

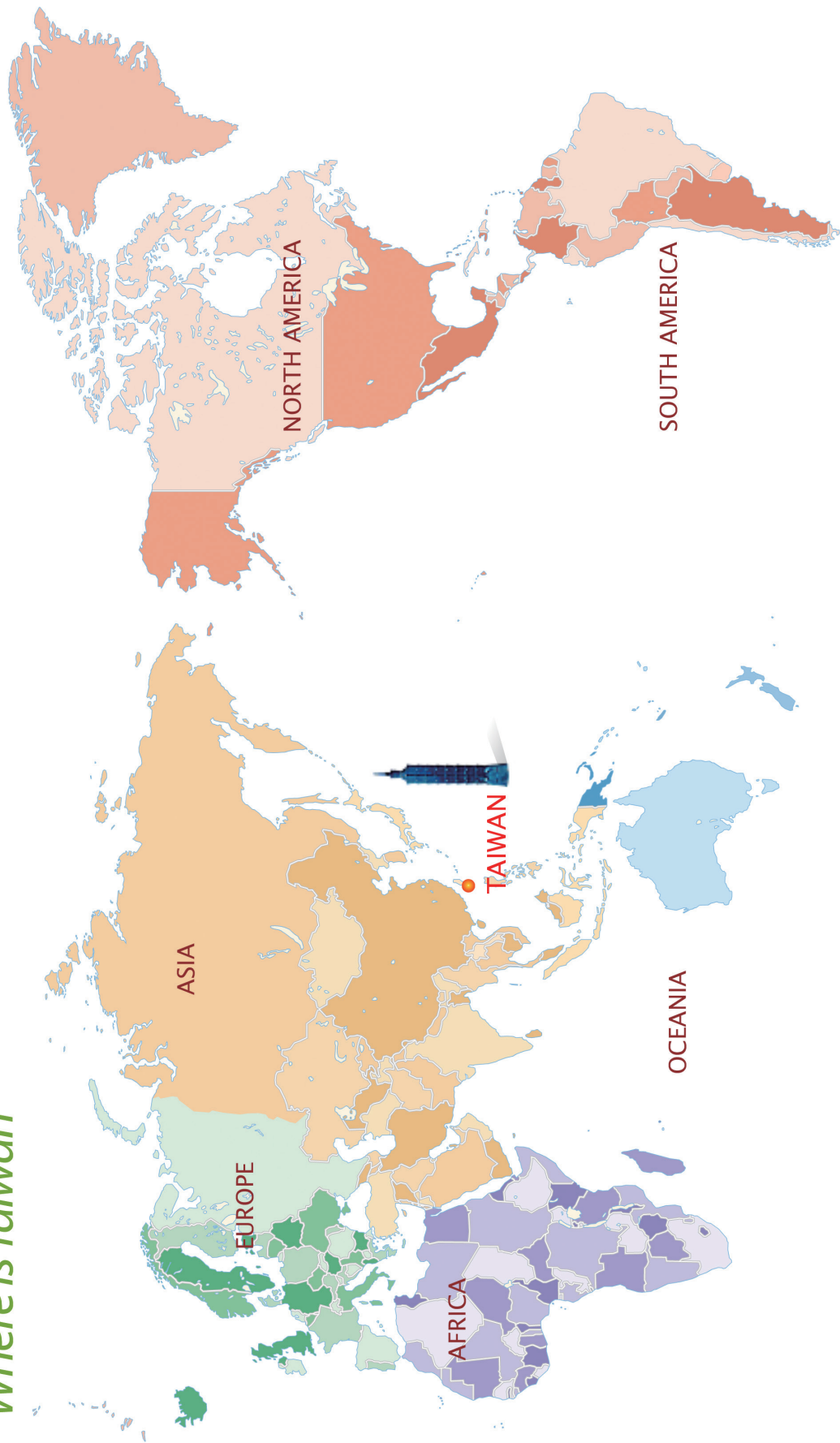
EDUCATION in Taiwan

2021
Ministry
of Education,
Republic of China
(Taiwan)

A human being is not attaining his full heights until he is educated.
- Horace Mann (American educational reformer)



Where is Taiwan



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An Overview



A Introduction

As one of the Executive Yuan's subordinate agencies, the Ministry of Education (MOE) is the highest supervisory body for Taiwan's education. The MOE's mission is to enhance education in the country (including basic education, technical and vocational education, higher education, lifelong education, special education, teacher education, arts education, digital, technological and the environmental education, diverse education, and cultivating international talent), to promote sports and youth development affairs and improve the general quality of education so as to increase competitiveness as a country. The MOE is led by the Minister of Education, who is supported by two Political Deputy Ministers, one Administrative Deputy Minister, and one Chief Secretary. The MOE comprises eight Departments, three Administrations, along with the other subsidiary agencies. Together,

they are committed to ensuring the quality, breadth and depth of education in Taiwan. The MOE also supports municipal, county and city governments in educational affairs.

B SDG 4

"Quality Education" is the 4th of the UN's Sustainable Development Goals (SDGs). Education improves quality of life and is the foundation for sustainable development. Access to inclusive education empowers people with the tools to find innovative solutions to the problems faced by the world. The UN has established 10 sub-goals, which are to be accomplished by the year 2030. The 10 sub-goals include free and fair quality education at the primary and secondary levels; quality preschool education; reading, writing, and arithmetic skills; quality vocational and higher education that is affordable; equality for different genders and the

underprivileged; knowledge and skills for sustainable development; scholarships; and the training of teachers.

C Major Education Policies at Present

1 Action Plan to Address the Trend of Fewer Children

In response to the Executive Yuan's "Action Plan to Address the Trend of Fewer Children," the MOE extends provision of affordable educare services and reduce the financial burden on parents, continue to increase the availability of public preschools, and contracts with qualified private preschools which will then become quasi-public preschools. For children who are not in public or quasi-public preschools and are eligible to apply for childcare allowance, the age bracket has been expanded (ages 2 to 4) as part of the comprehensive care policy objective.

2 Directions Governing for the 12-year Basic Education Curricula

The new Curricula kick-started in SY2019, center around students and emphasize situated cognition, integration, exploration, and hands-on experience. Students are encouraged to take the initiative, engage the public, and seek the common good. With the vision of "accomplishments for every child - nurture by nature and lifelong learning" in mind, students will acquire the knowledge, competence, and attitude needed to adapt to life at present and challenges in the future.

3 The New Southbound Talent Development Program

The MOE has based its "New Southbound Talent Development Program" on "The New Southbound Policy." This program provides



quality education, bilateral training for professionals, and bilateral exchanges between the youth academics and students. In the meantime, it aims to promote cooperation in education between Taiwan and its Southbound Policy partners as a means of deepening bilateral relations.

4 The MOE's Bilingual Nation Plan

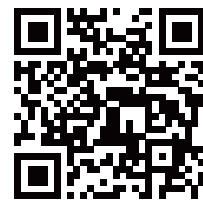
According to the "Blueprint for Developing Taiwan into a Bilingual Nation by 2030" formulated by the Executive Yuan, the MOE aims to "equip people with bilingual skills to enhance Taiwan's global visibility" and to "launch bilingual education for all levels in the education system." The five major strategies of this plan will enable the students to use English in their daily lives and increase their competitiveness in the workplace. The strategies are as follows: to encourage flexible and practical education in classrooms, to increase the number of

English speaking talent, to apply technology to popularize individualized learning, to internationalize the education system, and to deregulate and build elastic mechanism.

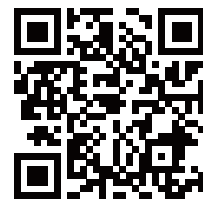
D Future Prospects

Education is the road map that will guide children to their dreams. As educators, we are devoted to helping each and every one of them to the accomplishments, find their own paths and the best way of learning. We want to show them more opportunities and options.

Education is a multi-faceted journey that connects different stages of learning. It opens windows to infinite possibilities of life. The MOE carefully and comprehensively maps out policies that will shape education into a driving force for individual growth and a cornerstone of national development. ■

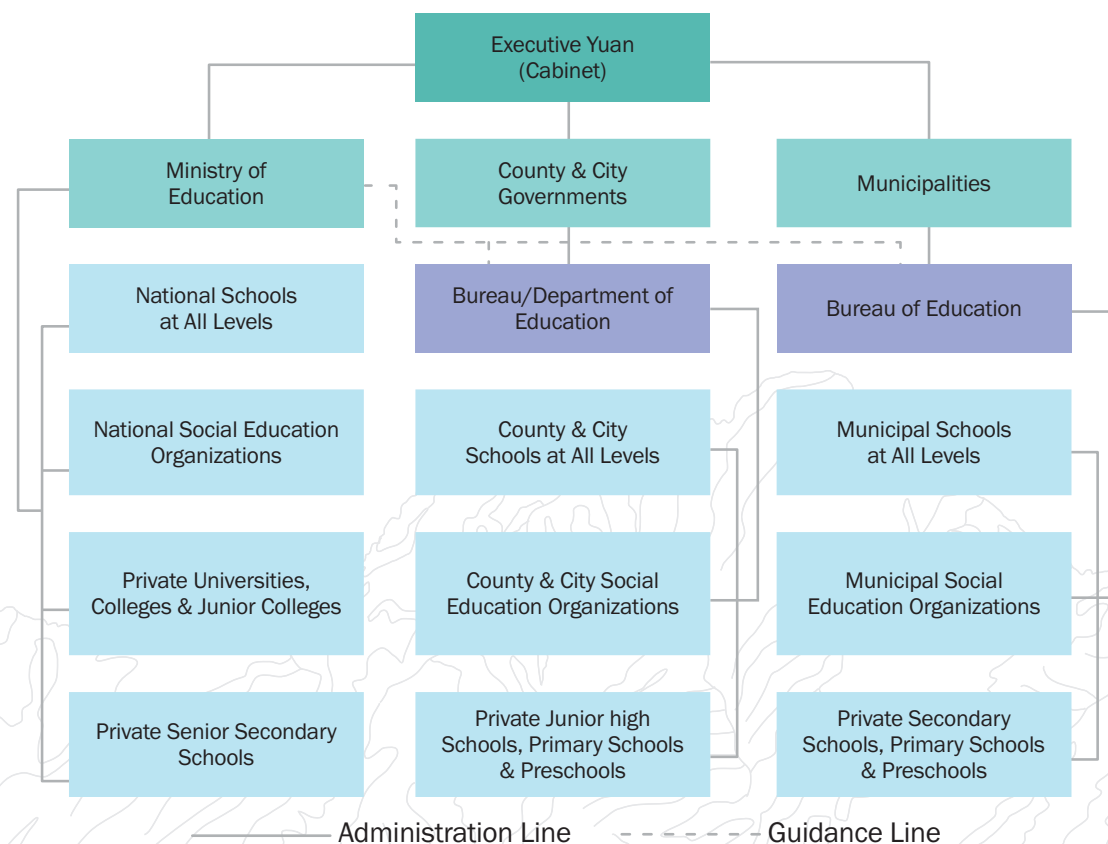


Ministry of Education



SDG 4

The Education Administration System 2020



Educational System



Students may study, in Taiwan's 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.

