

# EDUCATION

Ministry of Education  
Republic of China



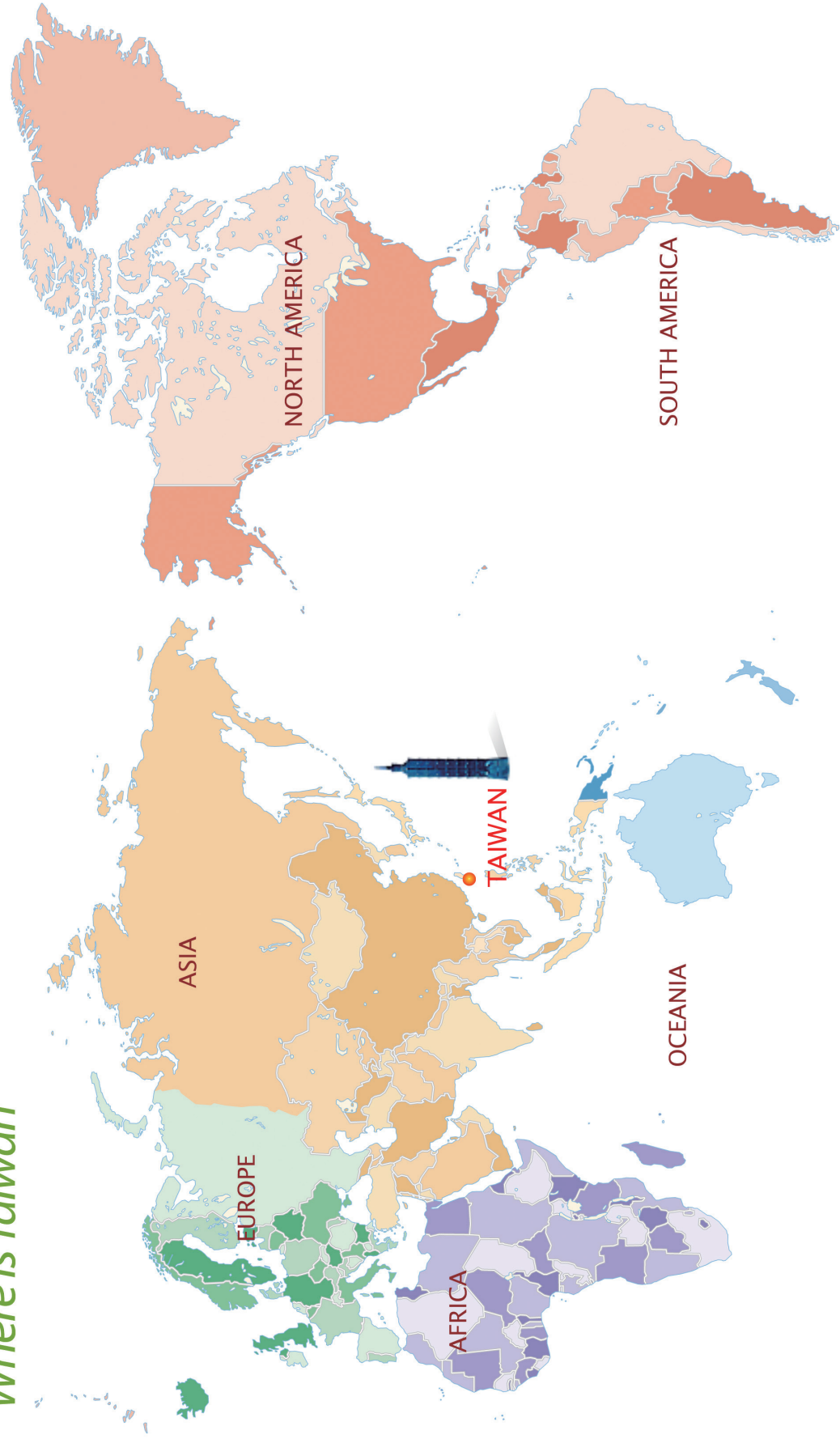
*in Taiwan*

# 20<sup>19</sup><sub>20</sub>






Where is Taiwan



# EDUCATION

Ministry of Education  
Republic of China



## in Taiwan

# 20<sup>19</sup><sub>20</sub>







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# 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. Education should think from the viewpoint of the student, and the design of the system should think and adapt for the student, therefore the Ministry of Education holds as its policy focus that "the citizen's right to learn should replace the right to a basic education, and provide education that is genuinely learner-centered." The students are what education is all about and their development is at its core. We are building a diversified education system, and planning education measures for adaptive learning, to provide students with opportunities to discover the world and learn from nature, help basic education take root in order to nurture

the future student of the new era. Talent is the basis for national development, the expression of international competitiveness, and education is the cradle of talent nurturing. No matter whether it is preschool education, basic education, technological and vocational education, higher education or lifelong education, each phase is a key element of assisting the individual to realize himself. How to help the next generation acquire the ability



of responding to a changing environment, while at the same time holding humanistic qualities and social empathy, is an important topic of present educational work. Educational workers must take the basic nature of education as their starting point, and continuously reflect on the mutual suitability of the educational system and of current trends, and only then will it be possible to nurture an appropriately talented next generation.

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 SY1968, which includes elementary and junior high school; in SY2014 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.



The Ministry of Education is currently implementing the following important policies, including:

## 1 The New Southbound Talent Development Program

The Ministry of Education has recently actively encouraged foreign students to

come and study in Taiwan, using the "New Southbound Policy" to design the "New Southbound Talent Development Program" in order to offer a quality educational environment, education of professional talent in both directions, and expand bilateral exchanges between young academics and students of both sides, while simultaneously developing a platform for bilateral education cooperation. In the future, the Ministry of Education will also





assist the relevant organizations to cooperate, and develop substantial educational exchange channels, further deepening relations with partner countries.

**2** Taiwan’s Plans to Respond to the Trend of Fewer Children

Planning a “complete care system for the ages 0 to 5,” offer adequate, qualitative, affordable childcare services with the aim of expanding childcare services and reduce the burden on parents. The most important element is to add to the number of public preschools, and to increase the size of the public supply, as well as establishing a semi-public criterium, and sign agreements to cooperate with private



preschools which meet the requirements and allow them to become semi-public preschools, and offer childcare services at prices close to public preschools.

**3** Youth Education and Employment Savings Account Project

In order to offer students the opportunity of professional exploration and graduates employment, expand the opportunities for youths to experience international studies and raise their international competitiveness, the Ministry of Education set up a savings account, supplying students with funds to study, work, create or experience studies.

**4** Support Project for Excellent Athletes

Provide excellent athletes with channels for advancement, life care, study counseling, study subsidies and technical and medical sports assistance, counseling, match and support athletes to find work, offer prizes for excellent athletes and trainers in sports competitions.

