation by community learning organizations, community learning power will be revitalized while stimulating community growth. In addition, the proposal for “Guidelines for the Development of Community Colleges” has already been approved by the Executive Yuan and passed on to the Legislative Yuan for review; they will promote and safeguard the sustainable

development of community colleges and protect the right of the public to lifelong learning.

## B “Learning Cities Program” Experiment

To promote diverse lifelong learning channels, promote the establishment of a lifelong education system, encourage local governments to take each location’s development characteristics as the base to respond to the local population’s diverse learning needs, integrate the cities’ lifelong learning resources, link up and develop partnership relations between public and private departments, cultivate each kind of lifelong learning talent, increase learning opportunities and environments, establish a “learning city” together. In 2015 seven counties and cities linked up to experiment



with the “Learning Cities Program.” In 2016, ten counties and cities linked up to experiment with learning city plans, and in 2017, three more joined the project, hoping to move in the direction of “a learning society, a learning Taiwan.”

## C Multifunctional Community Learning Center

In order to promote the effective use of elementary and junior high school facilities, and to maintain the lifelong learning function of the community’s elementary and junior high schools, in 2017, 34 elementary and junior high schools were visited and continued to receive subsidies to serve as multifunctional community learning centers, receiving assistance for their sustainable management and to become a platform for community learning.

## D Promotion of Open University Education

Taiwan has two Open Universities, the National Open University and the Open University of Kaohsiung. Open Universities are open to entrance by registration (no examinations), and have no regulations for time limits on the completion of coursework. Students who fulfill 128 credits will be awarded a bachelor’s degree, while 80 credits will earn the student an associate degree.

## E Promotion of Certification for Non-orthodox Learning, Linking Formal and Informal Learning

The Ministry of Education has long encouraged people to engage in lifelong learning and is

dedicated to acknowledging accomplishments in personal learning as part of its drive to link formal and informal learning. In 2006, the Ministry initiated a certification system for courses taken via informal education and achievements obtained through non-orthodox learning, and modified methods of certification for non-orthodox learning achievements, in the process encouraging lifelong learning institutions to establish systematic curricula so as to foster professional skills among the general public.

## F Supervision of Short-Term Cram Schools

The number of short-term cram schools stood at 18,005 as of Dec. 2017. Annual subsidies and rewards are provided for local authorities to conduct inspection and training to allow the public to inquire about information related to cram schools and ensure public safety at these facilities. The Ministry of Education set up the “Municipal, Counties and Cities Cram-School Information System” database to allow the public to look up relevant information. Each year, the Ministry of Education subsidizes and rewards local governments who organize inspections and courses.

## G Advocate Family Values and Promote Family Education

In order to advocate family values and promote family education, integrate resources to promote the “Mid-Range Plan for Promoting Family Education” (2018-2021), continue to promote each kind of family education work so we can year after year raise the quality of each family education center and of organizations which promote family education, the professional service abilities of the



groups, and offer diverse learning opportunities and resources for digital learning, reaching even more members of the public to understand and use each type of family education resource.

## H Promotion of Elderly Education, Build a Comprehensive Senior Citizens System

With advances in medical science leading to greater longevity for the nation as a whole, the aging of society is an inevitable part of the future. By 2025, the elderly are expected to constitute 20.1% of the total population in Taiwan, turning the country into a “hyper-aged society.” To improve the adaptability of citizens in both family and social spheres after retirement, to slow the

speed of and delay the aging of the population, since 2008 the Ministry of Education has set up “Senior Citizens’ Learning Centers” with courses appropriate for seniors. As of 2017, a total of 362 Senior Citizen Learning Centers have been established. The Ministry has also pioneered “Senior Citizens’ Learning Universities”. These centers utilize the personnel and facilities of existing higher learning institutions and are aimed at citizens aged 55 and older. In 2017, 106 senior citizens’ learning universities were established; in addition, to promote senior citizens’ education in a mobile and generalized way, 137 senior citizens’ independent learning groups were founded in 2017, using an independent and self-help method, and partly move to remote areas to promote lifelong learning to increase the social participation and lifelong learning opportunities for the elderly.

## I Promoting a Creative Technology Service Plan, Building a Complete Learning Environment for Intelligent Service and Nationwide Happy Learning



In order to correspond to national technology policies and to reach the policy aim of “promoting digital learning, building an excellent environment for fair, open and independent learning,” guide the 10 social education bodies under the Ministry of Education to implement the “Intelligent Service and Nationwide Happy Learning – The Creative Technology Service Plan for National Social Education Organizations” (2017-2020) together.

Thoroughly change the traditional look and service model of museums and libraries, through the use of cloud technology extended into the home, offer the public and the users a personalized and bespoke experience before, during and after their visit, and develop it into a complete intelligent learning environment which combines humanities, technology and life.

## J Promoting Strategic Alliances and Cooperation with the Education Foundation, Promoting Education Discussion Topics

In order to promote the discussion of all kinds of educational topics, increase the number of lifelong learning opportunities for all citizens, integrate

public charity resources and promote strategic alliances and cooperation with the Education Foundation, the Ministry of Education has been promoting the “Educational Foundation Lifelong Learning Locomotive Realization Plan” since 1999. The Ministry has included core educational issues in the plan to maximize the effectiveness of the strategic alliance. In 2011, this lifelong learning locomotive was transformed into a lifelong learning education foundation. In 2017, there were 7 major topics, and 7 learning circles which together executed all types of educational activities.

## K Innovating Library Service and Functions, Promoting Public Reading

In order to solve the nationwide problem of serious shortages of storage space at libraries, and in order to support the development of local public libraries and optimize their organization system, the Executive Yuan has approved the Ministry of Education’s “Plan to Establish a National Central Library Southern Branch and Joint Archives Center” (2018-2021) and a “Mid- to Long-Range Specific Plan for a Collaborative Joint Public Library System” (2019-2022). The plans include the construction of a Southern Branch for the National Central Library and of a National Joint Archives Center. In addition to offering services to readers in Southern Taiwan, the National Central Library’s Southern Branch will also offer services that differ from other public libraries, such as professional training for library staff, conducting innovation experiments in library service, and exhibitions of the restoration and conservation of ancient documents; in addition, the Ministry of Education will establish a National Library Joint Archives Center and a National Digital Resources Conservation Center. Once the two centers have been established, they will help

redress the balance between north and south for library resources, raise the capability of library services in the South, while being able to effectively archive documents and digital resources, and promote the work of cultural conservation. In addition, from 2019 the Ministry of Education will assist each local public library in special municipalities, cities and counties to improve its organization, support counties and cities in setting up public libraries, design a model of operation for public libraries where their organization is systemized, their service professionalized, and their resources are shared in order to continue to promote the development of our nation’s public library sector.

## L Promoting Native Language Learning, Strengthening the Promotion of Taiwan’s Native Language Education

Continue promoting native languages and writings, and establish language learning resources; continue to maintain the electronic dictionary for native languages; organize the research and definition, reorganization and rewarding of standards for native language writing and pronunciation; conduct certification work for Taiwanese language ability. In order to actively promote native languages, in November 2016, the Ministry of Education formed the “Office for the Promotion of Domestic Language Education” and invited the Ministry of Culture, the Indigenous Affairs Commission, the Hakka Affairs Commission as well as academics and experts to form a “Commission for the Promotion of Domestic Language Education,” including four working groups on “laws and administration,” “learning environment,” “resource building,” and the “promotion of activities.” Together they should research and submit proposals, and provide guidance in order to actively promote plans related to native languages. ■



# Special Education

## ➔ Special Education Principles, Laws and Funding

In order to allow citizens with disabilities, underprivileged citizens and gifted citizens to receive adaptive education and fully develop their abilities, Taiwan has already set up the “Special Education Act” and relevant branch laws to appeals for assessment, diagnosis and guidance, examination services, support services, professional teams, education subsidies, and assistive educational devices. Taiwan is also upholding the spirit of equal opportunities present in the Convention on the Rights of Persons with Disabilities (CRPD) under the United Nations, and continuing to promote inclusive education and least restrictive environment while offering full support services under the concept of special education. In 2017, the Ministry of Education set aside a budget of NT\$11 billion for special education, or 4.56 percent of the total education budget. Of that sum, NT\$10.6 billion is devoted to education for students with disabilities and NT\$400 million for gifted education; in addition, municipal and city and county governments have allocated NT\$24.8 billion for special education,

amounting to 5.87 percent of the total education budgets for local governments, including NT\$22.8 billion to spend on education for students with disabilities and NT\$2billion for gifted education.