A Compulsory Education

The 9-year compulsory education system, of which 6 years are for primary education and 3 years are for junior high school, was put into effect in SY1968. In order to offer more diverse development opportunities for junior high school students, technical 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.

B Senior Secondary Education

Senior secondary education consists of three years of schooling and includes "general senior

high schools," "skill-based senior high schools," "comprehensive senior high schools," and "specialized senior high schools."

C 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 high schools.

D Teacher Education

The teacher education system is comprised of diversified, reversed and selecting methods. Teachers who teach in preschools, primary schools, junior high schools, and senior secondary schools are trained in universities of education or normal universities with teacher training departments or centers. These institutions are also responsible for providing in-service training and guidance for local educators. As of February 1, 2018, the training

of teachers uses qualification tests before conducting internships and selects a necessary number of students through exams with just the right qualities, thus implementing training system for teaching and internship of homeroom teacher.

University, College and Graduate School Education

The maximum study period for bachelor's degree candidates (including universities, colleges, universities of science and technology, and technical colleges) is 4 years (the two-year bachelor's degree program is usually 2 years), and internships can last 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 the phases, and each school needs to have special education classes. Independent 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 visually impairments



respectively. In order to meet the educational needs of special education students, the levels of education, the organization of the academic year, the education venues and ways of implementation, the curriculum, teaching materials, and teaching and evaluation methods should all maintain flexibility. Special education and related service measures should take adaptability, individualization, localization, accessibility and inclusion into consideration.

Arts Education

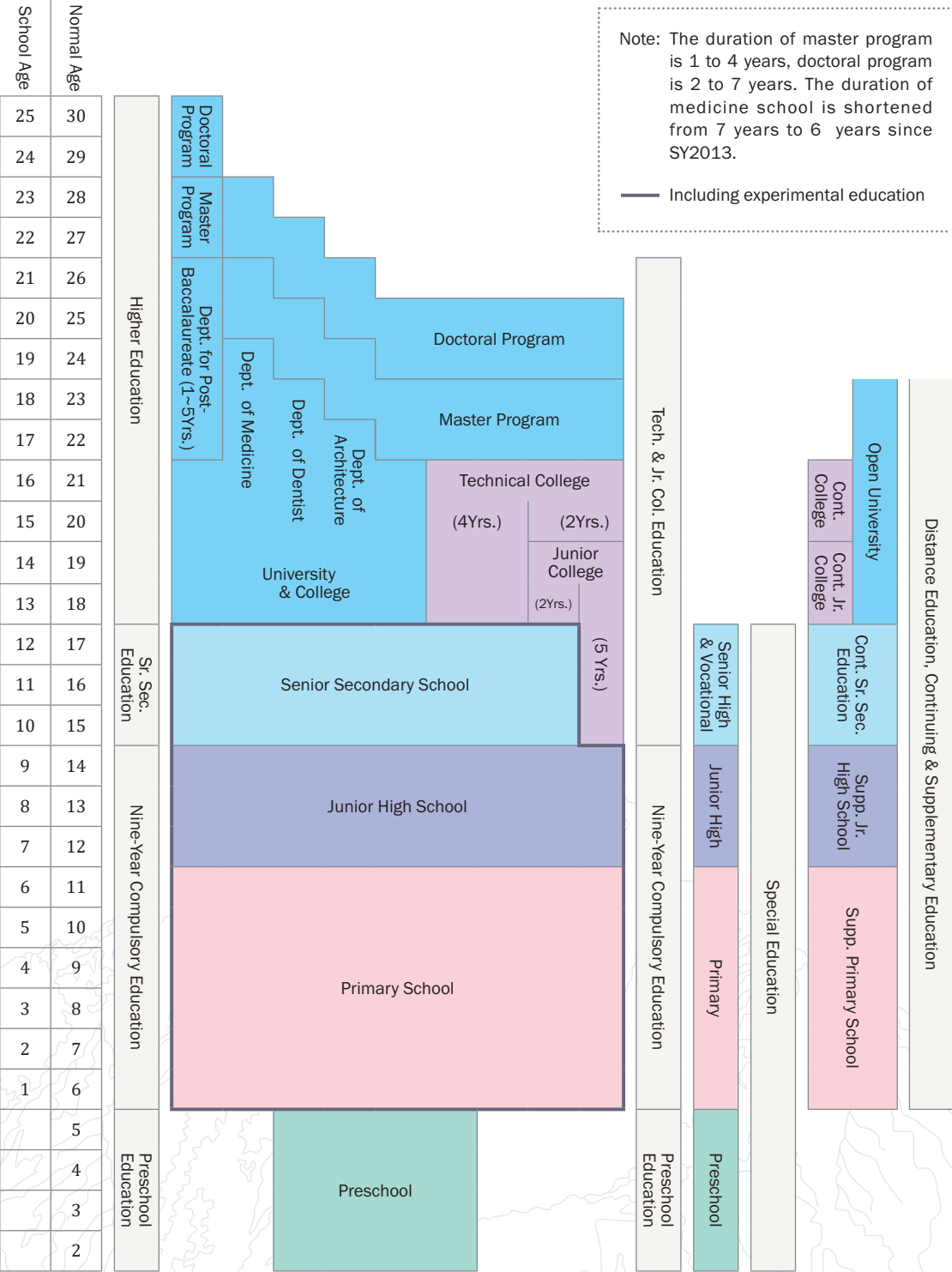
The goals of arts education are to cultivate artistic talent, enrich the spiritual lives of citizens, and elevate cultural levels. Arts education in Taiwan can be divided into professional arts education offered at schools, general arts education offered at schools, and arts education offered to the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

Supplementary and Continuing Education

The mission of supplementary education shall be to supplement the general knowledge of the nation's citizens, raise the nation's level of education, disseminate practical skills, foster the development of vigorous and well-rounded citizens, and spur social progress.

Supplementary education can be divided into three types: supplementary compulsory education, supplementary advanced education, and short-term tutorial education. Citizens past the school age who have not yet received nine years of compulsory education shall receive supplementary compulsory education. Citizens who have already received nine years of compulsory education may receive supplementary advanced education. Citizens seeking to acquire general knowledge and skills may receive short-term tutorial education.

The Current School System



Preschool and Compulsory Education



A General Information

The infrastructure of a country and the development of its economy are dependent on 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. The basic education was further extended to 12 years in SY2014, which helped to nurture and develop the manpower needed for economic growth.

Quality preschool education is one major objective of our education policy. Kindergartens are set up in accordance with relevant legislation for children aged 4 and above before elementary school, and these institutions are supervised by education administrative authorities, whereas nurseries are welfare organizations set up in accordance with Children and Youth Welfare Act. Nurseries admit children 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, which became effective on 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 Act took effect on Jan 1, 2012, nurseries and kindergartens were redesignated “preschools,” in which children from the age of 2 onwards are given complete and thorough education and care until they enter elementary school. This act integrates both the education and the care of young children into a single administrative system, putting into practice a toddler-centered strategy that focuses on the children's best interests. Taiwan is also the first country in Asia to integrate 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, more than 40 countries in the world have a basic education system that exceeds 10 years. The main reason for this is that many underdeveloped countries have begun to see that basic education is linked to national competitiveness.

Kick-started in SY1968, Taiwan's 9-year Compulsory Education system is mandatory,

free, and obligatory. Citizens from the age of 6 to 15 are legally required to receive education. The compulsory education is divided into two stages – the first 6 years at the elementary school level and the latter 3 in a junior high school. However, this system has been in place for over 4 decades. When it was first implemented, there were fewer than 10 countries worldwide that provided more than 9 years of compulsory education, making Taiwan one of the forerunners. Compared with developed countries, however, 9 years of basic education is not very impressive. 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

Preschooling is not compulsory in the education system of Taiwan. The education and care of preschoolers used to rely on, respectively, kindergartens and nurseries, most of which are privately-run institutions. Kindergartens and nurseries were supervised by different government agencies. As a result, each developed its own set-up requirements





and regulations regarding personnel and curriculum. Preschool education and care were inconsistent across the board. To remove such inconsistency and to follow the international trend of combining preschool education and care services to educate services, Taiwan has integrated the two systems after 14 years of effort.

In line with the Executive Yuan's "Action Plan to Address the Trend of Fewer Children (2018-2022)," the MOE provides support for young parents to find a balance between work and family. These measures for preschool children

will encourage more people to start a family and have children. The two main goals are "extend provision of affordable educare services" and "reducing the financial burden on parents." There will be 3,000 more classes with 86,000 children in public preschools and non-profit preschools in 8 years (2017-2024), according to the MOE's plan to extend the communalization of ECEC services. This increase is 2.2 times more than that between the year 2000 and the year 2016, the highest ever seen in the history of Taiwan. Private preschools that meet the 6 requirements will enter the "quasi-public preschool mechanism" in order to increment the number of affordable educare providers. For children who are not in the communalization of ECEC services, the age bracket of children eligible for childcare allowance has been expanded to ages 2 to 4, which aims to reduce the financial burden on parents, especially young parents.

To establish an empirical and theoretical basis for the development of junior high and elementary school education so as to improve the quality and lay the groundwork for the future course planning, the MOE has carried

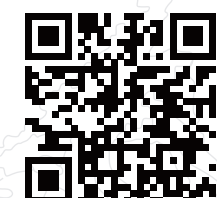
out fundamental research in the development of elementary and junior high school curricula. The findings were incorporated into the "Establishment of the K-12 Curriculum System Project" in 2012 as an accompanying measure of the 12-year Basic Education policy. The measure was implemented by the National Academy for Educational Research (NAER), and the NAER has completed 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" was promulgated, and curriculum guidelines for different fields have been announced in succession since January 2018, with the 12-year Basic Education curricula being followed in phases since SY2019.