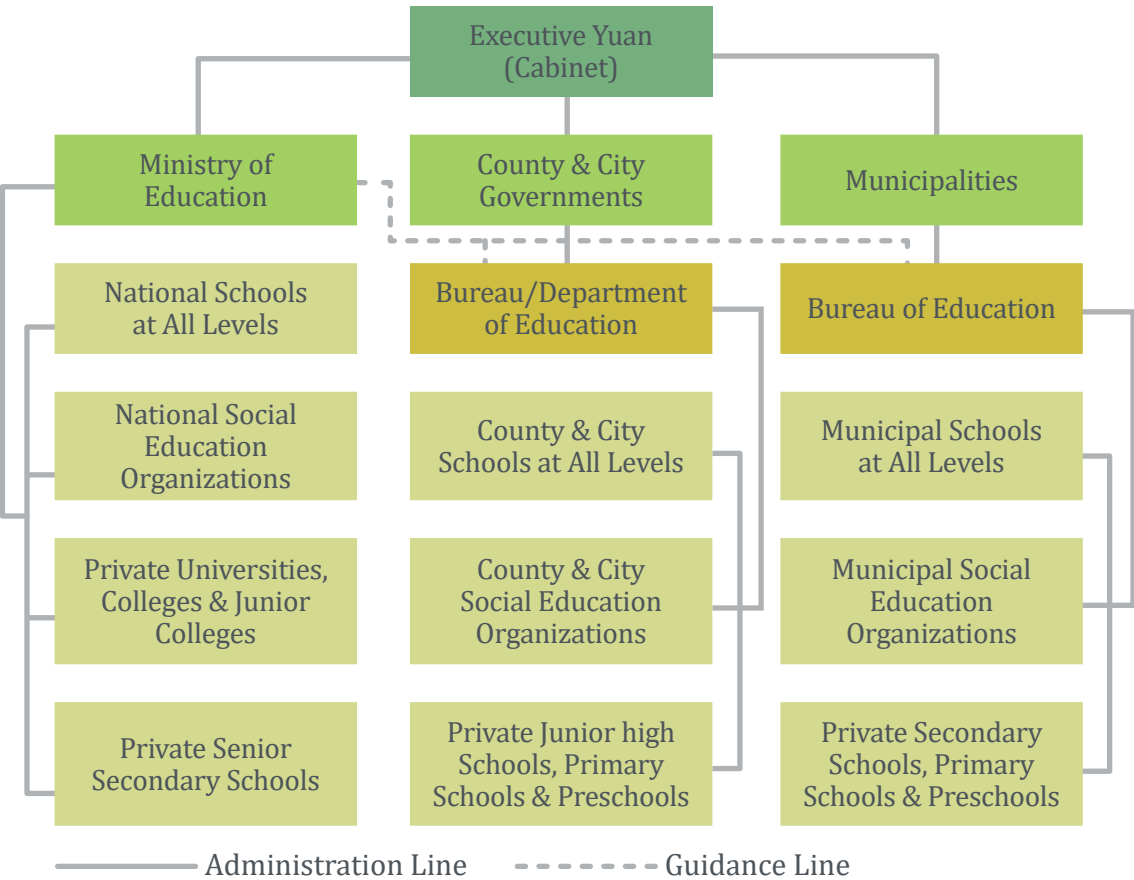
**5** Sustained Progress and Rise of Universities in Taiwan

Subsidize plans related to education innovation at universities, establish criteriums for supporting and assisting student development, encourage universities to increase their contributions to local areas or society, assist universities in promoting internationalization, recruiting international teachers and researchers. Implement the innovation of education, increase the public element of higher education, develop the individual characteristics of schools in order to perfect the aim of social responsibility.



In the future, the Ministry of Education will continue to realistically promote each type of education policy, and establish positive partnership relationships with each area, and invest even more resources and effort, developing a new pattern for education together. ■

The Education Administration System 2019







EDUCATION in Taiwan 2019-2020

# 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

At the stage before higher education, special education has been divided into preschool, basic education and senior high school. The education system is the same as in the rest of each phase of education, and each school needs to form special education classes. Separate special education schools are also established primarily for students with serious or multiple disabilities, while there are also special schools for students with hearing and visual impairments respectively. In order to meet the educational needs of special education students, the phases of education, the organization of the academic year, the education venues and way of implementation, the curriculum, teaching



materials, and teaching and evaluation methods should all maintain flexibility. Special education and related service measures should be offered in a spirit blending adaptability, individualization, localization, accessibility and inclusion.

## 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. ■







## D Higher Education

Promote the “Yushan Project,” offer internationally competitive salaries, attract international talent to come and teach in Taiwan, and raise the salaries of outstanding teaching and research staff at schools of higher education; promote the “Sustained Progress and Rise of Universities in Taiwan” for a complete upgrading of the quality of universities; promote the multifaceted development of higher education, assist universities in pursuing a first-class international level and Research & Development centers; strengthen cooperation between industry, academia and researchers, encourage the teacher and student teams to derive new innovative R&D service companies, hoping the products of technological innovation on campus can move from laboratory to market

## E Campus Safety

Actively promote gender equality education, life education, human rights and rule of law education, character education, continue subsidizing local governments to promote the strengthening of school buildings, improve old primary and junior high school buildings and increase their resistance to earthquakes; improve the child insurance system for students and childcare organizations at the secondary level and lower in order to guarantee their safety and health, reduce the economic burden on families caused by accidents and disease.

## F Teacher Training

Consider a complete overhaul of the “Teachers’ Act,” concentrate on perfecting the criteria for the handling of unsuitable teachers and on strengthening the appeal and relief request systems for teachers; respond to public



policy online participation platform issues, improve hourly fees for teachers who hold other jobs and for substitute teachers at primary schools; in response to the introduction of new curriculum programs, assist teacher-training universities with the training of relevant teachers, and organize all kinds of practical events to improve the professionalism and teaching ability of teachers already working.

## G Digital and Technological Education

Promote digital education for primary and secondary school students, cultivate the technological literacy and abilities of primary and secondary school students, laying the foundations for the future talent needs of industry; create a forward-looking and boundary-crossing talent education model,



cultivate knowledge technology and information talent at universities, improve students’ integration of knowledge across disciplines, as well as their ability to innovate and to solve practical problems.

## H Support Underprivileged Students

Design 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. Promote the reasonable allocation of teachers, draw up regulations relevant to



the flexible use of personnel at remote schools, reward school principals and teachers who volunteer to serve at schools in remote areas and who serve for a full set period of time.

## I Diverse Education

Continue to promote the “New Immigrants Education Talent Program,” encourage the cultivation of new immigrants to develop their advantages concerning languages and cultural diversity, assist the new immigrants in adjusting to their environment, let citizens understand the meaning of cultural diversity, create a friendly and harmonious society together; continue promoting the “Five-Year Middle-Term Education Development Program for the Children of New Immigrants” in order to improve the study results of the children of new immigrants.

## J Lifelong Learning

Amend and promulgate the “Supplementary Education Act,” make a complete planning and evaluate the relevant related laws and regulations and local management measures at each level, and improve relevant system functions in order to raise the quality of our country’s short-term complementary education; continue researching and amending the laws and regulations concerning home education,







encourage participation in classes about all types of subjects, improve the professional service capabilities of home education organizations and groups, offer even more multifaceted study opportunities and digital study resources.

## K International and Cross-Strait Education

Draw up the “New Southbound Talent Development Program,” with the core aim of “people as the foundation, exchanges in both directions, sharing of resources,” through coming to Taiwan to study or research, establish relevant special courses, enterprise talent recruitment fairs, encourage Overseas Taiwanese and foreign students to stay in Taiwan to work, teach the new immigrants’ languages, and establish a New Southbound Policy area trade, economic, cultural and business, academic resources center. Invite officials to Taiwan for exchanges and establish a system to fund sending students to New Southbound Policy countries, 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.