## ➔ Special Education Placement and Categories

Meeting global trends, the law in Taiwan clearly states that special education is moving toward inclusive education, so each level of government has set up a “Special Education Student Evaluation and Learning Assistance Commission” according to the law, in order to give a general appraisal of the student’s level of impairment, learning ability, social adaptability, study achievements, family needs, will of the parents, and community factors, in order to place the special education student in a suitable educational institution. A total of 94 percent of special education students study in an average school. The three types of classes include centralized special education classes, decentralized resource rooms and itinerant counseling classes, but special education services can also be offered as special education cases during usual classes. There is also a group of severely impaired or

multiple impaired students who have been placed at special education schools. In preschool education, compulsory primary and secondary education, senior secondary education and higher education, special education services will be offered at each level. The 13 categories of special education are intellectual disabilities, visual impairments, hearing impairments, communication disorders, physical impairments, cerebral palsy, health impairments, severe emotional disorders, learning disabilities, multiple impairments, autism, developmental delay and other disabilities. There are six categories for gifted education: intelligence, scholarship, arts, creativity, leadership and other areas.

## ➔ Schooling Opportunities

In respect to non-discrimination and equal opportunities in education for students with disabilities, apart from the clear mention by the Special Education Act that nobody should be refused schooling and examination because of impairments, the elementary and junior high school levels are compulsory education. After the needs of the students have been determined, they will be placed in the appropriate schools and classes. After graduation, they will move up into senior high schools, vocational high schools or junior colleges through adaptive counseling placement, exam-free admission or specialty enrollment. In order to increase the opportunities for students with disabilities to attend universities, colleges and junior colleges, the government has added tests to the original channels, and rewards schools organizing their own separate admission exams for students with disabilities. Each type of admission exam offers related services, such as early entry, longer examination time, enlarged-type writing, Braille or voice playback for exam questions, Braille computers, transcripts for

the answers, examination locations for limited amounts of students or on an individual basis, or other necessary services.

## ➔ Numbers of Students and Classes in Special Education

In SY2017, a total of 2,763 schools had established 5,234 special education classes for students with disabilities, while 28 special education schools had formed 685 classes. The number of students in special education totaled 148,587, including 122,625 with disabilities, with 13,083 enrolled in universities, colleges and junior colleges and 109,542 in schools below the senior secondary school level (including preschool). Of those, 103,385 or 94 percent study at average schools and 6,159 or 6 percent at special education schools. Of the 103,385 students at average schools, 90,739 or 88 percent attend regular classes, resource rooms and itinerant classes, while 12,646 or 12 percent were placed in centralized special education classes. As to gifted education, there were 25,962 students at the levels below senior secondary school, with 375 regular schools having formed 947 classes for gifted students.

## ➔ Supporting Services for Special Education

Offering the necessary supportive services for special education students in an inclusive education environment is an extremely important







element for their learning and for the development of their potential, so the school will design an Individualized Education Program (IEP) or an Individualized Support Program (ISP, suitable for college students) according to the needs of the student with impairments, which will clearly state each type of support service the student needs. In SY2016, the number of professional services extended to assist special educations totaled 93,000 person-times. The services included physiotherapy, occupational therapy, language therapy, psychological counseling, hearing ability management, and social work. More than 20,000 teaching assistants have been appointed to assist students whose disability level is rather serious. More than 7,000 persons made use of more than 12,000 assistive educational devices helping with vision, hearing, movement shift and position, reading and writing, communication, computers and the like. Special books have been offered to students who are visually or learning impaired, including almost 7,000 books with large-size characters, more than 5,000 audio books and more than 3,000 Braille books. In addition, the government and the schools also offer

scholarships, subsidies and cuts in study fees, and subsidized accessible vehicles or transportation fares, while funds have been earmarked to improve the barrier-free environment on campus.

### → Vision

In future, no matter whether in special education for students with disabilities or in gifted education, the principles of “diversity” and “flexibility” will be enhanced, while the aim will be to strive for “excellent quality” and for “performance.” The needs of students will form the basis, the students’ rights will have priority, and the students’ positive development will be of the highest importance. The Ministry of Education will continue to establish a positive and friendly education environment, broadening special education related professional teams and manpower to assist resources, strengthening each type of special-education administrative support network, implement the transition work for each level of education, in order to raise the study quality of students, and realize the aim of adaptive and suitable education. ■



# Sports Affairs



## A Overview

The Sports Administration of the Ministry of Education integrates sports resources and affairs in schools and society and issued the “Sports Policy White Paper” in June 2013. The action plan for the White Paper was completed in September and published in December. The White Paper sets out the vision of “Healthy Citizens, Athletic Excellence and Vitality in Taiwan” with the core philosophy of Quality Sports Culture, Outstanding Athletic Performance and Prosperous Sports Industries as guidelines for sports development in Taiwan. In the next decade, the proposals in the action plan will be gradually put into practice to generate pleasant sports experience, cultivate healthy, outstanding athletes and move the entire nation toward a better sports environment.

## B Key Policies and Achievements

### 1. Popularize and diversify national sports

- 1 Promote the “Taiwan i Sport” program, implement “Deep-rooting Sport Culture Program”, “Expansion of Sports Knowledge Program”, “Spread Seeds of Exercise Program” and “Sports City Program”. Try to establish promotion plans for sports and community activities for foreign workers. MOE works with city and county governments to realize the vision of the Sports Policy White Paper “sports improve your health and quality of life.”
- 2 Improve students’ physical fitness and promote “12-year Basic Education – Fitness Examination Establishment Plan.” Cities and counties are subsidized to establish 40 Fitness Examination Stations in SY2017.
- 3 Promote corporate and women sports programs and encourage employees and women to exercise and participate in sports activities, helping them cultivate regular exercise habits. Present the “Women’s



Sports Participation Promotion White Paper.” Organize four sports activities for new immigrants, three corporate and community sports classes and one meeting to share results according to the White Paper and to the New Southbound Policy.

4. Care for seniors' health, extend the age limit for physical fitness exam and encourage seniors to participate in outdoor activities and develop the habit of exercise.
5. Continue to promote exercise programs for the disabled and in 55 indigenous villages and take care of the disadvantaged and their rights.
6. Fully implement sports education for indigenous students: Reinforce athletes' health and stress management ability through education on medicine, sports injury, nutrition and drugs. Monitor the changes that take place in athletes' body shapes through sports science. Establish a database on indigenous athletes' physical and psychological condition as a foundation for awareness of their physical characteristics and sports potential.
7. Continue to promote further studying and evaluation system of sports and leisure professionals to deep root the human resources for national sport.

## 2. Obtain better results in international competition

1. Reform the training system for competing athletes: Reestablish the support system for sports training, integrate school sports and competing sports and strengthen the athlete selection and cultivation mechanism. Choose athletes that are appropriate for international competitions through a systematic training system. In addition to supporting athletes with training and award mechanisms through selection, training, competition, counseling and

reward, the functions of the National Sports Training Center will also be strengthened to improve international competitiveness.