Social development has caused the population of the cities to grow, while businesses and people continue to move out of remote areas. The local economy in these areas has slowed down, jobs are hard to find, and children are often left to the care of grandparents. Education is where the values of social equity and social justice should be embodied. To enable each and every child to enjoy equal opportunities of adaptive development, the President promulgated on December 6, 2017, the "Act for Education Development of Schools in Remote Areas." The Act specifies the length of a full-time teacher's service, a flexible mechanism for hiring



acting teachers and contract-based teachers, rewards and incentives to encourage long terms of service, methods of recruiting teachers and guidance counselors where they are needed, the importance of simplifying the administrative burden on schools, professional development opportunities nearby for the teachers, a supply of diverse learning resources for the students, and the provision of necessary facilities and equipment to schools in order to safeguard the students' right to education in remote areas.

"Social Care" is another focal point of Taiwan's education policy. The MOE has established a fund-raising program called the "Education Savings Account." So far, there are 3,688 schools that are permitted to appeal for donations under the program. Businesses and individuals are encouraged to become long-term donors to the economically disadvantaged children listed on the website of the program, helping to ensure their right to education. ■



K-12 Education Administration

Chang Gung Forest Preschool: Quasi-public Preschool Upholds Education Equality

Interviewee: **Kao Pei-shun.**
Principal of Chang Gung Forest Preschool in Keelung City



“Trend of fewer children is one of the issues I’m really concerned about. I’ve always wanted to do something about this problem. Our method is to help relieve the financial burden on parents. We also want children to receive quality education without having to sacrifice the family’s quality of life; that way, more people will want to have children,” said Kao Pei-shun.

In order to provide quality and affordable preschool education, the MOE has increased the number of public and non-profit preschools, while working with private preschools at the same time. Private preschools that share the ideas of education equality are encouraged to become quasi-public preschools. Chang Gung Forest Preschool, a reputable preschool among parents in Keelung City, is one such preschool.

Way before it joined the quasi-public preschool program, the then six-year-old preschool was a popular institution with 80 students, its maximum capacity.

As a “forest” preschool, this preschool is located near Tapurun Sports Park and Lover’s Lake Park. It’s very close to nature. The teachers often bring the children into nature when the weather is nice, so that the children will explore the forest and learn the names of plants. In response to the government’s preschool education policy, the preschool encourages the children to learn from hands-on experiences, explore freely, and voice their opinions in group discussions. This helps the

children to develop independence and adaptability. Learning is more fun in this way, too.

Kao admitted that in the beginning, such pedagogy was questioned by some parents. They worried that when their children went to elementary school, they would fall behind other children who had learned subjects like English and mathematics in other preschools. But when the children showed no such problems - even at times outperforming other students after moving on to elementary school - parents’ doubts were dispelled.

Joining the quasi-public preschool program is a complex process. Luckily, staff from the MOE patiently communicate with the preschools to clear up confusion and doubt. After the contract is signed, meetings are frequently organized for further discussions and exchanges. The MOE telephones the partner preschools often to ask if they need help.

“There are other benefits, too,” said Kao. “Joining the quasi-public preschool program means the children can enjoy better facilities and education with the same tuition. With more grants from the government, the school can improve equipment and teaching tools. The school is also required to examine and improve the salary level of its employees, incentivizing the cultivation of solid, long-term staff. It’s a healthy working environment where teachers and administrators provide quality education hand in hand.” ■

Senior Secondary Education



Senior secondary schools are designed to cultivate the mind and body of youth, to foster healthy civic awareness, and to lay a sound foundation for academic research and professional training in later years. Senior secondary schools in Taiwan include “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 schools through methods such as open admission and specialty enrollment. To graduate, students

must complete required courses or obtain 160 credits.

A Science Education and Science Talent

- 1 Organizing and participating in domestic and international mathematics and science competitions.
1. Organizing national senior secondary school mathematics, science, and information subjects’ competitions as well as science fairs for elementary and junior high schools.



2. Participating in international Math and Science Olympiads and in the Intel International Science and Engineering Fair.

3. Establishing an incentive system.

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

3 Planning the training of senior secondary school science talent.

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

2. Planning to open science classes at senior secondary schools.

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

5 Planning science education tours for girls’ schools and students.

6 Key objectives for the year 2019:

1. Continuing to train students for the Math and Science Olympiads and for the Intel International Science and Engineering Fair, organizing similar national mathematics, science, and information subjects’ competitions for senior secondary schools, and national science fairs for elementary and junior high schools.

2. Continuing to subsidize “Science Education Projects for Elementary and

Junior High Schools” and “Projects of Scientific Research Training for Senior Secondary School Students.”

3. Formulating the “MOE’s Plan to Open Senior Secondary School Science Classes.”

4. Holding the “2020 Classes Préparatoires aux Grandes Ecoles” selective exams.

5. Continuing to organize science education tours for girls’ schools and students in order to raise the interest and confidence of female students to study science and later choose it as a career.

B Second Foreign Language Education and International Awareness

1 The main goals of the “Program of Promoting Second Foreign Language Education at Senior Secondary Schools” are as follows:

1. Encouraging and subsidizing senior secondary and higher education schools to participate.

2. Creating an effective promotion mechanism for the second foreign language education system.

3. Creating a second foreign language learning environment.



4. Promoting the learning of a second foreign language at schools in remote areas.

2 In SY2018, a total of 64,983 students in 2,189 classes at 330 schools were enrolled in second foreign language classes, covering a total of 14 languages. In addition, universities are encouraged to open “Advanced Placement Second Foreign Language Classes for Senior Secondary School Students.” In SY2018, a total of 20 universities were granted subsidies to offer 42 classes. In SY2019, the number of universities offering such courses rose to 22 and the number of classes grew to 51.

3 Key tasks:

1. For senior secondary schools, universities and colleges, four workshops will be held in North, Central, South and East Taiwan respectively in order to promote the learning of second foreign languages.

2. Supervisors will visit senior secondary schools to observe the progress of their second foreign language classes and offer assistance as needed.

3. Continuing to encourage universities to open advanced placement second foreign language classes in order to increase second foreign language talent and international competitiveness.



C Practical Technical Programs and Cooperative Education Classes

1 Practical Technical Programs

These programs target students who choose vocational curriculum in junior high schools and train them with skills for the employment market after graduating from junior high schools, as well as entering the workforce after graduating from senior secondary school. There are day courses and evening courses. Senior secondary school diplomas will be granted when they complete 150 credits in 3 years.

2 Cooperative Education Classes

Cooperative education classes were first introduced in 1969. Students in the cooperative education classes studied general subjects and vocational theory at school and received hands-on training in the workplace. The program was very popular and widely adopted, as it satisfied the demands of a time of rapid economic growth. Now, in response to changes in society, industry, and education environments, the MOE has launched the “Implementation Measures for Cooperative Education in Vocational High Schools” and changed the hour-based system to a credit-based system. Students will receive a senior secondary school diploma when they complete 150 credits in 3 years.

The “Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants’ Rights” came into effect on January 2, 2013 with the purpose of ensuring the effectiveness of cooperative education and protecting the rights of participating students. ■

Steady Promotion of 12-year Basic Education



1 Introduction

On September 20, 2011, the Executive Yuan approved the “Implementation Plan for 12-year Basic Education” and its accompanying measures. The three visions of the Implementation Plan are “improving the education quality of elementary and secondary schools,” “accomplishments for each child,” and “strengthening national competitiveness.” The five major principles of the Implementation Plan are “education without distinction,” “education according to aptitude,” “nurture by nature,” “multiple development opportunities,” and “bridging junior high and senior secondary education.” The Implementation Plan has

seven major objectives (10 projects) with 11 accompanying measures (19 projects); that is, 29 projects in total.

The MOE does not only work with municipal, county and city governments in the implementation of every project in the 12-year Basic Education, but also uses every opportunity possible to promote this new policy, so that the society will understand its importance. To keep the projects in the Implementation Plan advancing with the latest developments, the MOE held meetings to revise and improve the projects and sent the revisions to the Executive Yuan, which approved the revisions in October 2017.

Beginning from August 2014, the 12-year Basic Education is provided in two phases. The



first phase is the 9-year national education, which is based on the Primary and Junior High School Act and Compulsory Education Act. According to the Acts, citizens between 6 and 15 years of age are to receive obligatory and compulsory universal education for all that is free of charge. The 9-year basic education is in principle provided by the government in general schools universally, with open admission based on school districts. The second phase is the 3-year senior secondary education, based on the Senior High School Education Act, which provides that citizens aged 15 years or above are to receive voluntary, free education universally. Senior secondary education is provided by public and private schools, with open admission. Senior secondary schools offer diversified programs, including general education and vocational education.

2 Education Curricula

The MOE announced the “Directions Governing for the 12-year Basic Education Curricula (Curriculum Directions)” on November 28, 2014. The Curriculum Directions were devised according to the “Proposal of 12-year Basic Education Curriculum Development” and the “Curriculum Development Guidelines of 12-year Basic Education.” The courses,

textbooks, design of classes, lengths and numbers of subjects and evaluation are to be consistent with the Curriculum Directions. The Curriculum Directions integrate the curricula of primary, junior high, and senior high schools so as to manifest the spirit of the 12-year Basic Education.

On June 1, 2016, the Senior High School Education Act incorporated Article 43-1 and Article 43-2. Accordingly, the MOE revised and announced the key points of the establishment and operation of curriculum review committee. The role of curriculum review committee now has a clearer legal basis and student representation is also included in the review committee. The Curriculum Directions aim to encourage students to take the initiative, engage the public, and seek the common good, with the vision of “accomplishments for each child - nurture by nature and lifelong learning” in mind. Beginning from SY2019, the Curriculum Directions has been implemented in the first year of elementary schools, junior high schools, and senior secondary schools. The accompanying



measures include training of relevant laws and regulations, teacher abilities, promotion of curriculum directions, setup of facilities, and changes of the recruitment of colleges. In the meantime, senior secondary schools are required to establish the academic portfolio to document the learning curve and learning path of a student. The academic portfolio will be used to assist students determining their directions and as review materials in the application for higher education. Entrance exams and recruitment are also consistent with the spirit and design of the Curriculum Directions in order to help the new educational ideas materialize in the education and training system.