## L Sports

In order to implement the care for outstanding athletes, guide outstanding athletes to serve as professional sports trainers or to work jobs related to sports activities, develop professional channels for valuable athletes, expand professional counseling opportunities, increase the opportunities for sports talent to run sports lottery businesses, and raise the number of people involved in sports.

## M Youth Development

Promote the enthusiasm of youths to engage in public affairs, raise the active participation of youths in public affairs inside and outside the campus and in public policy research, and establish a platform where youths can make policy suggestions to the government; offer youths channels to express themselves domestically and internationally, select and send youths to New Southbound Policy countries for thorough research, invite youths from 21 countries to participate in “Global Youth Trends Forum,” improve the opportunities for the international participation of youths.■



# 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.

## C 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 continuously promulgated since January 2018, with 12-year Basic Education courses starting implementation in phases from SY2019.



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 3,636 schools have obtained permission to receive donations under the program, attracting philanthropists in both business and society to serve as 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. ■



## 'Melting Pot' Immigrant Culture Made Dongan Elementary School Great



Interviewee/  
**Huang Mu-in**  
Principal of Dongan  
Elementary School

"About 20% of our students are second-generation immigrants, which is why we chose to become one of the model schools to offer the new immigrant language curriculum. We hope that, aside from learning a new language, the children will learn more about different cultures and what's happening outside of Taiwan," said Principal Huang Mu-in of Taoyuan Municipal Dongan Elementary School.

"To help the children of new immigrants learn to communicate in their mother tongues, the Ministry of Education (MOE) will include seven new languages in the 12-Year Basic Education Curriculum Guidelines in 2019. Students will be able to choose a required language course that includes the following options: Minnan, Hakka, Indigenous languages, Vietnamese, Indonesian, Thai, Burmese, Cambodian, Filipino, and Malay. At elementary school, the language lesson will be a required, weekly course. In junior and senior high schools, it will be an optional course."

Principal Huang said: "When the committee was discussing and writing the curriculum guidelines and textbooks for the new immigrant languages, committee members, myself included, agreed that these languages and cultures were all very different. Even so, we hope these materials will help the children learn a new language and a new culture as well."

"For a long time, the public has had a stereotyped view of people from Southeast Asian countries. Our schools don't teach much about Southeast Asia, or even ignore the region entirely. When new immigrants first began coming to Taiwan, some as international brides (many via bride-buying), many of them were

immediately labeled and marginalized. These are the challenges we must tackle.

"Southeast Asian countries have been developing rapidly in recent years. We hope the new curriculum will help new immigrants who come here to marry and their children receive the respect and appreciation they deserve.

"The new immigrant language curriculum includes 1,226 textbooks. Teachers have been offering trial classes to get a feel for how the languages should be taught and to ensure effective learning. The teaching materials are focused on daily communication and culture. After the trial classes, many children found it fun to learn a language by doing daily activities. Take Volume One for example; the students will not be taught to write or learn alphabets. They will be encouraged to speak, because the key to learning a language lies in speaking it.

"The new immigrant language curriculum is also an opportunity for immigrant mothers to engage in society. Many of them have become teachers and take pride in this teaching job. They create their own teaching aids and collect audio materials for the class. They have received training in teaching, editing, and presentation skills. It gives them a great sense of fulfillment to introduce their own cultures in a classroom environment, while broadening the horizon of the participating students and exposing them to new cultures."

According to Principal Huang, "with the new immigrant language curriculum on board, the immigrants will become part of the mainstream culture in Taiwan. Parents and the public will have a chance to rethink about the reasons and the value of immigrants being part of Taiwan. These teaching materials, when put into practice, will help new immigrants affirm their value and rediscover confidence."



## 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 2019:

- 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.

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

### 1 The main goals of the “Improve Second Foreign Language Education at Senior Secondary Schools Program” include the following:

- 1 Encouraging senior secondary and higher education 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.



## 2 In SY2017, a total of 51,937 students in 1,675 classes at 280 schools were enrolled in second foreign language classes covering a total of 15 languages. In addition, in the “Advanced Placement Foreign Second Language Classes for Senior Secondary School Students” launched by universities, in SY2017 a total of 12 universities were granted subsidies to offer 34 classes, while in SY2018, the number of organizing universities rose by 167% to 20 schools and the number of classes by 124% to 42.

### 3 Key tasks:

- 1 For senior secondary schools and universities, organize four meetings to promote Southeast Asian languages in North, Central, South and East Taiwan each.
- 2 Visit senior secondary schools to understand their situation regarding second foreign language classes and offer assistance.
- 3 Organize experience camps for 15 languages as second foreign languages graded according to skill level, experience camps for rural schools and evaluation meetings.

- 4 Continue encouraging universities to organize preselected second foreign language classes in order to nurture even more excellent second foreign language talent and strengthen international competitiveness.

## 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 senior secondary 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 from senior secondary school 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 from senior secondary school 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.” According to the current status of implementation, the

Ministry of Education continues to conduct gradual amendments and on October 12, 2017, it presented the designated amendments to the Executive Yuan for approval. The “Implementation Plan for 12-year Basic Education” includes the three main visions 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 (17 items), or a total of 27 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.

The “Directions Governing the 12-Year Basic Education Curricula (General Curriculum Guidelines)” were proclaimed on November







11, 2014 and ruled that from August 2019, 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. ■



Interviewee/  
**Sung Yu-li**  
Chung Shan Industrial and  
Commercial School

## Education Program for Overseas Compatriot Students

for local students," Sung said. "Taiwan students don't have much chance to interact with students from other cultures, so hopefully these activities will help remove stereotypes and enhance cultural acceptance."

There are currently more than 2,200 overseas compatriot students in Taiwan. Though more schools are participating in the program, CSIC will maintain its focus on building character. "They don't have to excel academically. What we hope for them is to find a stage where they can shine," Sung said, adding students from Malaysia who loved playing music formed a band, so the school gave them opportunities to perform on stage.

Sung admitted, however, that in response to the government's call for higher enrolment, the number of overseas compatriot students in Taiwan has gone up, while quality has gone in the other direction. Schools used to interview students before admission, Sung said, but now, "Schools care more about quantity than quality". As a result, some of the students admitted are reluctant to work hard. Some fail to understand the meaning of the program and think of themselves as "laborers". They would rather work part-time than study at school.

In response, Sung explained that CSIC would consider modifying some of its rules, such as changing the work hours of overseas compatriot students. Nevertheless, they will not give up on basic principles, like no-smoking or not dyeing hair. CSIC believes character building will improve the competitiveness of their students. It is CSIC's motto that "we must keep pace with the times without giving up our principles." ■

In response to the New Southbound Policy, Chung Shan Industrial and Commercial School (CSIC) in Kaohsiung City has been offering a "cooperative education program for overseas compatriot students" since 1996. This program recruits students from Vietnam, Myanmar, Thailand, Malaysia, Cambodia, and Indonesia, among other countries, to serve a two-pronged goal: supplementing Taiwan's shortage of labor in the manufacturing sector, as well as enhancing acceptance of other cultures by local students.