2. Establish a sound full-time sports coach system: Supervise local governments to comply with the “National Sports Act” and hire more full-time sports coaches for sports classes. Continue to conduct improvement training for full-time sports coaches and establish a system for coaches on tour. Conduct regular visits to check the services of full-time sports coaches, emphasize the transportation of talent and continuous training results.
3. Establish a sports injury prevention system: the Sports Administration of the Ministry of Education is promoting the “Subsidy Program for Touring Sports Injury Prevention Specialists at All Levels of Schools.” 144 sports injury prevention specialists are programmed for 142 schools. The implementation focuses on three strategies, including “sports protection and management,” establishment of a “regional medical service network” as well as “sports protection education.” Visits are conducted for sports science and guidance in health education as references for evaluating future regional and national expansions and executes the care which the entry level athletes are entitled to.
4. Prepare for the 18<sup>th</sup> Asian Games in 2018: Establish the Plan for Athletes' Training and Preparation for the 18<sup>th</sup> Asian Games in



2018, organize the training program for each phase, assist by providing teams for training, counseling, sports science and medical care with the aim of achieving excellent results.

## 3. Develop the sports industries

1. Integrate the opinions of business, officials, academics and experts, implement the “Sports Industry Development Regulation” and branch laws and measures, establish a platform for sports sponsoring, encourage the investment of private resources in the sports business.
2. The First Sports Industries Fair took place on October 20-29, 2017; in addition to exhibits, the fair also featured outdoor activities, and attracted 44,549 visitors.
3. Guide the issuance of sports lottery, use the sales profits for a sports development fund, use it to stimulate, cultivate and care for sports talent, assist international sports exchanges and the development of sports.

## 4. Promote international and cross-strait sports exchanges

1. Guide the organization of single-sport international tournaments and competitions: Promote international exchange in sports; strengthen communication with international sports organizations; host international sports competition and conferences; cultivate talent



in international sports affairs, actively obtain key positions in international organizations; guide sports organizations in Taiwan to hold international tournaments and competitions to fulfill our duty as a member country, increase Taiwan's strength in sports, improve our national reputation and expand the extension and depth of international exchange on sports.

2. Train recruits with expertise in international sports affairs: Continue to conduct training for international affairs specialists and establish a databank to cultivate trainees with the abilities to assist sports associations to conduct international exchanges abroad and strengthen international sports exchanges.
3. Establish harmonious, equal and reciprocal cross-strait exchanges in sports: Conduct cross-strait exchanges and visits for sports professionals based on the principles of equality and dignity, facilitating mutual understanding. Conduct cross-strait discussions between the two Olympic Committees to optimize the communication platform for Senior Secondary School Sports Foundation and University, College and junior college Sports Foundation to establish mechanisms for good communication and harmonious and reciprocal cross-strait exchanges in sports.





### 5. Build a quality sports environment for the public

1. Build and renovate public sports facilities at all levels: in order to complete public sports and athletics facilities, it is anticipated that 30 civil sports centers and 430 sports facilities of all types will be built between 2010 and 2017. There were 17 civil sports centers built by late November 2017. In addition, it has been confirmed that a total of 474 cases of various sports facilities and renovation projects will be subsidized; this includes 54 athletics parks, 62 swimming pools, 75 softball fields, 54 basketball courts, 14 gate ball fields and 215 other cases. The Ministry wants to promote a healthy sporty lifestyle and provide the citizens with friendly and excellent exercising environments. The Ministry of Education will pay regular and unannounced visits to inspect sports facilities operation as well as list, manage and advise the revitalization of public sports facilities that may potentially be idle. In addition, experts and scholars are invited to conduct visits to understand the operation of subsidized sports facilities to encourage local governments to enhance the efficiency of facility operations.

2. Establish a complete bike path network: originally, NT\$1.2 billion had been appropriated to establish 470 km of bike path between 2013 and 2016. Later, the project was delayed until 2018, and the total budget was set at NT\$1.20382 billion. For the period 2013-2016, 177 items received subsidies, and 122 cases were completed. Up until August 2017, 341 km of new bicycle paths were built, making for a total of 530 km of path with signaling. When the project is completed in 2018, the newly built stretch will total 564 km. The total length of bicycle paths at present has reached 5,854 km.

3. Implement the “National Sports Park General Construction Plan:” Continue the renovation of National Sports Training Center and training bases to support athletes in order for them to achieve excellently in competitions. To plan and build a comprehensive environment so that National Sports Training Center becomes a place that offers facilities for professional sports training that improve scientific physicality of athletes as well as their performances. In addition to that, such advantages will help strengthen Taiwan’s abilities to host international sports competition and our competitiveness in sports in international society.

4. Implement the “Forward-looking Infrastructure Development Program – City and Country Construction – Build Leisure and Sports Environment Program:” in 2017 subsidies were approved for the Hsinchu City Government and the Chiayi City Government to organize a new construction project on the “Hsinchu City Baseball Stadium” and work on the “Chiayi City Baseball Stadium Baseball Players’ Leisure Room,” in order to perfect the environment for the development of our country’s professional baseball. ■



# Youth Development Affairs

## A Youth Career Counseling

### 1. Promote career development for students of universities, colleges and junior colleges

In order to strengthen the career planning assistance system for university, college and junior college students, and enrich the service potential of schools, assist with the development of the students’ career planning and channel them smoothly into the workplace, the Ministry of Education Youth Development Administration will strengthen the improvement of the knowledge and service capabilities of counselors for university, college and junior college students. By strengthening the research and setting up of relevant policies, move toward a counseling model where innovation and planning service are the main focus, and non-university youth service the secondary focus. From 2017, establish student

career counseling center schools per area, and plan each type of special case, establish a support system, supply school resources, strengthen the professional capabilities of career counselors, expand the career counseling resources, and offer diversified career counseling services to the students.

### 2. Explore and experience diverse career fields

Expand opportunities for exposure to diverse career fields, including the public sector, private sector and others, with improving youth employment as the core value. Provide students the opportunity to experience careers through work-study and internship. The information should be integrated and posted on the website of the “RICH Workplace Experiential Network” to help youths to experience work fields as early as possible in their academic careers and to develop professional skills and a proper work attitude.



### 3 Organize an innovation and creativity plan

The “Intelligent Ironman Creativity Contest” was held to help develop youth into pioneers of innovation and reform who will lead the country into infinite possibilities; organize the “U-start program,” “Rock the Future,” the “Young Entrepreneurs Internship Plan” and “Rethink Taiwan 2027,” create innovative and entrepreneurial spirits in universities, colleges and junior colleges, educate the youth’s innovative and creative capabilities, offer the areas needed for innovative and creative experiments, promote an innovative and creative atmosphere for domestic and international campuses.

## B Youth Public Participation

### 1 Promote youth social participation

Promote the “Youth Policy Union Project,” assist young people’s public participation and development of their competences through empowerment, action, sharing, networking and other systematic plans and cases. From the forming of their civic consciousness within the school, to the offering of public participation opportunities outside school, develop even more public participation methods and channels familiar to young people, thus realizing the president’s youth empowering policies, so that young people can play an even more active role in future civil society.



### 2 Strengthen youth volunteer participation

Strengthen the resource exchange networks of public and private departments, integrate government and private forces, assist in promoting youth volunteer service; establish a youth volunteer center, strengthen the linking up and integration of local resource organization networks; organize special training for youth volunteers, empower volunteer service competence; promote diverse youth volunteer service, subsidize youth teams to organize all kinds of services; organize national competitions for excellent youth volunteer teams and conduct awards ceremonies to reward model volunteers.

### 3 Promote youth social participation

Organize early- and advanced-stage training in public affairs for young talent, train the ability of young people to participate in public affairs, improve youths’ ability for rational thinking, empathetic dialogue, and action realization; encourage young people to form groups and to form alliances with community networks, develop proposals which meet local needs, convert the views, thinking and enthusiasm of young people into concrete action, widen the influence of youth action; link university, college and junior college students with young legal persons and private groups to promote youth development work together in order to expand assistance and cooperation, and offer young people the channels and opportunities to participate in a diverse society.