3 General Objectives

- 1 To enhance basic knowledge level of citizens and cultivate modern civic literacy.
- 2 To Strengthen basic abilities of citizens and improve economic competitiveness as a country.

- 3 To promote equal access to education to realize social equity and justice.
- 4 To increase resources in senior secondary schools and balance educational development in regions, cities, and remote areas.
- 5 To help high school students explore their aptitude and career interests and provide guidance to diverse higher education or future careers by nature.
- 6 To relieve students' stress in academic advancement and help them grow not just intellectually, but also morally, physically, aesthetically, and socially. ■



K-12 Education Administration



Taiwan's Evolving Education – Directions Governing for the 12-year Basic Education Curricula

Interviewee: **Hong Yi-wen**
Executive Secretary of the Curriculum Center for Inquiry and Practice, North Branch



Students need to be equipped with transformative competencies that enable them to contribute to the world and shape a better future, according to the OECD Future of Education and Skills 2030 project.

As such, the Curriculum Directions, implemented in 2019, has been tailored to Taiwanese students. Based on these directions, competency-based education will replace knowledge-based education, while scientific thinking and problem-solving skills will be prioritized.

A core value in competency-based education is “Inquiry and Practice,” according to which teachers guide students to look for questions in daily scenarios and find solutions for them. Reading charts, observing geographic photos, or interpreting idioms all become possible teaching methods.

“By simply making string phones, students can understand how to build an experiment with daily objects and set up topics for investigation,” said Hong Yi-wen. In an experiment like this, students can reexamine the sound wave theory they have learned. Hong added that this methodology is applicable for all subjects.

Another significant change in the Curriculum Directions is a decrease in compulsory credits. Instead, students acquire more self-learning opportunities through a variety of optional credits.

For example, the Affiliated Senior High School of National Taiwan Normal University provides courses such as Second Foreign Language, Applied Psychology, and Financial Education, so that students can acquire advanced knowledge in such fields.

As opposed to traditional learning methods, in which students prepare for college entrance exams, all high school students must now actively explore their interests and select courses based on these. This will develop their expertise and passion, allowing them to select more suitable majors at the university level.

All these efforts beyond traditional classroom study will be registered in each student’s “Academic Portfolio.” This portfolio is composed of “Basic Information”: records for taking roles in managing classes or student clubs; “Academic Records”: final results of each course and total credits earned; “Academic Achievements”: assignments or reports from different classes; and “Various Performances”: impressive performances in extracurricular activities like volunteering, sports competitions, and language study.

Each semester, high schools will upload these records to the database of the MOE after they have been verified by teachers. The universities will then consider up to three items from “Academic Achievements” and 10 items from “Various Performances” while reviewing each applicant.

As Hong pointed out, teachers will now have to spend more time on designing the lectures and developing content outside their original duties. That means workshops for teachers across all grades are being held to meet the challenges placed by the new curriculum directions.

Hong believes that the future of education in Taiwan will focus on cultivating the ability of students to apply knowledge in daily life as well as to think, discuss, and form arguments in class. ■

Technical and Vocational Education



A An Overview

The MOE has formed a Department of Technical and Vocational Education which is responsible for technical and vocational educational affairs in Taiwan and directly oversees and guides universities of science and technology as well as technology colleges and junior colleges. The education departments of municipalities are responsible for supervising technical and vocational educational affairs in secondary schools. The MOE'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 technology education affairs of junior high schools in their jurisdiction.

Technical and vocational education in Taiwan is provided in both secondary and higher education. At the secondary level, besides technical and vocational courses that are taught in junior high schools, there are also skill-based senior high schools, as well as technical and vocational courses in general senior high

schools and comprehensive senior high schools. At the higher level, there are junior colleges (2-year and 5-year), technology colleges, and universities of science and technology (2-year and 4-year). These colleges and universities may recruit students for associate-degree programs, bachelor programs, master's degree programs and doctoral degree programs.

B Development of Technical and Vocational Education

1 Secondary Education

- 1 Characteristics
 - 1. Complete structure and system.
 - 2. Students study in private schools is more than in public schools.
 - 3. Adaptive school system and subject courses.
 - 4. Special classes oriented toward employment.
- 2 Key points to be strengthened
 - 1. Suitable concern for disadvantaged students.
 - 2. Open admission and specialty enrollment.
 - 3. Actively improve the quality of teaching.
 - 4. Promote the evaluation of technical and vocational schools.



- 5. Cultivate talent with high technical quality.
- 6. Stress the creative research and development at industry-academia cooperation.

2 Youth Education and Employment Savings Account Program

To encourage general and vocational high school students explore professional opportunities at work and internationally and to learn more about future goals, the MOE launched the "Youth Education and Employment Savings Account Program" in 2017. This project comprises two parts: the "Youth Employment Pilot Program" and the "Youth Experiential Learning Program." With the former, recipients will receive a monthly subsidy of NT\$10,000 for no more than 3 years as a form of support in employment, education, or starting up a business. Applicants to the "Youth Experiential Learning Program" will have the opportunity to explore life's paths by volunteering and travelling.

3 Higher Education

- 1 Characteristics
 - 1. Flexible study and recurrent education: there needs to be the possibility for flexible switching vertically and horizontally between school systems, while channels must be kept open for

those who want to return to school. Both youths and people who enter the workforce should be able at any stage to find ways of studying on a level suitable for their specialized skills.

- 2. Private schools should be excellent and active: private schools play an important role in the development of Taiwan's technical and vocational education system, as they realize an even closer integration between technical and vocational education on the one hand and business on the other.
- 3. Multiple school systems in close touch with industry: in addition to junior colleges, technical colleges and universities of science and technology (including graduate schools), the higher technical and vocational education system also includes continuing education departments, in-service education program and continuing schools, showing the diversity and flexibility of this kind of education.
- 4. Excellent effectiveness of industry-academia cooperation: the technical and vocational education system emphasizes cooperation between industry and the academia and together with industry nurtures professional technical talent



so students can find employment immediately after graduation.

- 5. Practicality and usefulness of schooling: technical and vocational education give the most weight to the practical spirit. There are multiple ways of admission, such as special achievement-based admission, and recommendation and screening-based admission, which encourage talented students with technical superiority to continue their studies.
 - 6. Outstanding performance in international competitions: a characteristic of technical and vocational education is "learning from doing." By doing, the students accumulate experience, as theory and practice are equally important.
- 2 Key points to be strengthened
- 1. Care of disadvantaged students.
 - 2. Admission quota control and multichannel admission.
 - 3. Actively raise the quality of teaching.
 - 4. Launch the evaluation of technical and vocational schools.
 - 5. Cultivate talent with high technical quality.
 - 6. Stress the creative research and development at industry-academia cooperation.



- 7. Promote the "Sustained Progress and Rise of Universities in Taiwan" and develop the diverse characteristics of schools.
- 8. Encourage universities to implement their social responsibility.
- 9. Promote the plan to optimize the environment of technical and vocational schools for hands-on practice.
- 10. Develop international cooperation and exchanges.

C Future Prospects

Secondary and higher technical 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 local industries, cultivating relevant talent to promote local development and extension toward the international scene, and exchanging experiences and cooperating with the technical and vocational education systems of other countries. In addition, the education must take root, as well as implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of technical and vocational education. The description is as follows:

- 1 To expand professional interest downward: Junior high schools can organize field trips and introduce the students to the workplace. They can also work with technical and vocational colleges and training institutions to open new courses.
- 2 To strengthen professional capabilities by practical orientation: The European Union (EU) 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 nurturing talent together. They can organize technical 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 To localize technical and vocational education and continuing education: the promotion of localized technical and vocational education should link up with local industry in order to cultivate the fit 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 technical 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 which one wants to communicate with before establishing cooperative relations. At the local level, exchanges can begin from the characteristics of local industry. As for the school level, the main emphasis



should be on encouraging local students to expand international perspective and fulfill his/herself. Since 2017, the MOE has responded to the “New Southbound Policy” by expanding its training of technical and vocational talent from the relevant countries, encouraging bilateral exchanges, launching the “Industry-Academia Collaboration Program for International Students,” the “Short-term Program of Technical Training for Foreign Youths,” and the “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 within the excellent domain of domestic technical and vocational schools in order to cultivate the necessary talent. In addition, the MOE rolled out “Credit Courses and Programs on Southeast Asian

Languages and Industries,” “Professional Skills Improvement Training for Children of Immigrants,” and “Southeast Asian Languages Courses” that recruit domestic and international students. The students will have the ability in language of New Southbound countries, professional English, global views, business management and trade abilities, and other professional knowledge needed by industry by training so that they will be the pioneer of cross-cultural exchange with New Southbound countries. ■



Technical and Vocational Education in Taiwan

Finding My Color in Car Spray Painting

Interviewee: **Yang Ting-yu**
National Taipei University of Technology

“Every step matters in car spray painting.” If you mess up one step, it will affect everything afterward,” said Yang Ting-yu, the 22-year-old spray painting gold medalist of the 2019 WorldSkills Competition held in Kazan, Russia. “I never thought I could win a gold medal at an international competition.”

The win was a big surprise for her given that she had only been spray-painting for one year and a half. However, her pursuit of excellence started with her vocational education as a high school student in Taiwan.

Before finishing high school, Yang was convinced vocational education would be the right track for her: “I was never a quiet girl and knew that it would be a struggle for me to stay in the classroom and study all day.”

Even though some were surprised about her decision to study car maintenance, Yang never once thought about quitting.

Having trained to be an automotive technician throughout high school, Yang did not have the opportunity to learn spray-painting until college. Unlike other college students, who spend most of their time in classrooms, she joined the Program of Industry-Academia Collaboration, which split her student life into study and practice.

Following the program, Yang spent one year at the Workforce Development Agency in Taichung, where she received in-depth training in car maintenance and beautification. Afterward, she won an internship at the BMW dealership in

Taiwan, where she began her apprenticeship at an auto-repair shop.

Despite everything she had learned at school, the experience at the auto repair shop was what really built up her expertise: she filled, ground, and sprayed automotive components of all kinds. During her time there, Yang transformed from an automotive technician into an automotive painter.