In 2013, the Overseas Community Affairs Council initiated the "3+4 vocational education program" for overseas compatriot students. Under the program, students alternate between three months of full-time study at school and three months of full-time training in the workplace. CSIC has participated in the co-op education program for more than 20 years, and bases its educational program on electronics and IT. In addition to teachers of specialized subjects, CSIC recruits teachers of the Chinese language from Wenzao Ursuline University of Languages to help students improve their Chinese.

CSIC also provides a guidance program for overseas compatriot students by pairing them with local students. Activities such as gift card exchanges and mixers help increase understanding between overseas and local students. For example, during Songkran, students from Thailand are asked to introduce the origin of the festival and how to celebrate it. "Having overseas compatriot students around is a very important experience





EDUCATION in Taiwan 2019-2020

# Higher Education

Taiwan enjoys excellent global competitiveness in spite of limited land and natural resources. The key reason is its quality human resources highly related to higher education. 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 SY2018, there are 153 universities, colleges and junior colleges, totaling 1,244,822 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%.

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.

Since 2006, the Ministry of Education has promoted the "Plan for Developing Top Universities and Excellent Research Centers," the "Plan for Promoting Teaching Excellence Universities," the "Plan for Developing

Technological University 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. In order to guide universities toward value teaching, the Ministry of Education launched "Sustained Progress and Rise of Universities in Taiwan (the SPROUT Project)" from 2018 with teaching as its core, students as its subject, and "take teaching as the core," "make resources more public," develop university features" and "fulfill social responsibility" as its aims. The project assists schools in raising the students' motivation to study and their achievements, while it also leads to the allocation of higher education funding being even better able to address the study achievements of each student, create value from higher education, and lead the force for creativity in society.



## Technological and Vocational Education

### 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:

**a** 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.

**b** 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 together with industry nurtures professional technological talent, 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 “Sustained Progress and Rise of Universities in Taiwan” 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. ■



## International Students at Ming Chuan University Create Mutual Understanding and a Great Learning Environment

Acknowledged by the government as a university with “an excellent bilingual environment,” Ming Chuan University (MCU) is dedicated to making its students globally competitive.

“That is why we recruit students from around the world to help create a learning environment inclusive of various cultures,” said Dr. Nathan Liu, executive director of the International Education and Exchange Division.

International students at MCU account for 20% of enrollment, including foreign students, Mainland China students, Chinese-speaking overseas students, overseas compatriot students, exchange students, and students on overseas compatriot youth vocational training programs. As one in every five students is not Taiwanese, Dr. Liu said, MCU students do not have to travel far to enjoy an international campus.

Most of the 4,000 international students at MCU are from Malaysia. They are hard-working but often face financial difficulties. Vietnamese students, on the other hand, enjoy support from Vietnamese social networks, but they need more help with the Chinese language. As for students from other countries, the greatest challenge may be adaptation to a new culture.

When encountering difficulties studying, financial, living or safety, international students can seek help from MCU’s Overseas and Mainland Chinese Students Service Section and Office of International Student Service. As for language support, they can take the appropriate Chinese or English language course. MCU also offers a two-year guarantee of housing support, a tuition installment plan, part-time job opportunities, and medical service support.

Dr. Liu recalls one of the many students that sought help from the university, a student from Kiribati, who was diagnosed with stage II lung



Interviewee/

**Dr. Nathan K.H. Liu**

**NATHAN. K.H. LIU, Executive Director of International Education & Exchange Division, Ming Chuan University**

cancer. “We helped the student tracked down a Kiribati doctor that was interning at a hospital in Taiwan. The student received proper treatment and was cured of cancer,” said Dr. Liu.

The presence of international students on campus inspires local students to study abroad. Hence, MCU also offers the MCU exchange program, learning away from home program, as well as an overseas internship program.

MCU has more than 100 overseas sister universities. Each year, about 70 to 80 MCU students study abroad on the exchange program. MCU offers English courses for exchange program applicants in order to help them tackle the language barrier when they study abroad. Aside from the exchange program, the “Learning Away from Home Program” on MCU’s Michigan campus in the U.S. provides another opportunity for cross-cultural experiences.

In line with the Ministry of Education’s exchange student scholarship initiatives: “Scholarships for Excellent Students to Study Abroad,” “Hardships for Students to Study Abroad,” and “Pilot Overseas Internships,” each year MCU offers three to four internship programs for students to work for local employers, or Taiwanese companies in China, which will improve their competitiveness.

Taiwan enjoys a leading position in the region’s higher education, Dr. Liu said: “As part of the global village, MCU is committed to providing aptitude-based education and making our international students feel at home when they study in Taiwan.” ■



## Innovation and Teamwork are the Key to Success

The Asia Pacific ICT Alliance (APICTA) Awards is an important annual competition for information and communication technology (ICT) organizations in the Asia Pacific region. Last year the event took place from Oct. 9-13 in Guangzhou, China, with 206 corporate teams and 68 student teams from 15 economies competing against each other.

Teams from Taiwan included 25 corporate and six student teams, who won four winners awards and five merit awards. One of the merit-winning teams was team National Central University (NCU) and their winning product was the “Intelligent Air Quality Sensing and Purifying Rover” (IAQSPR). It is a rover installed with an air quality sensor and air-purifying module. With an indoor GPS controlled by AI, the device can sense and purify air within a designated area.

Data collected by the rover include temperature, humidity, air pressure, fuel gas level, CO level, and PM level. When the air quality is poorer than the national standard, the air purifier and other air-circulating devices in the room will automatically turn on. It will also alert users via an app when air quality is poor. The product is an improvement on traditional air purifiers because it goes to every corner of the room. It is also very easy to use.

The product was co-developed by five senior students at NCU: Fan Che-hao, Chou Juo-chuan, Wu Wan-ju, Kuo Yuan-hsin, and Tu Hsiao-hsien, with guidance from Professor Lin Shi-jen, head of the Department of Information Management. It won a merit award for its ingenuity and practicality.

The Information Management Department of NCU explained that the IAQSPR concept system was the result of teamwork by the five students. When developing the system, they each chose a component to work on according to their personal interests or specialization. “We met frequently to report on progress and problems encountered.



Interviewee/

### The “Intelligent Air Quality Sensing and Purifying Rover” Team

The five students from the Information Management Department of National Central University who won a merit award at the Asia Pacific ICT Alliance Awards competition.

We also exchanged ideas, solved problems, and adjusted objectives. In doing so, the entire team had a comprehensive knowledge of each component in order to maximize synergy,” said Fan Che-hao.

The system itself was the coordinated result of multiple specialized subsystems. Thus, the team had to work simultaneously on different projects, such as testing and calibrating the sensor, building and controlling the power supply, managing and transmitting data input, developing the app for mobile phones, optimizing the mobile phone interface, and preparing presentations for each development phase.

The APICTA Awards is an all-English competition. The five NCU students worked hard to improve their English by using the language as often as possible in everyday life. They also wrote scripts in English for the presentations. Their efforts paid off when they fluently answered questions from the judges in a language with which they had not been familiar.

Despite the pressure of the competition, they were also able to communicate with participants from other economies in English. It was an important opportunity for them to broaden their views and interact with people from around the world.

Wu Wan-ju added, “The experience gave us a chance to present their R&D results on a global stage and to receive ideas and feedback from international experts. It also allowed us to gain a deeper understanding of the ICT industry.”