## C International Experience and Learning for Youths

### 1 Promote youth international involvement and exchange

Integrate related resources to push proposals for diverse international participation and services. Promote international youth personnel training program. Encourage youths to enroll in study projects in New Southbound Policy countries. Enhance youths’ global competitiveness. Conduct global youth trend forums and invite overseas youth affairs organizations to visit Taiwan for exchanges. Operate the “iYouth Platform for Making Youth’s International Dreams Happen.” Provide resources and channels for youths to engage in diverse international events, so as to broaden their global vision.

### 2 Promote learning through service and the “Youth Overseas Peace Corps”

Promote a plan to cultivate youth service learning talent with youth as the subject, with key measures including early and advanced training youth service talent, advanced training for seed teachers at universities, colleges and junior colleges, the youth service-learning dreamer competition, the “Service-Learning Incentive Program,” enrich and strengthen the service-learning information platform, organize a service-learning end-result exhibition and awards ceremony, and actively promote the “Youth Overseas Peace Corps,” integrate public and private resources, establish an even more complete international volunteer resource platform, support sustainable youth service, implement the vocation of humanistic concern, and respond to the sustainable development targets of the United Nations.



### 3 Promote channels for youth travel and study

Promote a youth travel program to encourage youths to leave their classrooms and comfort zones to try different lifestyles, and guide them to see different aspects of Taiwan so that they care for and become more passionate about their native land through non-orthodox educational channels; from there, they can explore and get to know themselves and cultivate diverse abilities. Establish youth travel spots in the whole country, organize experiential learning activities, offer permanent and profound local services; ask youths to provide “Tour Taiwan Emotional Map” projects on different topics; organize a “Tour Buddy” service network; cultivate volunteers to offer local tour services at local sites; promote a linkage between universities, colleges and junior colleges with courses to organize an International Experiential Learning Plan, encourage students to practice experiential learning by traveling overseas; organize the “Youth Experiential Learning Plan” according to the “Youth Education and Employment Savings Accounts Program” to offer prospective graduates of senior secondary and vocational schools an alternative choice to existing continued studies programs, helping them to explore oneself through experiential learning and develop interests and a life ambition. ■





# Education Expenditures

The government has demonstrated the importance it attaches to educational development by increasing the education budget. President announced on January, 6, 2016 the some of the amended articles in the Compilation and Administration of Education Expenditures Act, which increased the percentage of funds allotted to education expenditures from 22.5% to 23% of the national budget, which will be shared by central government and local governments according to the law. The new policy will take effect in 2017.

In the 1951 fiscal year, the education budget for all educational levels was NT\$213 million, which accounted for 1.68% of GDP; in the 2017 fiscal year, the figure has since reached NT\$880.47billion, or

5.05% of GDP. The budget for private education institutions has also risen from the 1961 fiscal year, when private institutions accounted for less than 10% of the total education budget, to fiscal year 2017, when funding for private institutions reached 24.76% of the education budget; public schools meanwhile enjoyed 75.24% of the budget.

Looking at the breakdown of each education level, in SY2016, the total education budget was NT\$724.76billion, of which preschool education accounted for 8.44%, elementary and junior high education accounted for 41.89%, senior secondary education accounted for 15.15%, higher education accounted for 33.94% (junior colleges 0.78%, universities and colleges 33.16%), and 0.58% went to other institutions. ■



# Teacher and Arts Education

## A

### Teacher's Professional Training

The Teacher Education Law is designed to develop a pool of qualified teachers for preschools, primary schools and secondary schools. The teacher education system is comprised of diversified, training and selecting methods. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters and doctoral levels. Eligible candidates must complete a curriculum which covers regular courses, specialty courses and pedagogy courses, after which they must attend a 6-month internship, at the end of which if they pass the teacher certification assessment, they will receive official certification. Only candidates who

have obtained this certification are eligible to participate in screenings held by local governments for positions in teaching and administration at the secondary, primary and preschool education levels. Elementary school, junior high school, and secondary school teachers in the nation earn an average starting salary of US\$40,869, US\$47,393, and US\$52,265 a year on the basis of purchasing-power-parity for a bachelor, masters, and Ph.D. degree.





## ➔ Key policies and future plans

1. Amendments to the Teacher Education Act were promulgated on June 14, 2017, and from February 1, 2018, qualification examinations have taken place first before internships; through exams select suitably qualified students and implement a teaching and counseling internship system.
2. From December 1, 2018, the Ministry of Education will promulgate the Teacher Professionalism Standards Guide and criteria for teacher pre-work training courses, implement a training system which is learner-centered, respects diversity, social care and a global view, and raise the quality of the teachers. As a response to the 12-year Basic Education curriculum, the ministry will research and plan the criteria for each level, evaluate the curriculum content, include them in the teacher qualification test, and plan the publication of teaching materials for each kind of topic in response to the curriculum.
3. The Ministry will implement the “Ministry of Education Subsidy Directions for Teacher Education Universities’ Professional Enhancement and Development Programs” and establish an educational resource exchange platform which offers an exchange of quality experiences.
4. The Ministry will develop a mechanism to evaluate the supply and demand of teachers so as to be able to tweak the number of teachers it trains and ensure superior quality.
5. The Ministry will provide “Scholarships and Grants for Teacher Training” to encourage talented people to enter teacher-training programs and also to entice teachers to serve in schools located in remote areas.

6. The Ministry will implement an assessment mechanism aimed to ensure the quality of teacher training institutions and the professional competencies of the would-be teachers trained in these facilities.
7. The Ministry will integrate each kind of teacher professional development plan and resource, ask universities which train teachers to cultivate partnership assistance with counties and cities and with secondary and elementary schools, offer teachers during different phases of their career a diverse, autonomous and professional development model, and use these three facets to promote a support system for the professional development of teachers, thoroughly simplify administrative procedures, let every school have a professional learning community, strengthen peer assistance and support counseling, satisfy the diverse needs of teachers for their different careers.
8. In response to the complete introduction of 12-year Basic Education, promote the establishment of a supportive system for the implementation of 12-year Basic Education, and enhance the professional competencies of teaching staff to achieve effective teaching, diverse assessment, and differentiated instruction.
9. In order to accompany the plan to raise the global mobility of students and youths and the New Southbound Policy, the Ministry of Education will subsidize the plan to send teachers and students overseas selected by universities for experiential courses and the plan for education training courses, in order to strengthen the international mindset of teachers, raise their willingness to teach at schools overseas, and promote educational exchanges between universities training teachers and schools overseas.

10. Establish and maintain the operation of an “Educational Internship Information” platform, strengthen cooperation and exchanges between universities which train teachers and organizations which use education interns (secondary, primary schools and preschools) and local educational administrative bodies, closely integrate teachers who direct and counsel interns with the interns themselves, attract the education internship bodies to become professional development schools for cooperation with universities which train teachers.

## B Arts Education

In order to fulfill the vision of cultivating teachers for the new age and developing high quality education as well as a creative Taiwan with cultural citizens and meet the expectations in



faculty cultivation and arts education, the Ministry of Education has established the Department of Teacher and Arts Education to be in charge of the planning and promotion of faculty cultivation and arts education affairs. The department will be the window for coordinating and integrating interdepartmental affairs and combining resources vertically and horizontally.

As a response to the 12-year Basic Education project, in order to cultivate students to have an “artistic cultivation and aesthetic literacy,” turning Taiwan into an aesthetically competitive country. From 2014 to 2018 the Ministry of Education promotes the First Five-Year Plan for Aesthetic Education, divided into courses and experiences with three main focuses, “strengthening the aesthetics of the learner,” “creating an aesthetic campus environment,” and “raising the aesthetic capabilities of education workers.” The Ministry will establish a cooperation system between cities, counties and government departments, promote a plan for the teaching of aesthetics courses in each phase of the education system, organize aesthetics-related courses for administrative and teaching staff at schools, plans for aesthetic campus environments, operate an “Asia Pacific Aesthetics Education Research Center,” organize “Arts Education Contribution Awards,” and attract private resources; the Ministry will promote cooperation between business, officials and academics, and continue to deepen and broaden the influence of aesthetics education in an intensive way.