As a woman in the automotive industry, Yang said that her gender is never an obstacle for her at work. She learned as much as her male peers and was considered the most detail-oriented and color-sensitive among all her classmates.

In 2019, Yang received the Outstanding Award of Technological and Vocational Education from the MOE. She said that her biggest inspiration at the awards ceremony was to see so many other young talents who had dedicated themselves to the “cool” things rarely noticed by the public.

The students who received the annual award came from backgrounds as diverse as beauty, baking, and industrial design. With the support of their schools, they have proven their strengths in multiple international competitions.

“Taiwan’s vocational system provides a myriad of choices for students. I like my program because it allows me to work in the morning and take classes at night before getting a nice diploma. I would never have won a gold medal if I had been a normal college student,” Yang said. ■

Higher Education



A An Overview

1 Higher Education System

Taiwan has 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's degree, and 2 to a maximum of 7 years for a doctoral degree.

2 Faculty and Students

The popularization of education has led to a rapid increase in the number of universities, colleges and students, although the figure has leveled off in recent decades. In SY2019, there are 152 universities, colleges and junior colleges, totaling 1,213,172 students. Reforms in teacher training have played an important part in the popularization 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.

B Expenditure

To maintain competitiveness, Taiwan's government has invested more than US\$700



million in higher education annually over the past five years to encourage universities to enhance the quality of research and teaching. The results have been remarkable.

C Major Objectives

17 of Taiwan's universities were listed in the Quacquarelli Symonds World University Rankings 2018. In the past 5 years, there have been 11 universities in Taiwan listed among the top 500 in the global survey. According to the Essential Science Indicators (ESI) rankings in 2019, 56 of the universities in Taiwan have entered the list of the world's top 1 percent of research institutions (accounting for 34% of the total universities and colleges in Taiwan), spanning 20 research areas, which reveal that Taiwan has world-class higher education.

To innovate universities to create its individual characteristics, the MOE has actively promoted diversity and flexibility in higher education. Universities must cultivate, retain and recruit





top talent. Our international competitiveness will be increased by improving the quality of higher education and make great effort to diverse research areas. Bridging the gap between industry and academia and connection with local communities will enhance universities' competence in R&D and encourage them to implement social responsibilities. With the more flexible multiple entrance program in place, higher education is an extension of the 12-year Basic Education. The entrance program has been adjusted in order to adapt to self-directed and diversified learning. As the international competition for talent intensifies, the MOE has launched several projects to raise the overall quality of higher education and encourage diversified development of universities:

- 1 Higher Education Sprout Project, equal emphasis on teaching and research: The government plans to invest NT\$83.6 billion in 5 years in this project as a way to encourage universities to develop their own characteristics and innovate teaching techniques. This will assist universities establish first-class research centers, become more reputable in the global academic community within their forte, and enjoy wider-reaching influence internationally.



- 2 Yushan Project, incentives for top talent: The 3 measures under Yushan Projects are "Yushan Scholars," "Flexible wage payments," and "10% Research Pay Raise for Full-time Professors." This Project offers salaries up to the international standard in order to attract the best professors from Taiwan and abroad. It also aims to foster train scholars that will become the mainstay of higher education.
- 3 Industry-Academia Collaboration, better R&D abilities: Universities are encouraged to work with the industry to innovate in R&D



and business start-ups. The objective is to effectively connect the R&D abilities of universities and resources from the industry so that innovation and entrepreneurship can become a culture in universities in Taiwan. The industry-academia collaboration aims to maximize universities' R&D momentum by opening courses on innovation and business start-ups and soliciting funds from the industry for the newly started businesses.

- 4 An environment for global exchanges and global talent: This project is in line with the New Southbound Project and will strengthen collaboration and exchanges



with the ASEAN countries and south Asian countries. Student exchange programs and short-term visits between countries are encouraged. Cross-country collaborative training programs between top universities and research institutions will increase international exchanges of talent.

- 5 Better enrollment and cultivation of diversity: In the future—in line with the general goals of national talent cultivation and the new high school curricula which emphasize personality cultivation, interdisciplinary training, and course diversity—university enrollment will take into account the student's course-taking history. In addition to entrance exam results, more emphasis will be placed on what courses the student has taken and their extra-curricular activities. The MOE will establish a database of high school learning paths, promote specialized university enrollment, and subsidize the College Entrance Examination Center to establish a new problem database and to develop a new

integrated exam tool. The purpose is to make high school education more relevant to university enrollment.

D Future Prospects

In the spirit of “connecting with local and global communities and creating a better future,” the MOE strives to fulfil the following objectives: innovation in education, enhanced connectivity with the public, individual characteristics, and social responsibility. Higher education institutions are encouraged to develop their own strengths and innovate teaching methods so as to follow the latest social trends and meet industrial needs. The methods must inspire students to learn and cultivate student’s general abilities both in school and in the workplace; that is, to nurture by nature. The allocation of expenditure must satisfy the needs of students during learning. It

is the responsibility of a university to manifest its own value and to create an innovative dynamic for the society. Cultivation of future talent should focus on what did students learn. To help students acquire the core abilities needed in the future, educators must design diversified subjects and innovative research and take the needs of the students and cross-generation cultures into consideration so that they can become internationally competitive. Universities must set up mechanisms to have flexible governance, and create a campus suitable for learning where a new generation of talent will be nurtured. Talents will become the mainstay of national development in the face of global competition.■



Taiwan Higher Education



Versatile Recruitment Approach Keys to Excellence

Interviewee: **Yap Hui-ching**
Office of International Affairs, National Sun Yat-sen University

National Sun Yat-sen University (NSYSU) was named a “University of Excellence in Overseas Students’ Support” by the MOE in 2019. The school attributed its success to its faculty’s compassion for people studying far from home as well as assistance from the government.

“Our school provides resources and services that overseas students may need when they study here,” said Yap Hui-ching, the manager responsible for handling overseas compatriots and international students at the Office of International Affairs.

The school has made several breakthroughs in recruiting international students, such as a real-time advisory service, enrollment inquiry desk, sending outstanding overseas compatriot students to their hometown to headhunt qualified students. The school also takes the opportunity to recruit students when overseas compatriot youth groups visit the campus.”

Knowing that the language barrier, financial stress, cultural differences, and homesickness are common challenges facing international students, the school organizes teams of upperclassmen to serve as guides for newcomers.

“When overseas students arrive in Taiwan, they will be greeted by senior students at the airport. They will help the new recruits settle on campus. The university will organize orientation activities and give out student handbooks where they can find information about resident visa affairs, immigration regulations, the MOE scholarships, and so on,” explained Yap. “The university organizes team-building activities, such as camping, group games, and quiz games

to help the students bond with each other,” said Yap.

“The Division of Overseas and International Degree Student Affairs offer a space where the students can hang out together at leisure. The senior students share experiences and thoughts with other junior students. Teachers at the Division also support the students who need academic assistance.”

The MOE scholarships help alleviate the financial burden of international students, enabling them to focus more on their studies.

Internship program available for international students can also attract talented international students to study in Taiwan, Yap added. She took an example of one of her overseas compatriot students who stayed in Taiwan on an internship program after graduation.

During his internship, the student had to submit a report every three months. In the report, he said that both he and the local business had benefited from the internship program. Yap believes it bridges the gap between international graduates and local industries, academia, and research communities. It enhances international exchanges and cultivates international human resources.

Those choosing to return home usually start out working at Taiwanese-funded IT or textile companies, travel agencies, trading houses that require proficiency in Chinese, and so on. These graduates regularly outperform their peers due to their strong language ability, cultural knowledge, and professional skills acquired in Taiwan’s top-notch higher education system, according to the school’s follow-up surveys. ■



Lifelong Education



In the age of the knowledge economy, lifelong learning is key to enhancing civic literacy, understanding, knowledge, skills and national competitiveness. In order to promote lifelong learning, create a community-based learning map to bring out community learning and reading trend and be prepared for an ageing society, the government has actively integrated resources among lifelong learning facilities, supported the development of community colleges, and created a learning system targeted at senior citizens. The importance of family education and the quality of social education institutions and libraries are also one of the focuses of lifelong learning, with the purpose of

providing more public and diverse channels and opportunities for lifelong learning.

A Community Colleges: Subsidies and Incentives

The Community College Development Act took effect on June 13, 2018, with the goal of boosting the steady development of community colleges, subsidizing and incentivizing the operation of community colleges, providing various lifelong learning opportunities to teach knowledge and skills, improving the general public's modern civic literacy and ability to

participate in public affairs, assisting in the sustainable development of communities, and creating a quality environment for local lifelong learning. An inspection and review mechanism is in place to ensure the effectiveness of community colleges.

B Lifelong Learning for Senior Citizens

By the year 2026, the number of people aged 65 years or above will account for 20.7% of the population, making Taiwan a “hyper-ageing society.” To ensure a learning system is in place for senior citizens, the MOE has helped local institutions to set up 366 senior citizens’ learning centers nationwide. The services are spread in 3,175 villages, providing courses adapt to aging, with local characteristics and the opportunity of contributing services. In addition to learning centers, there are 102 universities that open their campus for senior citizens. Senior citizens enjoy access to the resources on campus and the opportunity to learn alongside the youth. Cultivating the “leaders of self-directed senior citizens learning groups” to carry out autonomously and self-service learning in 121 such groups that regularly bring senior citizens in remote areas and their family members to learn by moving of the leaders.



They can learn in these institutions/centers or with the leaders to extend opportunity for senior citizens and build a lifelong learning society.

C Family Education

The Family Education Act took effect on February 6, 2003, a first of its kind in the world. The Act was amended in 2019 and became effective on May 8, 2019. The amended Family Act attempts to increase professional personnel, strengthen resource integration, tighten social security networks, and improve the knowledge and skills of family education. More funding is provided for family education. The Mid-Range Plan for Promoting Family Education (2018-2021) has been regularly revised to improve the integration of government resources and maximize effects.

D Innovative Social Education Institutions and Libraries

- 1 The “Technological Innovation Service Plan of National Social Education Institutions (2017-2020)” aims to set up a “cross-institution service system for national social education institutions” at the

national level. As for the local level, the two major plans are “intelligent museum sub-projects” and “intelligent library sub-projects.” The sub-projects focus on innovation of displaying, science education, books, collections, research, marketing, and viewer/reader service. The major objectives for 2020 include academic accomplishments, technological innovation activities, collaboration with the industry, and establishment of information platforms. The purpose is for museums and libraries in Taiwan to set new benchmarks for other international counterparts.