# Lifelong Education

## A Subsidize and Reward Community Colleges, Offer Guidance for their 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 2018, 87 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. On June 13, 2018, the “Community College Development Act” was formulated and promulgated to 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 2018, 15 counties and cities linked up to experiment with learning city plans, 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 2018, 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 started to develop 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. From 2017, it added the certification of digital courses, breaking through the limits of time and space and offering the public even more diverse choices of learning.

### F Supervision of Short-Term Cram Schools

The number of short-term cram schools stood at 17,429 as of the end of November 2018. The Ministry of Education established the “Municipal, Counties and Cities Cram-School Information System” database to allow



the public to look up relevant information which they can use when evaluating which cram school to choose. Each year, the Ministry of Education subsidizes and rewards local governments who organize inspections and courses, and includes them into the assessment for regular education subsidies in order to strengthen the administration and guidance of short-term cram schools.

### 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 2018, a total of 368 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 2018, 107 senior citizens’ learning universities were established; in addition, to promote senior citizens’ education in a mobile and generalized way, until now 348 senior citizens’ independent learning groups have been founded, 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 2018, 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 2018, the Ministry of Education set aside a

budget of NT\$11 billion for special education, or 4.65% 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\$25.8 billion for special education, amounting to 6.28% of the total education budgets for local governments, including NT\$23 billion (89%) to spend on education for students with disabilities and NT\$2.8 billion (11%) 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 at a regular 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 regular 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 regular schools and 6,159 or

6 percent at special education schools. Of the 103,385 students at regular 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



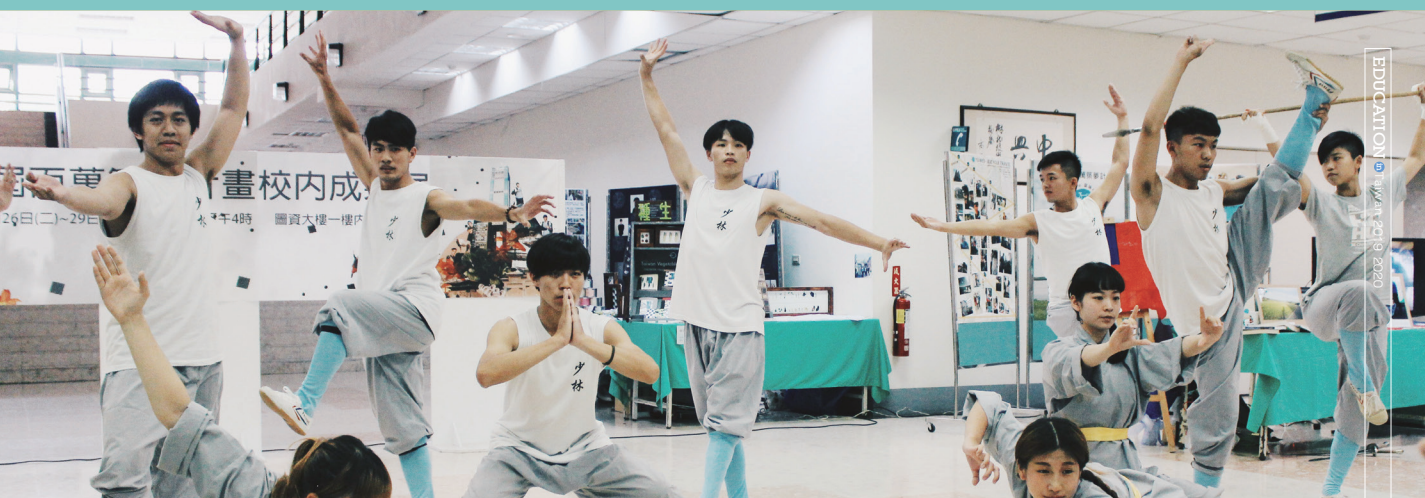
design an Individualized Education Program (IEP) or an Individualized Support Program (ISP, suitable for college students) according to the needs of the student with impairments, which will clearly state each type of support service the student needs. In SY2017, the number of professional services extended to assist special educations totaled 109,000 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 3,178 persons made use of 15,966 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 6,247 books with large-size characters, 4,947 audio books and 2,790 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. An amended version was completed in December 2017, with the proposals in the action plan to be gradually put into practice to generate a 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.” The Ministry of Education 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 In reference to the World Health Organization’s “Global Action Plan on Physical Activity 2018-2030,” join efforts with the Health Promotion Administration under the Ministry of Health and Welfare to “create an active society,” “create an active environment,” “create active people,” “create an active system” as a strategic target,

cooperate and promote all kinds of action plans, integrate professionalism and resources, make citizens use “health, lifestyles of health and sustainability, love sports” and make them move through health and fitness toward “a happy life.”

- 3 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.
- 4 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.
- 5 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.
- 6 Continue to promote exercise programs for the disabled and in 55 indigenous villages and take care of the disadvantaged and their rights.
- 7 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.
- 8 Continue to promote further studying and evaluation system of sports 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.” 158 sports injury prevention specialists are programmed for 156 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 Establish a sports injury prevention certification system: the scope of business and service objects of the sports injury prevention specialists have as their focus those who conduct sports activities. In effect, the specialists should have a high level of professionalism in the prevention of sports injuries and functional degradation and in the handling of emergencies, and they should possess professional knowledge and practical skills in the sports scientific research, adaptation of physical fitness and health management. In order to perfect the system even more, promulgate the “Sports Injury Prevention Specialist Qualification Verification Rules” and organize the verification and certification of

sports injury prevention specialists accordingly. From 2002 until now, 437 qualified sports injury prevention specialists have been trained with the aim of continuing to strengthen sports science in support of valuable athletes.

- 5 Prepare for the 32<sup>nd</sup> Olympics in 2020: Establish the Plan for Athletes' Training and Preparation for the 32<sup>nd</sup> Olympics in 2020 in Tokyo, 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 Promote the integration of sports industries with other sectors in order to include elements of sports into travel itineraries, organize a selection of quality sports itineraries, and set up a booth for marketing and promotion of sports tourism at international travel fairs and at fairs related to athletics and sports. The Ministry of Education participated in the 2019 Taipei Tourism Expo in May and in the 2019 Taipei International Travel Fair in November, attracting 3,500 and 4,000 visitors respectively.
- 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 24 civil sports centers built by late November 2018. In addition, it has been confirmed that a total of 475 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 216 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: a total budget of NT\$1.2 billion has been appropriated from 2013 to 2018 to subsidize 176 projects, 174 of which have been completed. They include 512.67 km of new separate bicycle paths and 521.25 km of roadside bicycle lanes. In addition, from 2015, in order to compile the results of bicycle path construction, integrate the subsidies from each relevant department for the length of the bicycle paths nationwide, up until the end of 2017, the total length of bicycle path built by each department amounted to 7,011 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:" the aforementioned program includes three plans, and until December 15, 2018, 120 projects have been approved under the "Construct Quality Friendly Stadiums Program," 50 under the "Construct Quality Friendly Bicycle Paths Program," and 11 under the "Water Sports Environmental Improvement Program," or in total 181 projects. The program will improve all types of indoor and outdoor sports venues, sports stadiums and bicycle paths, build a quality leisure and sports environment, and a perfect environment for the development of professional sports, offering convenient, easily accessible high-quality and safe leisure and entertainment spaces to attract the public to participate directly in sports or to view sports competitions.■



# Youth Development Affairs

## A Youth Career Counseling

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

In order to assist the professional development of youths, under the existing counseling system, since 2017, student career counseling center universities, colleges and junior colleges have been established per area, planning each type of special case and establishing a support system in order to expand the service capabilities of schools; at the same time integrate the resources of private groups to organize youth career meetings, broaden a career counseling information platform, expand the channels for youth career exploration, stimulate youths to find the direction of their future development mission early.