During the “Second Five-Year Plan for Aesthetic Education” from 2019 to 2023, the students will become the subject, school aesthetic education will become the core of the promotion efforts, and will expand its influence through the integration of public and private cooperation, introduce aesthetics into daily life, and increase the students’ feeling for life aesthetics. ■





# Study in Taiwan

The Ministry of Education (MOE) considers international cooperation and collaboration a cornerstone of its efforts to embrace internationalization, especially for institutions of higher education.

The number of international degree students, language students, and exchange students studying in Taiwan increased to 116,416 in December 2016, a significant increase from the number in December 2007, when international student enrollment was only 30,509.

The MOE established the Bureau of International Cultural and Educational Relations (BICER) in 1947 to promote international academic and cultural exchanges, and provide international students wishing to study in Taiwan with assistance, especially with their government scholarship applications and information about

Taiwan. The MOE re-organized its former Bureau of International Cultural and Educational Relations, its former Mainland Affairs Division, and the Overseas Chinese Education Affairs Commission into a newly established Department of International and Cross-strait Education which began operating on January 1, 2013. It is responsible for promoting Taiwan's international education exchange programs and integrating cross-strait educational affairs.

Many efforts have been made to create an internationalized academic study environment in Taiwan, and Taiwan is an ideal study destination for several reasons. A survey of international students carried out by the Foundation for International Cooperation in Higher Education of Taiwan (FICHET) found that these reasons include the following: Taiwan provides a high-quality

academic environment, rich cultural heritage, excellent living circumstances, reasonable tuition, scholarships, and opportunities to learn Mandarin Chinese, and studying in Taiwan will be helpful for both further study and future careers. In addition, Taiwan's advanced technology, its friendly people, and its breath-taking tourist destinations are all attractive to international students.

Taiwan can be roughly divided into two geographic sections: the flat, gently rolling hills to the west, where 90% of the population lives, and the rugged, forest-covered mountains to the east. It has nine national parks that showcase

the diverse terrain and the flora and fauna of the island.

In addition, Taiwan is rich in the diversity of its biological species. According to a survey released by the Council of Agriculture, Taiwan boasts more than 50,000 endemic species, which makes up 2.5% of the world total.

Taiwan and its people are renowned for their warmth, welcoming nature, and hospitality towards international visitors and students. This has become Taiwan's international 'trademark'. The experiences of some international scholarship students studying in Taiwan are outlined further below.



## Scholarships

The government provides a range of scholarships to encourage outstanding people to come and study and/or do research in Taiwan.

### A Taiwan Scholarship Program – Scholarships for degree studies

The Taiwan Scholarship Program was jointly initiated in 2004 by four government agencies – the Ministry of Education (MOE), the Ministry of Foreign Affairs (MOFA), the Ministry of Economic

Affairs (MOEA), and the Ministry of Science and Technology (MOST), formerly called the National Science Council of the Executive Yuan – to encourage outstanding international students to undertake degree programs in Taiwan.

### ➔ There are three different types of Taiwan Scholarships:

- 1 MOFA Taiwan Scholarships  
These scholarships are offered by the Ministry of Foreign Affairs of the Republic of China (Taiwan) to assist students from countries



that have diplomatic relations with Taiwan to undertake degree programs, and the non-degree Mandarin Language Enrichment Program (LEP). Special consideration may also be given to providing these scholarships to students from other countries.

\*The maximum scholarship periods for the different program categories are:

- (1) Non-degree LEP: 1 year
- (2) Bachelor's degree programs: 4 years
- (2) Master's degree programs: 2 years.
- (3) Doctorate programs: 4 years.

\*The MOFA Taiwan Scholarship provides recipients with an economy-class plane ticket for a flight to and from Taiwan by the most direct route, and a monthly stipend of NT\$25,000 for the LEP and NT\$30,000 for degree programs.

\*Recipients are responsible for all their expenses during their stay in Taiwan. MOFA will not provide any other subsidies.

## 2 MOE Taiwan Scholarships

These scholarships are offered by the Ministry of Education of the Republic of China (Taiwan) to students from countries whose citizens are not eligible to apply for a MOFA Taiwan Scholarship to undertake a degree program.

\*The maximum scholarship period for each degree level is:

- (1) Bachelor's degree programs: 4 years.
- (2) Master's degree programs: 2 years.
- (3) Doctorate programs: 4 years.

\*The MOE Taiwan Scholarship provides a monthly stipend of NT\$15,000 for bachelor's



degree students and NT\$20,000 for students undertaking a master's degree or doctorate. The scholarship recipients must pay their airfare to Taiwan.

\*The scholarship provides up to NT\$40,000 each semester for each recipient's tuition and miscellaneous expenses. If these exceed a total amount of NTD40,000, the remaining amount must be paid by the recipient. The "miscellaneous expenses" do not include any of the following: administration fees, thesis supervision fees, insurance premiums, accommodation, or internet access. These are all the responsibility of the scholarship recipient.

## 3 MOST Taiwan Scholarships

These scholarships are offered by the Ministry of Science and Technology of the Republic of China (Taiwan) to assist students to undertake a master's degree or doctorate program in Taiwan and to promote bilateral scientific and technological exchanges.

\*The maximum scholarship period for each degree level is:

- (1) Master's degree programs: 2 years.
- (2) Doctorate programs: 3 years.

\* The MOST Taiwan Scholarship Program provides a monthly stipend of NT\$30,000 to scholarship recipients.

\* All other expenses, including the costs of tuition, accommodation, books, medical insurance, and airfare to Taiwan must be paid by the student.



## B Non-degree Scholarships to learn Chinese

### MOE Huayu Enrichment Scholarships (HES)

"Huayu" is one of the names commonly used to refer to the Mandarin dialect of Chinese. The MOE established the Huayu Enrichment Scholarship (HES) program to encourage international students to come to Taiwan to study Chinese and learn about Chinese culture in Taiwan. The scholarships are awarded through Republic of China (Taiwan) embassies and overseas missions (Representative Offices), based on merit.

HES scholarship winners study at a Mandarin Chinese Language Training Center affiliated with a university or college in Taiwan for a period from as short as two months, up to a maximum period of one year.

They receive a monthly stipend of NTD 25,000.

## ➔ Internships for International Students

### Taiwan Experience Education Programs (TEEP)

In 2015, the Ministry of Education in Taiwan launched an exciting new initiative, the Taiwan Experience Education Programs (TEEP), in conjunction with a number of universities and colleges in Taiwan. Each offers a distinctive short-term program with a practical focus, in a particular field – for example, International Consulting, Electrical Engineering or Computer Science, Culture Studies, and Taiwan's Natural Environment. Some target undergraduates, others are more suitable for graduate students.

All the programs include a combination of a short Chinese language-learning program, a cultural immersion program, and a short-term professional internship or research internship. The language-learning and cultural immersion



components are designed to help participating international students learn some Chinese and understand Taiwanese culture to successfully undertake their internship. The internships will give the students opportunities to participate in a range of activities with their placement company or organization. The TEEP internships will give the participating international students an enormously valuable opportunity to prepare themselves for future work in the business or research world.

The TEEP gateway is an exciting chance to experience Taiwan's quality higher education and connect with the Asian job market. For more details about the various programs available, see <http://www.studyintaiwan.org/teep>.

### Fostering Regional Cooperation with Southeast Asia and Beyond for Skills Development and Intercultural Exchanges

Taiwan's New Southbound Policy (NSP), launched by President Tsai Ing-wen in 2016, is a major new initiative to enhance relations with Southeast and South Asian countries, Australia, and New Zealand for regional social and economic cooperation. Taiwan already has longstanding and close relations with the New Southbound Policy countries, but the NSP shifts the focus towards establishing more people-oriented links and resource sharing to promote bilateral and multilateral cooperation with the NSP countries.