- 2 To promote sustainable development for libraries and provide high-quality learning environment, draw up the “Implementation Directions for National Central Library and Public Libraries to Improve Reading Quality with subsidy by MOE.” In addition, the “Southern Branch of the National Central Library and National Repository Library Construction Project (2018-2021)” and the “Mid- to Long-Range Specific Plan for a Collaborative Joint Public Library System” are also part of the greater plan for library improvement.

E Informal Education and Open Universities

There are two open universities in Taiwan: National Open University and Open University of Kaohsiung. Enrollment is exam-free. Citizens aged 18 years or above can enroll in open universities as non-degree students. When they gain 40 credits, they can transform into full-time students, and there is no limit on the length of their study. When they gain 128 credits, they will be awarded a bachelor’s degree. An associate degree is awarded with 80 credits earned. There were 14,392 students in open universities in



SY2019. To encourage lifelong learning and recognize the results, promote the link between formal and informal education, the MOE has begun issuing certificates for the completion of informal education curricula and learning achievements since 2006. Lifelong learning institutions are encouraged to offer integrated curriculum. Since 2017, certificates are awarded for digital courses, providing more course-taking choices. As of 2019, lifelong learning institutions have certified 2,000 courses and awarded more than 4,000 credits.

F Management of Supplementary Education Services

There are more than 17,000 supplementary education institutions (a.k.a. cram schools) in Taiwan. To help people look for information to choose cram schools, the MOE has created the “All Cities and Counties Short-Term Tutorial Center information and management system.” In addition, the MOE provides yearly subsidies and incentives for local governments to conduct inspections and organize training, which are included as part of the general education review

in order to enhance management and guidance of cram schools.

G National Language Education

- 1 The MOE has defined the phonetics and fonts of national languages in Taiwan and formed the “Committee for the Promotion of National Language Education” in order to discuss with other government agencies how to preserve national languages, reward the use of the languages and promotion activities. More teaching resources for national languages will be established in the future.
- 2 With the implementation of the “Development of National Languages Act,” the transmission, revival, and development of the national languages have a legal basis. Local Native language education is promoted with integrated resources nationwide. In addition to formal courses, there are also accompanying measures, such as the Minnan Proficiency Certificate, national language contests, creative innovation incentives, learning websites, and the corpus of national languages. ■



Special Education



A Principles, Laws, and Funding

In order to allow citizens with disabilities and giftedness to receive adaptive education and fully develop their abilities, Taiwan has already passed the “Special Education Act” and relevant branch laws to appeals for diagnosis procedure, counseling services, appeal services, examination services, support services, interdisciplinary 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. The “Special Education Medium-term Plan,” passed on August 1, 2018, is based on “diverse inclusion and nurture by nature,” in line with the spirit of the International Bill of Human Rights. Taiwan continues to promote inclusive education and least restrictive

environment while offering full support services under the concept of special education. In 2019, the MOE set aside a budget of NT\$11.174 billion for special education, or 4.55% of the total education budget. Of that sum, NT\$10.789 billion is devoted to education for students with disabilities and NT\$385 million for gifted education; in addition, municipal, county and city governments have allocated NT\$30.348 billion for special education, accounting for 7.34% of the total education budgets for local governments, including NT\$27.807 billion (88%) on education for students with disabilities and NT\$3.771 billion (12%) on gifted education.

B 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 Students Diagnosis and Placement Counseling Committee” according to the law, in order to give a general appraisal of the student’s level of disability, learning ability, social adaptability, study achievements, family needs, will of the parents, and community factors, so as to place the special education student in suitable classes and schools. Around 95 percent of students with special education needs study in normal schools. Most of them are placed in regular classes, where they are offered services spanning decentralized resource rooms, itinerant counseling classes, and other special education programs. Only a small fraction of students would be placed in centralized special education classes. Few students that require extra care and support are put in special education schools. Such services are available at every level, from preschool education to tertiary education. 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.

C Schooling Opportunities

In respect to non-discrimination and equality of educational opportunity for students with disabilities, apart from the clear mention by the Special Education Act that nobody should be refused schooling and examination because of disabilities, the elementary and junior high school levels are compulsory. 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, open 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.



D Numbers of Students and Classes

In SY2018, a total of 2,791 regular schools had established 5,329 special education classes for students with disabilities, while 28 special education schools had formed 673 classes. The number of students in special education totaled 153,774, including 126,419 with disabilities, with 13,392 enrolled in universities, colleges and junior colleges and 113,027 in schools below the senior secondary school level (including preschool). Of those, 107,536 or 95.14 percent study at regular schools and 5,491 or 4.86 percent at special education schools. Of the 107,536 students at regular schools, 95,118 or 88 percent attend regular classes, resource rooms, and itinerant classes, while 12,418 or 12 percent were placed in centralized special education classes. As for gifted education, there were 27,355 students at the levels below senior secondary school, with 391 regular schools having formed 963 classes for gifted students.

E Supporting Services

With Article 12 of the Compulsory Education Act amended, provisions that used to exempt



students with disabilities from schooling have been removed in order for them to enjoy the same rights and obligation of receiving education. In addition, Article 9 of the Enforcement Rules of the Special Education Act was revised to improve the students' rights of expression. On June 13, 2019, the "5-year Mid-Range Plan of Preschool Special Education" was announced with the purpose to help preschoolers who need special education receive early care. In line with the spirit and requirements of CRPD, municipal, county and city governments should report their work plans on special education and provide barrier-free environments and supportive services.

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 or an Individualized Support Program (suitable for college students) according to the needs of the student with disabilities, which will clearly state each type of support service the student needs. In SY2018, the number of professional services extended to assist special education 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 3,628 persons made use of 6,046 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 6,228 books with large-size characters, 4,259 audio books, and 1,886 Braille books. In addition, the government and the schools 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.

To help students with disabilities integrate into employment after graduation, universities and senior high schools provide career guidance and internships to prepare students for the workplace. Before graduation, representatives from the labor and social affairs departments are invited to introduce employment resources the students may apply for after graduation. The K-12 Education Administration's employment guidance service centers will provide guidance

and assistance for students who seek employment.

F Future Prospects

In the 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 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 MOE 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, and implementing the transition work for each level of education in order to raise the academic quality of students and realize the aim of adaptive and suitable education. ■

Sports Affairs



A An Overview

The Sports Administration of the MOE 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 Encouragement of Sports Activities in Schools

- 1 The “12-year Basic Education – Fitness Tests Plan” aims to encourage the students to improve fitness. In SY2019, a total of 36 fitness test stations were set up in prefectures with government subsidies.
- 2 Physical Education of Indigenous Students: To help indigenous athletes unlock their



potential, they will learn about health and stress management in such areas as medicine, nutrition, and doping. Sports science is used to monitor the athletes’ physical changes and to document their physical and mental data.

- 3 A Better System of Full-time Instructors: Local governments should follow the National Sports Act by employing full-time sports instructors for schools that have sports talent classes, establishing a system for instructors to tour around schools, organizing trainings for new and current instructors, regularly inspecting their work progress, promoting exchange programs, and encouraging continued training.
- 4 Sports Injury Prevention: To introduce the concept of sports injury prevention, the MOE has devised the “MOE Sports Administration’s Plan of Subsidizing Sports Injury Prevention Specialists in Schools.” In 2019, 158 schools were subsidized under this plan. To promote the concept, three strategies have been implemented in order to protect the athletes: “sports injury prevention and management,”



“establishment of regional medical service networks,” and “sports injury prevention education.”

2 Popularization and Diversification of National Sports

- 1 Promoting the “Taiwan i Sport” program, implementing “Deep-rooting Sport Culture Program,” “Expansion of Sports Knowledge Program,” “Spread Seeds of Exercise Program” and “Sports City Program.” The MOE works with county and city 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," joint 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, integrate and promote all kinds of action plans, integrate professionalism and resources, make citizens use "health, sustainable lifestyles, love of sports" and help them achieve through health and fitness "a happy life."
- 3 To encourage women to exercise regularly, "Women's Sports Participation Promotion White Paper" was proposed.
- 4 Caring for seniors' health, extending the age limit for physical fitness exams and encouraging seniors to participate in outdoor activities and develop the habit of exercise.
- 5 Continuing to promote exercise programs for the disabled and the indigenous peoples, in order to protect their rights to do sports.
- 6 Continuing to promote further study and evaluation systems of sports professionals to root deeply the human resources for national sport.

3 Better Results in International Competitions

- 1 Reforming the training system for competing athletes: Reestablish the support system for sports training, integrate school sports and competitive 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, counseling, and rewards, the functions of the National Sports Training Center will also be strengthened to improve international competitiveness.
- 2 Sports Injury Prevention Specialist Certification: Sports injury prevention specialists provide services to people engaged in sports activities. They are professionals specialized in sports injury prevention, degeneration of physical functions, emergency care, sports science, fitness, and health management. To provide a well-founded system, the "Sports Injury Prevention Specialist Qualification Verification Rules" was promulgated, providing a legal basis for verification and certification of sports



injury prevention specialists. Since 2002, 505 specialists have been trained and certified with the aim of continuing to strengthen sports science in support of athletes in Taiwan.

- 3 Preparing for the 32nd Olympics: Establish "the Plan for Athletes' Training and Preparation for the 32nd Olympics in 2020 in Tokyo." In response to the postponement of the 2020 Olympics, which has been rescheduled to July 23rd - August 8th, 2021, the administration will keep an eye on international competitions, as well as qualifying tournaments, and organize a training program for each phase, assist by teams for training, counseling, sports science and medical care with the aim of helping them achieve excellent results.

4 The Sports Industry

- 1 Implementing the "Sports Industry Development Regulation" and branch laws and measures, establishing a platform for sports sponsoring, and encouraging the investment of private resources in the sports business. In 2019, 25 businesses sponsored sports events, with a total amount of NT\$28.68 million.

- 2 In order to promote the development of sports industry, loan credit guarantees and interest subsidies are provided for sports businesses to lower their operation costs. In 2019, the government provided loan credit guarantees to 23 businesses applying for loans, with a total amount of NT\$135.6 million. Among the 23 businesses, 16 were granted loans, with the credit guarantee fees totaling NT\$883,299. As for interest subsidies, 142 cases were granted, totaling NT\$2,719,251.