## 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, and use new virtual reality technologies to record 360 degrees VR





workplace movies. 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,” 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; organize youth volunteer training, empower volunteer service competence; promote diverse youth volunteer service, subsidize youth teams to organize volunteer services; organize national competitions for excellent youth volunteer teams and conduct awards ceremonies to reward model volunteers.

### 3 Promote youth social participation

Organize youth public participation competence training, nurture youth’s concern for public affairs, and encourage young people to form groups. Convert the views, creativity and enthusiasm of young people into concrete action and involvement in local development, 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, 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 exchanges. Promote international youth personnel training program. Offer youths a platform to voice their opinions worldwide. Encourage youths to enroll in advanced research 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 service-learning plan with youth as the subject, encourage youths to use the four major steps of preparation for service learning, service, reflection and expansion, according to







the needs of rural schools and their communities or indigenous villages, integrate their own professional competencies, design service-learning cases interacting with rural areas, and assist in solving actual educational problems. In addition, organize the “Youth Overseas Peace Corps,” encourage youths to join in overseas volunteer service, strengthen promotion at universities, colleges, junior colleges and their departments, promote the participation of award-winning groups in international conferences and organize meetings sharing their achievements, link up with the United Nations sustainable development goals in order to understand the achievements of overseas volunteer service.

### 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; promote youth travel in Taiwan using action to realize a new culture of public service, organize a “Youth Travel Spots DNA Plan” to encourage youths through the establishment of Youth Travel Points to promote the revitalization and development of local businesses. 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. The 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 2018 fiscal year, the figure has since reached NT\$903.31 billion, or 5.08% 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 2018, when funding for private institutions reached 24.57% of the education budget; public schools meanwhile enjoyed 75.43% of the budget.

Looking at the breakdown of each education level, in SY2017, the total education budget was NT\$736.85 billion, of which preschool education accounted for 8.78%, elementary and junior high education accounted for 41.61%, senior secondary education accounted for 15.08%, higher education accounted for 33.95% (junior colleges 0.71%, universities and colleges 33.24%), and 0.57% went to other institutions.





EDUCATION Taiwan 2019-2020

# 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\$43,925, US\$50,946, and US\$56,185 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 On November 16, 2018, the Ministry of Education amended and promulgated the "Republic of China Guidelines Regarding Teachers' Professionalism: Stages of Pre-



service Teacher Education and Criteria Governing Pre-service Teacher Education Programs," applicable to the students who chose pre-service training courses from SY2019. Implement a learner-centered training system which respects diversity, social care and a global view, and in response to the "Direction Governing for the 12-year Basic Education Curricula" and the "Early Childhood Curriculum Guidelines," lead courses which develop professional independent teachers, supplemented by the publication of special books about the teaching of materials in any discipline, and integrate the evaluation of teacher education with the verification of teacher qualifications, implement the idea of professionalization of teacher education, raise the quality of teachers.

- 3 Set the "Operation Directions Governing Ministry of Education Subsidies for Universities That Offer Teacher Training Programs to Vigorously Undertake Quality Teacher Education and to Develop Specialized Teacher Training Projects," encourage teacher-training universities to vigorously advance teacher training and teaching professionalism, raise the quality of teaching students, and develop teaching characteristics with the school at their center, establish quality teacher training and models.

- 4 Form a "National Pre-Service and In-Service Teacher Integrated Database," set up 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 In order to entice talented people to enter the teaching profession, and simultaneously stabilize the number of professional quality teachers in remote and special areas, the Ministry of Education will continue to plan the training of publicly funded students, and issue teacher-training scholarships and teacher-training study funding.
- 6 The Ministry will implement an assessment mechanism aimed to ensure the quality of teacher training universities and the teachers who are trained should correspond to the "Republic of China Guidelines Regarding Teachers' Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs" and to the professional teaching literacy of the "Direction Governing for the 12-year Basic Education Curricula" and the "Early Childhood Curriculum Guidelines."
- 7 Establish a support system for the professional development of teachers, integrate each kind of teacher professional development plan and resources under the Ministry of Education, use a single window to subsidize each county and city government in a flexible and





independent way, draw up complete teacher professional development plans with counties and cities as their center. Ask universities which train teachers to cultivate partnership assistance with counties and cities and with junior high and elementary schools, in order to promote local education counseling work. In addition, offer teachers during different phases of their career actual support and assistance for diverse, autonomous and professional development in order to promote the professional growth of the teachers.

- 8 Link up the professional literacy of teachers with the content of the new curricula, have the teacher qualification exams accompany the curricula outline adaptation tests, research and plan test questions. Regarding the teacher training on specific topics and pre-service training, plan and organize specialized credit courses for teacher students, and plan and organize advancement training classes for teachers already working in order to satisfy the needs for teachers for the implementation of 12-year Basic Education.
- 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 educational internships and the “International Schweitzer Plan” 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 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.

Cultivating students who have an “artistic cultivation and aesthetic literacy” is one of the important core elements of 12-year Basic Education and will turn Taiwan into an aesthetically competitive country. From 2014 to 2018, the Ministry of Education promoted the “First Phase Five-year Plan for Aesthetic Education,” with the three main focuses of “strengthening the aesthetics courses and experiences of the learner,” “creating an aesthetic campus environment,” and “raising the aesthetic capabilities of education workers,” the Ministry of Education also promotes the practice and

research of aesthetic education, executes the plan to experience the teaching of aesthetics courses in each phase of education as well as the campus aesthetic environment conversion plan. The Ministry also establishes a cooperation system between cities, counties and central government departments, attracting private resources, cooperation between industry, officials and academics, and continuing to deepen and broaden the influence of aesthetics education in an intensive way.

The “Second Phase Five-year Plan for Aesthetic Education” from 2019 to 2023 has “Aesthetics is life, take root from childhood, integrate across disciplines, link up internationally” as its focus. It will integrate the establishment of an aesthetics education communication platform and management, strengthen the link between aesthetics courses at the central, local and school level and expand a support system, raise the aesthetics level of education staff, and reinforce life aesthetics education through the linkage between the campus and the surrounding life environment.





# Study in Taiwan

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

In 2018, the number of international degree students, language students, and exchange students studying in Taiwan increased to 126,997, a significant increase from the number in December 2007, when international student enrollment was only 30,509.

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 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: 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.

Taiwan's advanced technology, its friendly people, and its breath-taking tourist destinations



are also all attractive to international students. Taiwan's 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 Ministry of Education (MOE) and the Ministry of Foreign Affairs (MOFA) each provide Taiwan Scholarships to encourage outstanding international students to undertake degree programs in Taiwan.

#### 1 MOE Taiwan Scholarships

These scholarships are offered by the Ministry of Education to students from countries without diplomatic relations with the Republic of China (Taiwan) 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 of NT\$40,000, the remaining amount must be paid by the recipient. The "miscellaneous expenses" do not include: administration fees, thesis supervision fees, insurance premiums, accommodation, or internet access. These are all the responsibility of the scholarship recipient.