Taiwan has made a successful transition from an agriculture-based, industrial society to a knowledge-based economy with thriving high-tech





and service industries. Taiwan has accumulated a great deal of experience in its economic and social development in such areas as agriculture, education, health care, small- and medium-sized enterprises, high technology, and urban living, dealing with problems and challenges that are very similar to those faced by developing countries in the New Southbound region, and it can provide assistance in the form of the transfer of know-how and workforce training.

The Ministry of Education has established a New Southbound Talent Development Program, in conjunction with the New Southbound Policy Guidelines launched on August 16, 2016, and set up a cross-departmental New Southbound Policy Task Force which has an earmarked budget of NT\$1billion.

The task force is working to further expand and deepen exchanges and partnerships with NSP countries in three major strategic areas:

**Market - focusing on skills cultivation:** Taiwan can offer high quality vocational and professional training, higher education, and Chinese language courses to students from NSP countries. At the same time they can learn about Taiwan's development experience. Young people in Taiwan can improve their cultural literacy and study the languages of countries in Southeast Asia and strengthen their capacity to undertake economic and trade management there.

**Pipeline – Skill Development Exchanges:** The objective is to increase the number and range of

two-way exchanges between young scholars and students, by attracting outstanding students from NSP countries to Taiwan to study or do research, and sending students from Taiwan to NSP countries to gain a deeper understanding of those countries, and their languages, and to engage with the local community.

**Platform - for Communication:** The objective is to establish and promote a Taiwan Connection platform to facilitate bilateral educational cooperation with NSP countries. The Taiwan Connection will provide online and local access to facilitate bilateral alliances between universities, academic research bodies, and higher education institutions in Taiwan and overseas in NSP countries, and actively encourage a more diverse range of skill development and research collaborations, exchanges, and interactions. We also want to enhance cultural and sport-related exchanges with NSP countries, through cultural and sporting events and related academic collaborations.

The Ministry of Education's New Southbound Talent Development Program takes a people-oriented approach with the aim of fostering bilateral exchanges and creating more avenues for resource sharing, and exchange and collaboration and partnerships are all central components. For more details about the extensive range of New Southbound Policy programs please see [http://www.edunbsp.tw/index\\_en.html](http://www.edunbsp.tw/index_en.html). ■



## “I Like Photography Very Much and I Would Like to Recording Scenery Here in Taiwan with Camera.”

“I like Photography very much” said Prewprae

Mungkorn, a Thai national who recently graduated from the Global MBA Program at National Taiwan University, who was also the second runner up in the 2016 Fabulous Taiwan Photography Competition.

Like most photographers, she is good at observing things and is used to recording scenery with her camera. Her interest in photography has taken her to various streets and alleys in Taiwan where she could capture traditional Taiwanese food and snacks.

The aim of the Fabulous Taiwan Photography Competition is to help people see Taiwan through the eyes and perspectives of young international students who at one point called Taiwan their home. It aims to be an unique experience, encourage more international students to visit Taiwan, and to expose them to the local culture.

“I’ve lived in Taiwan. I feel Taiwan is very safe and the food is delicious!” said Mungkorn. For her Taiwanese snacks have what she calls their ‘unique charm’. Her photos show that she mainly captured moments when Taiwanese chefs were preparing their dishes. Captured from the chef’s point of view, the pictures can reveal the chef’s intentions.

“I chose to study in National Taiwan University because of its convenient location, its top-level teaching resources and the excellent academic talent that exists in the University. The study of Global MBA classes was not just confined to a classroom, there



were excellent exchange programs that students were exposed to and allowed to take part in, giving an immensely diverse exposure and international experience to the students of NTU,” said Mungkorn.

The only obstacle facing students who wants to enroll in NTU is the tuition fee as mentioned by Mungkorn. “I had a scholarship, so it was manageable for me. Master’s also has a stipend which was a great help, but there are still many students who wish to study in NTU but cannot afford the fees.” Mungkorn continued.

When asked about what impressed her the most in Taiwan she said, “In our country we don’t segregate waste as Taiwan does, and I was impressed to see how serious Taiwanese took garbage sorting. In the beginning I was really annoyed,” she smiled. “But after I got into the habit of sorting the garbage, I’ve not been able to undo this habit even after returning to my country. I think I’ve influenced some of the people here be like the Taiwanese and got them to recycle. I have also made small amount of cash through recycling.”

After graduation, Mungkorn is now back in Thailand to work. “I think Taiwan is a beautiful and extremely safe country with high education level. I think I am very fortunate to have had this opportunity and experience to study in Taiwan. Every time I come across any troubled friend who wants to pursue further education abroad, I recommend to them universities in Taiwan. ■





**Vikram Paul**

Phd student of Bioscience and Biotechnology at National Taiwan Ocean University (NTOU)

## “I Think Studying in Taiwan is One of the Best Decisions I Ever Made.”

“I think studying in Taiwan is one of the best decisions

I ever made.” said Vikram Paul, a Phd student of Bioscience and Biotechnology at National Taiwan Ocean University (NTOU), is in his third year of a Phd program.

After his graduation from an Indian university, Vikram had initially wanted to pursue his future education in the United States, but changed his mind after a friend from Hsinchu recommended Taiwan and told him about the quality of education, infrastructure and assistance offered by Taiwan’s government and universities.

Vikram, after consulting with more friends and doing his own research, finally decided to focus on Taiwanese universities. He applied to several universities in Taiwan and ended up receiving admission to National Taiwan Ocean University, in Keelung with a scholarship. The scholarship covered his tuition fee for a complete Masters degree course along with a monthly stipend of 7000-8000 NTD for personal expenses. He subsequently received a scholarship for 3 more years of his Phd program.

“The bioscience department of NTOU enjoys a high reputation in the academic field, my teacher is very professional and patient with me. I don’t speak Mandarin, but everyone in my laboratory speaks proper English. They helped me a lot,” said Vikram. Vikram spends most of his time in the lab for experiments, and he mentioned that the lab being is equipped with state of the art equipments. “I am blessed to have teachers and lab mates as patient and friendly as mine. Everytime I make an error, they always support me and encourage me to do better the next time.”

Vikram said there are some moments when he feels down, as he lives far from his family and has been doing so for years now. Whenever he misses



home, his Taiwanese friends here take him out for a delicious barbecue and try to cheer him up. “We are like a family,” said Vikram.

“The scholarship is a great source of help for me. It helps me not only in research but also in handling my daily expenses.”

He used to be pure vegetarian but started eating chicken and eggs after a doctor advised him to eat more protein, following a severe car accident last year.

“One piece of advice to vegetarian Indians students who are considering coming to Taiwan: learn how to cook and start eating chicken and eggs ” said Vikram, “because it is not easy for Indians to get used to Taiwanese vegetarian food.”

Vikram will complete his study after 4 more years, and he said he will try his best to stay in Taiwan.

“Taiwan is like my second home, it trained me well and I want to dedicate what I learn to help this country,” concluded Vikram. ■



## Vision

Facing an era of rapid changes, what young Taiwanese need is no longer an equivalent diploma, but key abilities which meet the changing times, which is the way they will have the ability to face one challenge after the other. The learning opportunities of students should not be limited to classrooms, curriculums, courses or textbooks. The government should offer sufficient educational

resources, open up the students’ diverse learning opportunities across different areas. The Ministry of Education will uphold the idea of “establishing a diversified system, practicing holistic education, cultivating global citizens,” in order to raise students who hold the ability of independent reasoning and grow into international talent.