- 3 The guidance plan is in place to help the sports industry innovate and help those interested in starting their own sports businesses. "I am a sports entrepreneur" competition is part of the guidance plan. Since 2015, there have been 23 contesting teams that ended up starting their own companies. In 2019, there were 5 companies that received subsidies totaling NT\$3,578,996.
- 4 Revenue from the sports lottery is used as Sports Development Funds, with the purpose of discovering, training, and caring for talented athletes and improving the national sports development.



Youth Development Affairs



5 International and Cross-strait Sports Exchanges

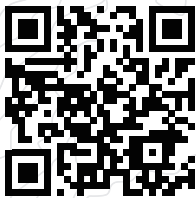
- 1 Organizing international sports events: The MOE guides sports groups in Taiwan to organize international championship contests or invitational tournaments as a way of increasing international participation and publicity.
- 2 Training personnel specialized in sports affairs: The MOE trains personnel specialized in international sports affairs and offers on-the-job training in collaboration with universities that open sports-related courses. The MOE helps local governments and sports organizations participate in international sports affairs.
- 3 Cross-strait sports exchange mechanism: On a harmonious and mutually beneficial basis and in the spirit of mutual respect, sports exchanges are encouraged between the two sides of the Taiwan Strait via visits and exchange activities in a healthy and orderly manner.

6 A Quality Sports Environment for the Citizens

- 1 Building and renovating 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 26 civil sports centers built by the end of 2019. 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 lifestyle and provide the citizens with friendly and excellent exercise environments. The MOE will pay regular and unannounced visits to inspect sports facilities as well as list, manage, and advise the revitalization of public sports facilities that may be idle. In addition, experts and scholars are invited to conduct visits to understand the operation of subsidized sports facilities and to encourage local governments to enhance the efficiency of facility operations.

- 2 Implementing the “National Sports Park General Construction Plan:” Continuing the renovation of the National Sports Training Center and training bases to support athletes in order for them to achieve excellence in competitions. To plan and build a comprehensive environment to improve the athletes’ performances.
- 3 Implementing the “Forward-looking Infrastructure Development Program – City and Country Construction – Build Leisure and Sports Environment Program:” As of the end of 2019, 270 projects have been approved under the Program. The program will improve all types of indoor and outdoor sports venues, bicycle paths, build a quality environment for leisure, build a perfect environment for the development of professional sports, and offer convenient, easily accessible, high-quality and safe places to attract the public to participate directly in sports or to view competitions. ■



Sports Administration



The MOE’s vision for youth development in Taiwan is “for the youth to care about the local communities with a global mind and to be able to find their own paths in life and become healthy citizens.” With this vision in mind, the MOE actively helps the youth in their career development, public participation, international participation, and learning. The objective is to guide the youth to develop competence in career, creativity, civic literacy, innovation, and global exploration. The measures taken include:

A Career Counseling

1 Career Development

In order to guide the youth to find their own way in professional development, the current counseling system requires universities,

colleges, and junior colleges to set up career counseling centers, implement projects, provide sufficient support, and maximize the effectiveness of the counseling services on campus. Resources of private groups are also integrated to promote youth career development and cultivate female leaders. In



2019, the number of youth participating in the career guidance and subsidy project exceeded 100,000.

2 Experiencing Diverse Workplaces

With the youth's ability to find jobs as the core value, the MOE has provided opportunities for them to visit various workplaces, including the public sector, private sector, and the third sector. In 2019, a total of 1,831 visits were made to various workplaces. Besides actual visits, movies of various workplaces made with virtual reality technologies with 360-degree effects have accumulated 188,726 views. The information is integrated and posted on the website of the "RICH Workplace Experiential Network" to help the youth get a preview of what a workplace is like and acquire professional skills with hands-on experience.

3 Empowerment of Innovative and Entrepreneurial Talent

The "U-start Innovative and Entrepreneurial Plan" aims to incubate campus entrepreneurs

who have great innovative ideas and help them materialize. Each year, 75 teams of students are trained and take part in the Intelligent Ironman Creativity Contest, innovation seminars and workshops, international exchanges and other activities on innovation and entrepreneurship. There have been more than 5,000 participants since the plan kick-started. The plan's objective is to encourage students to innovate and put their knowledge into practice, making entrepreneurship a campus culture.

B Public Participation

1 Participation in Policy-Making

To 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. The youth are offered opportunities to participate in the

making of government policies, which is in line with the President's youth empowerment policy. The youth can play an even more active role in the discussion and formulation of policies concerning youth development and in civil society in the future. In 2019, there were more than 2,200 participants in policy-related activities.

2 Youth Volunteer Participation

To strengthen the resource exchange networks of public and private departments, to integrate government and private forces, to assist in promoting youth volunteer service, to establish local youth networks of volunteer services, to organize youth volunteer training and empower volunteer service competence, to promote diverse youth volunteer service, to subsidize youth teams to organize volunteer services, to organize national competitions for excellent youth volunteer teams, and to conduct award ceremonies to reward good volunteering results as a way to manifest the youth's social influence. In 2019, there have been 99,220 participants in youth volunteering activities.



3 Social Participation

To organize youth public participation competence training, to nurture concern for public affairs among the youth, and to encourage young people to form groups, to convert the views and creativity and enthusiasm of young people into concrete action, to involve the youth in local development, and to widen the influence of youth action. In 2019, 37 teams of youth participants received supportive funding, with a total of more than 90,000 participants.



Teacher and Arts Education



A Teacher's Professional Training

The Teacher Education Law is formulated in order to train and educate qualified teachers for schools at the senior secondary level and below, and for preschools, to augment the supply of teachers, and to enhance their professional expertise. The teacher education system is comprised of diversified training and selection 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 general courses, specialty courses, and pedagogy courses, after which they must attend a 6-month internship; following that, if they pass the teacher certification assessment, they will receive

their official certification. Only candidates who have obtained this certification are eligible to participate in screenings held by local governments for teaching positions at secondary schools, primary schools, and preschools.

Key policies and future plans:

- 1 Beginning February 1, 2018, qualification examinations are to take place prior to internships. Suitably qualified students are selected via exams before they hone skills in practicing being a class teacher and administrative aspects as interns.
- 2 On November 16, 2018, the MOE amended and promulgated the "Republic of China Directions 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



C International Exchanges and Experiential Learning

1 International Participation and Exchanges

Resources are integrated to promote diversified programs of international participation and exchanges. In 2019, the "Young Global Action Plan" sent 14 teams of 85 young participants to 15 countries and 176 international organizations to discover issues worth exploring and bring their experiences home for further action. The 2019 Global Youth Trends Forum brought together 250 young people from 26 countries to gather in Taiwan and exchange ideas and views.

2 Young Overseas Peace Corps

In line with the UN Sustainable Development Goals, the "Youth Overseas Peace Corps" encourages the youth to volunteer in foreign countries with resources from universities and

non-profit organizations, with 157 teams and 1,626 participants volunteering in 27 countries.

3 Youth Travel

To encourage the youth to learn and reflect on travel, there are several designated travel spots around Taiwan. Besides the youth travel spots, projects such as "Touching Taiwan Youth Travel Program," the "College Student International and Experiential Learning Program," and the "Youth Experiential Learning Program." The youth are encouraged to reflect on themselves, learn and care more about their home, and cultivate adaptability in various regions. In 2019, there were more than 17,000 participants in youth travel-related activities. ■



Youth Development
Administration

Governing the 12-year Basic Education Curricula” and the “Early Childhood Curriculum Guidelines,” supplemented by the publication of special books about the teaching of materials in any discipline, and with the integration of the evaluation of teacher education with the verification of teacher qualifications, implement the idea of professionalization of teacher education so as to raise the quality of teachers.

- 3 Set the “Operation Directions Governing MOE 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 teacher professionalism, and develop teaching characteristics with the school at their center, and establish quality teacher training 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 MOE



will continue to plan the training of publicly funded students and issue teacher-training scholarships and study funding.

- 6 The Ministry will implement an assessment mechanism aimed to ensure the quality of teacher training universities and that 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 the 12-year Basic Education Curricula” and the “Early Childhood Curriculum Guidelines.”
- 7 The Teachers’ Act was amended on June 5, 2019, providing a legal basis for teachers’ professional development and rewarding



mechanism. The content, methods, division of labor, and incentives for teachers’ professional development are clearly written in the act in order to strengthen their career development, encourage them to continue learning, enhance their teaching quality, and protect the students’ rights to education.

- 8 Promote a support system for the professional development of teachers, integrate each kind of teacher professional development plan and resources under the MOE, use a single window to subsidize each county and city government in a flexible and independent way, draw up complete development plans with counties and cities as their center, and ask universities which train teachers to collaborate 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 for diverse, autonomous, professional development.

- 9 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, plan and organize advancement training classes for teachers already working in order to satisfy the needs of teachers for the implementation of 12-year Basic Education.
- 10 In order to raise the global mobility of potential teachers, universities are subsidized to send students overseas on visits and internships. The “International Schweitzer Plan” aims to strengthen the international mindset of potential teachers, raise their willingness to teach at schools overseas, and promote educational exchanges between universities training teachers and schools overseas.
- 11 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, incentive the education internship bodies to become professional development schools for cooperation with universities which train teachers.

B Arts Education

1 Arts and Aesthetics Education

In order to meet the expectations in faculty cultivation and arts education, the MOE 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 MOE 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 MOE also promotes the practice and research of aesthetic education and executes plans 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, cooperating 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, 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 environment.

2 Arts Competitions and Promotions

Seven major arts competitions are held annually, with about 220,000 student participants (2017-2018), including the National Student Competition of Music, the National Student Competition of Dance, the National Student Art Competition, the National Student Competition of Dramatic Art, the National Competition of Folk Songs for Teachers and Students, the MOE Awards for Creative Writing, and the Nationwide Students' Picture Book Creation Award. These activities aim to promote arts education, cultivate students' interest in art and literature, and improve arts education in schools. In addition, the MOE also organizes touring exhibitions and performances to foster artistic culture and display the excellent results of students' art creations.