#### 2 MOFA Taiwan Scholarships

These scholarships are offered by the Ministry of Foreign Affairs to students from countries that have diplomatic relations with the Republic of China (Taiwan) to undertake the non-degree Mandarin Language Enrichment Program (LEP) and then a degree program. 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.
- 3 Master's degree programs: 2 years.
- 4 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 students and NT\$30,000 for all degree programs students.

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

## B New Southbound Elite Scholarship Program – Scholarships for University Lecturers from Southeast Asia and South Asia

This three-year MOE scholarship program provides funding to universities and colleges in Taiwan to recruit 100 university lecturers from Southeast Asia and South Asia, each year from 2017 to 2019, to study in Taiwan for a master's degree or a doctorate.

The New Southbound Elite Scholarship Program provides a monthly stipend of NT\$25,000 to scholarship recipients.



## C Non-degree Scholarships to Learn Chinese

### ★ MOE Huayu Enrichment Scholarships (HES)

“Huayu” is one of several 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 based on merit. Applications must be lodged at Republic of China (Taiwan) embassies and overseas missions.

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 NT\$25,000.

### ★ Learn Chinese in Taiwan

The modern, Chinese-speaking society of Taiwan is an ideal place to learn Chinese. The traditional Chinese characters are still used in Taiwan, so students who learn Chinese in Taiwan can fully experience the beauty of Chinese characters as they have been written for centuries.

There are sixty Chinese language centers located all around Taiwan, each affiliated with a university, so foreign students can choose areas they would like to explore. A wide range of courses



year-round are offered at the Chinese language centers to suit people of all ages and all levels of proficiency, with excellent teaching and materials designed to help students achieve a wide range of Chinese learning goals. And outside class, students can practice every day as they interact with the friendly people of Taiwan. Whether students are planning to learn Chinese for further study, work, travel or pleasure, they are sure to find a suitable course through the website of the Office of Global Mandarin Education: <https://ogme.edu.tw/Home/tw>.

### ★ Internships for international students

#### ● Taiwan Experience Education Programs (TEEP)

In 2015, the MOE 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 TEEP internships give students opportunities to participate in a range of activities with their placement company or organization, and the participating international students can enjoy 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>.

### ★ The New Southbound Talent Development Program

Taiwan's New Southbound Policy (NSP), launched 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. The NSP has a strong focus on establishing people-oriented links and resource sharing to promote bilateral and multilateral cooperation with these countries.

Taiwan has made a successful transition from an agriculture-based, industrial society to a





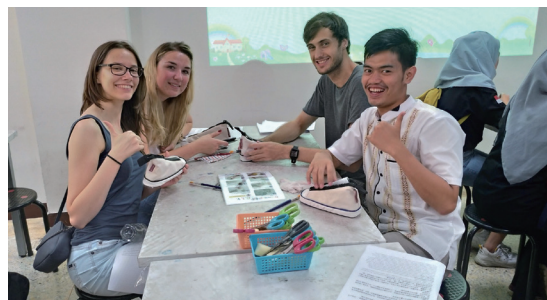
knowledge-based economy with thriving high-tech and service industries. Taiwan has accumulated a great deal of experience of economic and social development in such areas as agriculture, education, health care, small- and medium-sized enterprises, high technology, and urban living, dealing with problems 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 MOE 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 with an earmarked budget of NT\$1 billion.

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

### 1 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.



### 2 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.

### 3 Platform

**for Communication:** The objective is to establish and promote a platform to facilitate bilateral educational cooperation with NSP countries. The platform 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 MOE's New Southbound Talent Development Program takes a people-oriented approach to fostering bilateral exchanges and to creating more avenues for resource sharing. 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.edunsbp.tw/index-en.html>. ■

## “Hardest Thing about Coming to Taiwan is Going Back Home”

So, he shared his most recent unforgettable experience instead: cycling around Taiwan for nine days during spring break. “I was just blown away by the different landscapes I saw by going to the oceanside and into the mountains, meeting people, the north versus the south. Every day, it was so different,” said Katz. “People’s style of life changes so much depending on where they live.”

As for the difficulties of living in Taiwan as a foreign student, Katz said his prior experience of living in Osaka, Japan, for a year had made him more independent and adaptable. “The hardest thing about coming to Taiwan is going home,” he said.

Katz would love to stay in Taiwan after graduation, given the opportunity. It would be great if there were job fairs for foreign students, added Katz. “I think it would be helpful.”

His advice for international students who are considering studying in Taiwan? “Don’t just come here to study the Chinese language or political science. Taiwan has so much more to offer! The unique history, the foods and languages, the mixture of cultures colliding on this little island. Come for the language, but stay for all the other amazing things you can learn about in Taiwan.” ■



Interviewee/

**Jonah Katz**

Postgraduate, M.A. Program,  
Department of Chinese Literature,  
National Taiwan University

For Jonah Katz from Utah in the United States, the decision to study Chinese literature in Taiwan was a no-brainer. A little more than four years ago, he came to Taiwan for the first time on a summer internship at National University of Kaohsiung. Katz immediately fell in love with the island nation, its rich culture, and people.

He made some lifelong friends during the two-month stay and always wanted to come back. After finishing his bachelor’s degree in Asian studies and exploring Chinese literature in the U.S., he returned to Taiwan “to be in a place that I really enjoy and study something that I have a passion for,” Katz said.

Studying for a master’s degree in Chinese literature at National Taiwan University is no picnic, but Katz finds it challenging for a different reason: “NTU is one of the harder schools to study at, but for a reason other than you would think – because there is so much fun stuff to do in this neighborhood,” said Katz with a smile.

“There’s the night markets and the bars and the clubs ... so many distractions. That’s the hardest thing about studying at NTU.” When asked about his most unforgettable experience in Taiwan, Katz replied, “too many.”







Interviewee/

**Muchamad Arif Al Ardha**PhD student from Indonesia,  
Department of Education and Human  
Potentials Development

"Studying in Taiwan is the best decision I've ever made," said Muchamad Arif Al Ardha, an Indonesian PhD student studying at the Department of Education and Human Potentials Development, National Dong Hwa University. He is also an adjunct lecturer of the Indonesian language at the general education center of Dong Hwa University.

"Taiwan is an amazing country. I was offered a scholarship and an opportunity for advanced study. You have great infrastructure and the people are friendly. This was one of the reasons why I chose to study in Taiwan," said Al Ardha.

"I chose Dong Hwa University for its quality education resources, the positive academic atmosphere, and talented students. I'm also deeply grateful for my knowledgeable supervisor, who has been very patient with me. The government scholarship was a big help when I was studying for my PhD. It lifted my family's economic burden and allowed me to focus on my study.

"Students at the Department of Education and Human Potentials Development do not learn only in classrooms. They get to exchange ideas and experiences with students from all over the world. Such exchanges are nutrients for

## "Studying in Taiwan is the Best Decision I've Ever Made"

our personal future growth." Al Ardha said.

Al Ardha added that "low living costs, tranquility and beautiful scenery are good incentives for international students to study in Taiwan. The nature is truly attractive. I love going on excursions with my colleagues in eastern Taiwan. It is enjoyable.