In future, apart from planning each education policy, the Ministry of Education will also continue to establish positive partnership relations with schools and local governments so that the planning and determining of education policies can even better fit the practical needs of the education scene, benefiting the effective promotion and implementation of each kind of education policy, and the joint boosting of the renewal and development of our nation’s education. ■





# Statistics

## General Information

	Total Population (Thousand Persons)	GDP (US\$ billion)	Economic Growth Rate (%)	Unemployment Rate (%)	Consumer Price Index (2016 = 100)	Mean Years of Schooling for Age 25 Plus (years)	Excepted Years of Schooling (years)
1980	17,886	37.8	8.04	1.23	49.05	...	...
1990	20,401	162.7	5.65	1.67	66.25	...	...
1995	21,357	270.3	6.50	1.79	79.67	...	...
2000	22,277	331.5	6.42	2.99	85.47	9.3	...
2005	22,770	375.8	5.42	4.13	88.42	10.6	...
2010	23,162	446.1	10.63	5.21	93.82	11.3	...
2015	23,492	525.6	0.81	3.78	98.63	11.9	16.6
2016	23,540	530.5	1.41	3.92	100.00	12.0	16.6
2017	23,571	572.8	2.89	3.76	100.62	12.1	16.6

## Summary of Education at All Levels

SY 2017-2018

Unit: Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2016	No. of Students Per 1,000 Population
Total	10,884	293,538	96,523	4,403,701	1,001,893	186.83
Preschool	6,323	49,089	-	521,904	-	22.14
Primary School	2,630	94,407	50,311	1,146,679	208,832	48.65
Jr. High School	732	46,772	23,761	653,273	236,042	27.71
Senior Secondary School	511	53,943	20,831	745,460	233,642	31.63
Uni., College & Jr. College	164	47,529	-	1,285,833	306,625	54.55
Special Edu. School	28	1,776	597	5,953	1,846	0.25
Supp. & Cont. Sch.	496	22	1,023	44,599	14,906	1.89

## Gross Enrollment Rate and Net Enrollment Ratio by Level of Education

Unit: %

School Year	Total		1st Level (Primary)		2nd Level				3rd Level (Tertiary)	
					Junior		Senior			
	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net
1976-77	69.61	67.57	100.65	...	90.21	77.33	56.54	43.17	15.40	9.97
1981-82	71.95	69.52	101.11	...	97.71	84.41	68.03	52.58	16.71	11.47
1991-92	82.41	78.74	100.99	...	100.23	91.70	90.28	72.93	32.37	20.98
2001-02	89.07	82.29	99.66	...	99.27	93.53	99.62	88.21	62.96	42.51
2006-07	95.33	88.55	99.54	...	99.48	96.65	98.79	91.31	83.58	59.83
2011-12	94.60	89.76	98.79	99.25	98.86	97.52	98.98	93.12	83.55	68.42
2013-14	94.33	89.79	98.62	99.45	99.01	97.84	98.15	93.35	84.03	70.41
2014-15	94.11	89.70	98.46	99.46	98.91	97.82	98.41	93.66	83.79	70.85
2015-16	94.03	89.52	98.36	99.53	98.95	97.82	98.84	93.86	83.72	70.86
2016-17	93.92	89.39	98.25	99.54	98.95	97.76	98.34	94.06	83.99	71.24
2017-18	93.94	89.24	98.14	99.38	98.87	97.68	97.90	93.88	84.49	71.13

## Number of Students Per Teacher at All Levels

Unit: Person

School Year	Total	Pre-school	Primary School	Jr. High School	Sr. Secondary Sch.		Junior College	College	University	Special Edu. School
					Sr. High School	Sr. Voca. School				
1976-77	29.90	32.66	36.04	25.94	23.16	22.70	20.00	16.22	11.42	6.65
1981-82	27.25	26.10	31.79	22.97	22.99	22.50	20.79	11.92	13.53	5.24
1991-92	24.22	15.83	27.20	21.23	22.29	21.28	19.35	11.38	14.82	3.72
2001-02	19.71	12.44	18.60	15.67	19.41	19.18	20.56	20.17	19.60	3.58
2006-07	19.30	10.60	17.86	15.70	19.29	18.41	21.01	18.63	19.93	3.95
2011-12	17.90	12.72	14.78	13.74	18.53	18.29	27.69	21.10	21.52	4.08
2013-14	16.03	9.89	13.31	12.50	17.83	17.29	29.70	22.15	21.92	3.98
2014-15	15.60	9.80	12.71	12.06	17.05		29.65	23.41	22.24	3.80
2015-16	15.39	10.01	12.47	11.51	16.60		30.75	22.56	22.58	3.71
2016-17	15.27	10.44	12.34	11.01	16.42		31.66	22.64	23.00	3.74
2017-18	15.00	10.63	12.15	10.67	15.93		28.54	18.33	22.44	3.60



Overseas Students in R.O.C.

Unit: Person

Year / School Year	2012	2013	2014	2015	2016	2017
Total	66,961	79,730	93,645	111,340	116,875	117,970
Diploma	28,696	33,286	40,078	46,470	51,741	55,916
Studying for a degree	11,554	12,597	14,063	15,792	17,788	21,164
Overseas Compatriot Students (Including Students from HK and Macao)	15,278	17,135	20,134	22,865	24,626	25,290
Mainland China Students (Studying for a Degree)	1,864	3,554	5,881	7,813	9,327	9,462
Non-diploma	38,265	46,444	53,567	64,870	65,134	62,054
International Exchange	3,871	3,626	3,743	4,126	4,301	4,301
Short-term courses	3,163	3,915	4,758	5,586	5,870	5,870
Studying Mandarin Chinese	13,898	15,510	15,526	18,645	19,977	23,539
Mainland China Students (to take short-term courses or Attend Meeting)	15,590	21,233	27,030	34,114	32,648	25,824
Overseas Compatriot Youth Technical Training Classes	1,743	2,160	2,510	2,399	2,338	2,520

Ratio of Educational Expenditure to GDP

Fiscal Year	Educational Expenditure (US\$million)			Educational Expenditure Per Student (US\$)	GDP(US\$ million)	% to GDP		
	Total	Public Sector	Private Sector			Average	Public	Private
1970-71	281	227	54	...	6,270	4.48	3.61	0.87
1980-81	2,014	1,638	376	448	46,404	4.43	3.60	0.83
1990-91	11,222	9,228	1,994	2,120	173,802	6.36	5.23	1.13
2001	17,464	12,997	4,467	3,350	300,450	5.81	4.33	1.49
2006	21,586	15,887	5,699	4,103	388,589	5.55	4.09	1.47
2011	26,621	20,481	6,139	5,647	485,653	5.48	4.22	1.26
2013	27,969	20,888	7,081	5,796	511,614	5.47	4.08	1.38
2014	27,782	20,816	6,966	5,931	530,519	5.24	3.93	1.31
2015	26,864	20,144	6,721	5,885	525,562	5.11	3.83	1.28
2016	27,034	20,321	6,713	6,021	530,532	5.10	3.83	1.27
2017	28,925	21,763	7,162	...	572,767	5.05	3.80	1.25