But I haven't got used to the occasional earthquakes and the powerful typhoons in summer," he admitted with a smile.

When asked about his best memories of Taiwan, Al Ardha said, "I've always loved writing, but in the past I didn't have much chance to write. Now I write whenever I can and hopefully my writings will be published some day."

Al Ardha said lowering tuition fees would encourage more international students to come to Taiwan. "I had a scholarship plus a PhD grant, but I know many international students are struggling financially."

Although he liked the academic atmosphere and the nature of Taiwan, he said he would return home after graduation. "Taiwan is a safe country with high quality education. I feel very lucky to have studied here. I always recommend Taiwan to friends who are considering studying abroad." ■



## Vision

In an era when digital technology and Artificial Intelligence are rapidly developing, the independent thinking and creativity held by "people" cannot be replaced by machines, and the value of education is to protect this special characteristic. Education is a window linked to the world and an opportunity for national

strength to develop, so making education a pivot for Taiwan's complete development will assure that the next generation, when facing challenges from all directions no matter in which domain, will be able to find the key and at the same time have the capability to respond to changes in the environment while possessing humanistic qualities and social empathy.

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 (%)	Unemploy - ment 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	531.3	1.51	3.92	100.00	12.0	16.6
2017	23,571	574.9	3.08	3.76	100.62	12.1	16.6
2018	23,589	590.0	2.63	3.71	101.98	12.2	16.5

## Summary of Education at All Levels SY 2018-2019

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2017	No. of Students Per 1,000 Population
Total	10,902	295,010	95,588	4,325,121	990,824	183.35
Preschool	6,348	51,297	-	539,404	-	22.87
Primary School	2,631	95,664	50,767	1,158,557	201,696	49.11
Jr. High School	737	46,453	23,040	624,407	224,751	26.47
Senior Secondary School	513	52,927	20,183	696,875	241,288	29.54
Uni., College & Jr. College	153	46,794	-	1,244,822	304,919	52.77
Special Edu. School	28	1,732	578	5,492	1,923	0.23
Supp. & Cont. Sch.	486	79	1,020	55,126	16,198	2.34

## 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
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	98.13	99.38	98.87	97.68	97.90	93.88	84.49	71.13
2018-19	94.02	89.21	98.00	99.20	98.67	97.47	98.32	93.76	84.69	71.03

## 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	Univer-sity	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
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	12.35	11.01	16.42		31.66	22.64	23.00	3.74
2017-18	15.00	10.63	12.15	10.67	15.92		28.54	18.33	22.44	3.60
2018-19	14.66	10.52	12.11	10.23	15.32		28.45	18.62	22.16	3.41



Overseas Students in R.O.C.

Unit: Person

	2013	2014	2015	2016	2017	2018
Total	79,730	93,645	111,340	116,875	121,461	126,997
Diploma	33,286	40,078	46,470	51,741	55,916	61,970
Studying for a degree	12,597	14,063	15,792	17,788	21,164	28,389
Overseas Compatriot Students (Including Students from HK and Macao)	17,135	20,134	22,865	24,626	25,290	24,575
Mainland China Students (Studying for a Degree)	3,554	5,881	7,813	9,327	9,462	9,006
Non-diploma	46,444	53,567	64,870	65,134	65,545	65,027
International Exchange	3,626	3,743	4,126	4,301	4,856	4,856
Short-term courses	3,915	4,758	5,586	5,870	8,806	8,806
Studying Mandarin Chinese	15,510	15,526	18,645	19,977	23,539	28,399
Mainland China Students (to take short-term courses or Attend Meeting)	21,233	27,030	34,114	32,648	25,824	20,597
Overseas Compatriot Youth Technical Training Classes	2,160	2,510	2,399	2,338	2,520	2,369

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
2014	27,782	20,816	6,966	5,931	530,519	5.24	3.92	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	6,053	531,281	5.09	3.82	1.26
2017	29,170	22,008	7,162	6,696	574,940	5.07	3.83	1.25
2018	29,951	22,591	7,360	-	589,997	5.08	3.83	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	25G 13S 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 No. of Participants Medals Rank	Singapore 27 Countries 1G 5S 2B 3 <sup>rd</sup>	China 25Countries 3G 5S 3 <sup>rd</sup>	Hong Kong 26Countries 3G 1S 3B 1H 3 <sup>rd</sup>	Russia 23Countries 2G 1S 5B 3 <sup>rd</sup>	Vietnam 25Countries 4G 1S 3B 3 <sup>rd</sup>
International Mathematics Olympiad	Host Country No. of Participants Medals Rank	South Africa 101 Countries 4G 2B 3 <sup>rd</sup>	Thailand 104 Countries 4S 1B 1H 18 <sup>th</sup>	Hong Kong 109 Countries 3G 3S 5 <sup>th</sup>	Brazil 111 Countries 1G 4S 1H 9 <sup>th</sup>	Romania 107 Countries 3G 1S 2H 6 <sup>th</sup>
International Chemistry Olympiad	Host Country No. of Participants Medals Rank	Vietnam 75 Countries 2G 2S 2 <sup>nd</sup>	Azerbaijan 75 Countries 4G 1 <sup>st</sup>	Georgia 67 Countries 3G 1S 2 <sup>nd</sup>	Thailand 76 Countries 4G 1 <sup>st</sup>	Czech Republic 76 Countries 1G 3S -
International Physics Olympiad	Host Country No. of Participants Medals Rank	Kazakhstan 85 Countries 5G 2 <sup>nd</sup>	India 82 Countries 4G 1S 3 <sup>rd</sup>	Switzerland 84 Countries 5G 3 <sup>rd</sup>	Indonesia 86 Countries 3G 2S 8 <sup>th</sup>	Portugal 87 Countries 4G 1S 3 <sup>rd</sup>
International Informatics Olympiad	Host Country No. of Participants Medals Rank	R.O.C. 81 Countries 1G 3S Nil	Kazakhstan 84 Countries 2G 1S 1B Nil	Russia 83 Countries 1G 1S 2B Nil	Iran 82 Countries 1G 3S Nil	Japan 87 Countries 4S Nil
International Biology Olympiad	Host Country No. of Participants Medals Rank	Indonesia 61 Counties 4G 1 <sup>st</sup>	Denmark 60 Counties 3G 1S 5 <sup>th</sup>	Vietnam 68 Counties 4G 3 <sup>rd</sup>	United Kingdom 68 Counties 4G 4 <sup>th</sup>	Iran 68 Counties 4G 1 <sup>st</sup>
International Earth Science Olympiad	Host Country No. of Participants Medals Rank	Spain 21 Countries 3G 1S 1 <sup>st</sup>	Brazil 23 Countries 1G 3S 1 <sup>st</sup>	Japan 26 Countries 4G 1 <sup>st</sup>	France 34 Countries 2G 2S 2 <sup>nd</sup>	Thailand 38 Countries 2G 1S 1B 3 <sup>rd</sup>
International Junior Science Olympiad	Host Country No. of Participants Medals Rank	Argentina 39 Countries 1G 5S 1 <sup>st</sup>	Korea 42 Countries 6G 1 <sup>st</sup>	Indonesia 48 Countries 5G 1S 1 <sup>st</sup>	Netherlands 48 Countries 6G 1 <sup>st</sup>	Botswana 44 Countries 6G 1 <sup>st</sup>



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