Reading, Math and Science Scores of 15-year-olds on the PISA 2015

Rank	Reading			Mathematics			Science		
	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD
1	Singapore	535	1.6	Singapore	564	1.5	Singapore	556	1.2
2	Hong Kong	527	2.7	Hong Kong	548	3.0	Japan	538	3.0
3	Canada	527	2.3	Macao	544	1.1	Estonia	534	2.1
4	Finland	526	2.5	R.O.C.	542	3.0	R.O.C.	532	2.7
5	Ireland	521	2.5	Japan	532	3.0	Finland	531	2.4
6	Estonia	519	2.2	B-S-J-G(China)	531	4.9	Macao	529	1.1
7	Korea	517	3.5	Korea	524	3.7	Canada	528	2.1
8	Japan	516	3.2	Switzerland	521	2.9	Vietnam	525	3.9
9	Norway	513	2.5	Estonia	520	2.0	Hong Kong	523	2.5
10	New Zealand	509	2.4	Canada	516	2.3	B-S-J-G(China)	518	4.6
11	Germany	509	3.0	Netherlands	512	2.2	Korea	516	3.1
12	Macao	509	1.3	Denmark	511	2.2	New Zealand	513	2.4
13	Poland	506	2.5	Finland	511	2.3	Slovenia	513	1.3
14	Slovenia	505	1.5	Slovenia	510	1.3	Australia	510	1.5
15	Netherlands	503	2.4	Belgium	507	2.4	United Kingdom	509	2.6
16	Australia	503	1.7	Germany	506	2.9	Germany	509	2.7
17	Sweden	500	3.5	Poland	504	2.4	Netherlands	509	2.3
18	Denmark	500	2.5	Ireland	504	2.1	Switzerland	506	2.9
19	France	499	2.5	Norway	502	2.2	Ireland	503	2.4
20	Belgium	499	2.4	Austria	497	2.9	Belgium	502	2.3
21	Portugal	498	2.7	New Zealand	495	2.3	Denmark	502	2.4
22	United Kingdom	498	2.8	Vietnam	495	4.5	Poland	501	2.5
23	R.O.C.	497	2.5	Russia	494	3.1	Portugal	501	2.4
24	United States	497	3.4	Sweden	494	3.2	Norway	498	2.3
25	Spain	496	2.4	Australia	494	1.6	United States	496	3.2
26	Russia	495	3.1	France	493	2.1	Austria	495	2.4
27	B-S-J-G(China)	494	5.1	United Kingdom	492	2.5	France	495	2.1
28	Switzerland	492	3.0	Czech Republic	492	2.4	Sweden	493	3.6
29	Latvia	488	1.8	Portugal	492	2.5	Czech Republic	493	2.3
30	Czech Republic	487	2.6	Italy	490	2.8	Spain	493	2.1
	OECD Average	493	0.5	OECD Average	490	0.4	OECD Average	493	0.4



Trends in International Mathematics and Science Study 2015

Rank	Eighth Grade Science			Eighth Grade Mathematics			Fourth Grade Science			Fourth Grade Mathematics		
	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD
1	Singapore	597	3.2	Singapore	621	3.2	Singapore	590	3.7	Singapore	618	3.8
2	Japan	571	1.8	Korea	606	2.6	Korea	589	2.0	Hong Kong	615	2.9
3	R.O.C.	569	2.1	R.O.C.	599	2.4	Japan	569	1.8	Korea	608	2.2
4	Korea	556	2.2	Hong Kong	594	4.6	Russia	567	3.2	R.O.C.	597	1.9
5	Slovakia	551	2.4	Japan	586	2.3	Hong Kong	557	2.9	Japan	593	2.0
6	Hong Kong	546	3.9	Russia	538	4.7	R.O.C.	555	1.8	Northern Ireland	570	2.9
7	Russia	544	4.2	Kazakhstan	528	5.3	Finland	554	2.3	Russia	564	3.4
8	England	537	3.8	Canada	527	2.2	Kazakhstan	550	4.4	Norway	549	2.5
9	Kazakhstan	533	4.4	Ireland	523	2.7	Poland	547	2.4	Ireland	547	2.1
10	Ireland	530	2.8	United States	518	3.1	United States	546	2.2	England	546	2.8
11	United States	530	2.8	England	518	4.2	Slovenia	543	2.4	Belgium	546	2.1
12	Hungary	527	3.4	Slovenia	516	2.1	Hungary	542	3.3	Kazakhstan	544	4.5
13	Canada	526	2.2	Hungary	514	3.8	Sweden	540	3.6	Portugal	541	2.2
14	Sweden	522	3.4	Norway	512	2.3	Norway	538	2.6	United States	539	2.3
15	Lithuania	519	2.8	Lithuania	511	2.8	England	536	2.4	Denmark	539	2.7
16	New Zealand	513	3.1	Israel	511	4.1	Bulgaria	536	5.9	Lithuania	535	2.5
17	Australia	512	2.7	Australia	505	3.1	Czech Republic	534	2.4	Finland	535	2.0
18	Norway	509	2.8	Sweden	501	2.8	Croatia	533	2.1	Poland	535	2.1
19	Israel	507	3.9	Italy	494	2.5	Ireland	529	2.4	Netherlands	530	1.7
20	Italy	499	2.4	Malta	494	1.0	Germany	528	2.4	Hungary	529	3.2
21	Turkey	493	4.0	New Zealand	493	3.4	Lithuania	528	2.5	Czech Republic	528	2.2
22	Malta	481	1.6	Malaysia	465	3.6	Denmark	527	2.1	Bulgaria	524	5.3
23	United Arab Emirates	477	2.3	United Arab Emirates	465	2.0	Canada	525	2.6	Cyprus	523	2.7
24	Malaysia	471	4.1	Turkey	458	4.7	Serbia	525	3.7	Germany	522	2.0
25	Bahrain	466	2.2	Bahrain	454	1.4	Australia	524	2.9	Slovenia	520	1.9
26	Qatar	457	3.0	Georgia	453	3.4	Slovak Republic	520	2.6	Sweden	519	2.8
27	Iran	456	4.0	Lebanon	442	3.6	Northern Ireland	520	2.2	Serbia	518	3.5
28	Thailand	456	4.2	Qatar	437	3.0	Spain	518	2.6	Australia	517	3.1
29	Oman	455	2.7	Iran	436	4.6	Netherlands	517	2.7	Canada	511	2.3
30	Chile	454	3.1	Thailand	431	4.8	Italy	516	2.6	Italy	507	2.6

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

Year	2014	2015	2016	2017	2018
Total	22G 18S 8B 3H	24G 17S 6B 3H	29G 9S 9B 4H	24G 14S 10B 3H	...
Asian Pacific Mathematics Olympiad	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H
Asia Physics Olympiad					
Host Country	Singapore	China	Hong Kong	Russia	Vietnam
No. of Participants	27 Countries	25Countries	26Countries	23Countries	25Countries
Medals	1G 5S 2B	3G 5S	3G 1S 3B 1H	2G 1S 5B	4G 1S 3B
Rank	3 <sup>rd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>
International Mathematics Olympiad					
Host Country	South Africa	Thailand	Hong Kong	Brazil	Romania
No. of Participants	101 Countries	104 Countries	109 Countries	111 Countries	107 Countries
Medals	4G 2B	4S 1B 1H	3G 3S	1G 4S 1H	3G 1S 2H
Rank	3 <sup>rd</sup>	18 <sup>th</sup>	5 <sup>th</sup>	9 <sup>th</sup>	6 <sup>th</sup>
International Chemistry Olympiad					
Host Country	Vietnam	Azerbaijan	Georgia	Thailand	Czech Republic
No. of Participants	75 Countries	75 Countries	67 Countries	76 Countries	Slovakia
Medals	2G 2S	4G	3G 1S	4G	76 Countries
Rank	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	1G 3S
					-
International Physics Olympiad					
Host Country	Kazakhstan	India	Switzerland	Indonesia	Portugal
No. of Participants	85 Countries	82 Countries	84 Countries	86 Countries	87 Countries
Medals	5G	4G 1S	5G	3G 2S	4G 1S
Rank	2 <sup>nd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	8 <sup>th</sup>	3 <sup>rd</sup>
International Informatics Olympiad					
Host Country	R.O.C.	Kazakhstan	Russia	Iran	...
No. of Participants	81 Countries	84 Countries	83 Countries	82 Countries	
Medals	1G 3S	2G 1S 1B	1G 1S 2B	1G 3S	
Rank	Nil	Nil	Nil	Nil	
International Biology Olympiad					
Host Country	Indonesia	Denmark	Vietnam	United Kingdom	Iran
No. of Participants	61 Counties	60 Counties	68 Counties	68 Counties	68 Counties
Medals	4G	3G 1S	4G	4G	4G
Rank	1 <sup>st</sup>	5 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>
International Earth Science Olympiad					
Host Country	Spain	Brazil	Japan	France	...
No. of Participants	21 Countries	23 Countries	26 Countries	34 Countries	
Medals	3G 1S	1G 3S	4G	2G 2S	
Rank	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	
International Junior Science Olympiad					
Host Country	Argentina	Korea	Indonesia	Netherlands	...
No. of Participants	39 Countries	42 Countries	48 Countries	48 Countries	
Medals	1G 5S	6G	5G 1S	6G	
Rank	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>	



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