3 Specialized Arts Education

To promote specialized arts education, schools can open specialized art talent classes from the third grade of elementary school to senior high school in accordance with relevant regulations. The purpose of an art talent class is to cultivate students with excellent artistic talent with professional art education. They are properly guided to present works in creative ways, and hopefully will contribute to professional arts education in the future. Art talent classes include such subjects as music, fine arts, and dance, among the other subjects designated by the MOE.

To ensure the 2019 art talent curriculum is properly followed, the MOE has formulated accompanying measures, including training in laws and regulations, planning of teaching materials, course development, counseling groups, enrollment requirements, and individual guidance plans (IGP) for gifted and artistically talented students. These measures are to improve the teaching quality of art talent classes. ■



Digital, Technological, and Environmental Education



A Technology Education

The MOE aims to promote technology education that is “prospective” or “pioneering,” especially in areas such as the humanities and social sciences, key industries, as well as interdisciplinary studies of the humanities and science. Important issues and topics will be discussed in classrooms. Students will be trained in innovative ways. The effectiveness of teaching and the cultivation of professionalism will be enhanced. Measures include promoting role models, establishing cross-school

resources or promotion centers, training of prospective teachers, forming teacher networks, planning of courses/academic programs, developing teaching materials and teaching plans, establishing platform for hands-on experience and teaching labs, linking industry with academia, and international exchanges. Normalization of measures depends on the nature of a measure. To comply with the national policies of technology development, cultivate the ability of human resource development and training of professionals as needed by the industry, the MOE conduct some activities such as conferences, presentations of results, and student competitions.



B Digital Education

The MOE has been devoted to promoting digital education in elementary and secondary schools by establishing an excellent environment, encouraging schools to apply digital technology and the Internet in teaching and learning, and improving teaching quality and the effectiveness of learning. The details are as follows:

- 1 Digital Environment: Optical fiber is expected to be fully applied as the backbone of campus Internet (external bandwidth 100-500Mbps) in 2020. Wi-Fi and intelligent teaching facilities



will be available in every classroom. Teaching assistant tools (displaying teaching materials), interactive learning tools (instant evaluation and feedback), innovative teaching techniques (STEAM interdisciplinary and emerging technology) will be utilized to realize the digital environment in classroom.

- 2 Digital Resources: The “Education Cloud” platform integrates learning resources and systems of central government, local governments, and the private sector. The platform supports digital learning in elementary and junior high schools nationwide. With a registered account, both teachers and students can log in the platform and connect to national education resources in the cloud system, accessing tools such as students’ self-directed learning platforms, inter-class teaching platform, and the teaching resource database.
- 3 Digital Teaching Application: Digital tools have been applied in innovative teaching, such as, technology-assisted to fulfill self-directed learning (Adaptive Learning website), application of emerging technologies (AR/VR, AI) in teaching, and digital learning partners for students in remote areas. Those are some examples of innovative education using digital technology.

The objective for 2020 and 2021 is to “improve digital learning and teaching literacy and promote equal access to quality education.” Both teachers and students should learn to use digital learning tools and acquire the ability to self-direct lifelong learning. The central and local governments must work with the citizens to create a better digital learning environment and bridge the divide between cities and remote areas. Artificial intelligence and big data will be applied in classrooms to facilitate the students’ personalized learning and the teachers’ adaptive teaching. In response to the UNESCO’s Education 2030 Agenda, sustainable education of a high quality, all-inclusive, and equal nature is to be achieved via digital technology.

C Environmental Education

The MOE has been promoting environmental education in schools. The 5 environmental topics included in the 12-year Basic Education Curricula include environmental ethics, climate change, disaster prevention and rescue, sustainable development, and sustainable energy resources. Measures have been taken



to support local governments, schools, and civil society and to enhance students’ environmental awareness. Details are as follows:

1 Environmental Education and Sustainable Campuses

The MOE subsidizes local governments’ environmental education guidance plans every year so as to strengthen environmental education in elementary and high schools. In 2019, a hands-on environmental competition was held to encourage students to introspect environmental issues and take actions accordingly. In response to the Environmental Education Act, the MOE has support faculty to become certified environmental educators.

Since 2019, the Taiwan Sustainable Campus Project has actively encouraged schools to list the inventory and document the environmental characteristics around the campuses and plan

the environmental education curriculum by the inventory, which will be in accordance with the 12-year Basic Education Curricula and the UN SDGs. The MOE also supports schools upgrade/replace facilities for environmental education and becoming demonstration school of sustainability so that schools with similar environmental characteristics can follow the demonstration.

2 Climate Change: Causes and Solutions

In response to climate change concerns and the “Greenhouse Gas Reduction and Management Act,” the MOE is devoted to cultivating interdisciplinary talent with the specialty of adaptation to climate change and producing supplementary course materials for students at the elementary level and above. Universities, Colleges and Junior Colleges are subsidized to open general courses on sustainable development and adaptation to climate change.

In addition, the “Climate Change Innovation Competition” is held annually to increase university students’ understanding of climate change, decrease the damage and adapt to it. The winning team has the opportunity to visit Europe and learn about international case studies. In the future, the MOE will deepen the collaboration between the industry and the international community. With the concept of “Living Lab,” students are guided to introspect



environmental challenges and take action accordingly.

3 Disaster Prevention on Campus: Enhanced Network and Management Skills

In accordance with the Disaster Prevention and Protection Act, the MOE has promoted disaster prevention training projects at every educational level. Each year, subsidies are granted to local governments and schools to prevent disasters from happening on campus. The “Establishment of Resilient Campuses Against Disasters and the Application of Technology in Disaster Prevention Project” will be implemented from 2019 to 2022. The project aims to promote campus safety and disaster prevention, as well as to increase awareness of disaster prevention and safety. Special education institutions incorporate in project in 2019. The number of municipalities, counties and cities that organize basic disaster prevention workshops in preschools and special education institutions has increased to 22. In the future, apart from disaster prevention training in elementary and secondary schools, the MOE will further subsidize schools with enhanced disaster prevention abilities to establish classrooms where disaster scenarios are simulated and to develop teaching materials and tools customized to accommodate individual campus needs. Preschool and special education teachers will also be incorporated in disaster prevention training. ■



Diverse Education



To ensure access to education for indigenous peoples, new immigrants, and their children, the MOE and the Council of Indigenous Peoples have worked together to establish a comprehensive education system for the indigenous peoples by implementing the Education Act for Indigenous Peoples and the “5-year Mid-Range Plan of Education of the Indigenous Peoples (2016-2019).” As for the new immigrants, the MOE has launched the “Nurture by Nature Project for New Immigrants (2016-2019)” and the “5-year Mid-Range Plan of Educational Development of the Children of New Immigrants” by way of helping them adapt to the new environment and improve the effectiveness of their children’s learning.

A Education of Indigenous Peoples

1 The Education Act for Indigenous Peoples

The Education Act for Indigenous Peoples was amended and became effective on June 19, 2019. The amended Act ensures more access to education for indigenous peoples, a better supportive system from government agencies, greater participation, enhanced teacher training, and deepened ethnic education. The MOE will



formulate accompanying measures with the Council of Indigenous Peoples.

2 Experimental Education of Indigenous Peoples

- 1 School-type Experimental Education: As of November 30, 2019, the number of schools approved to provide school-type experimental education for indigenous peoples is 32. The MOE will continue to encourage and guide more schools with a special indigenous focus to join the project.
- 2 Experimental Education Class: In SY2019, subsidies were given to 32 experimental education classes for indigenous peoples (13 schools in total).

3 Development of Indigenous Curriculum

- 1 “Collaboration Centers for Indigenous Curriculum Development”: This project aims to develop a proper curriculum and a teaching guidance system for indigenous peoples. Assist teachers at experimental schools for indigenous peoples in the compilation of textbooks and materials suitable for local characteristics. So far, 5 universities have set up collaboration centers for indigenous curriculum development on their campuses.

- 2 Subsidies for Teaching Indigenous Languages: In the first semester of SY2019, 19 county and city governments applied for subsidies to offer indigenous language courses in 1,771 elementary and secondary schools, with 9,820 classes in total.

4 Higher Education of Indigenous Peoples

- 1 Protecting Indigenous Students’ Rights to Higher Education: In SY2019, colleges and universities offered 11,880 admission quota for indigenous students. Colleges and universities are encouraged to offer specialized courses for the indigenous peoples. In SY2019, there are 38 such courses in 27 universities.
- 2 “Indigenous Student Resource Centers”: In SY2019, Indigenous Student Resource Centers at 105 universities have received subsidies.



The centers provide one-stop services for indigenous students in life, study, and career counseling. There are 5 Regional Resource Centers where resource centers on campus can share information, provide counseling, and exchange experiences.

5 Training of Indigenous Teachers

- 1 Promoting specialization of teachers of indigenous languages: In SY2019, 13 county and city governments have been subsidized to employ 151 specialized teachers of indigenous languages.
- 2 Government sponsorship for potential teachers of indigenous languages: In SY2019, 77 potential teachers' applications for government sponsorship were approved.
- 3 Training indigenous teachers: Beginning SY2019, the "Implementation Project of Specialized Training Courses for Indigenous Teachers in Universities with Teachers' Training Programs" was incorporated and a total of 8

universities were subsidized as universities with a special focus on indigenous teachers' training.

6 Refreshing Indigenous Campuses

To revive indigenous aesthetics and promote indigenous language education, the "Presentation of Indigenous Education Results: Indigenous Creativity & Innovation" was held in September 2019.

B Education of New Immigrants and Their Children

1 Improving Literacy and Language Proficiency

In 2020, the MOE subsidized 252 courses for adult new immigrants on basic education, teaching them the basic abilities of listening, speaking, reading, writing, and arithmetic.

2 Lifelong Learning for New Immigrants

In 2020, the MOE subsidized 35 New Immigrant Learning Centers established by county and city governments. These learning centers will organize lifelong learning courses and education activities according to the needs of new immigrants. They will also encourage the resident to participate in the activities in order to enhance mutual understanding and mutual respect for diverse cultures.

3 Multiple Patterns/ways to Promote Education for Children of New Immigrants

Subsidies were allocated to the radio show of "7 Southeast Asian Languages learning for Children" and private organizations so as to promote diverse cultural education via multiple patterns.

4 New Immigrants' Native Language Courses

The 12-year Basic Education Curricula has included the native languages of new immigrants as selective courses in language education in elementary schools start at SY2019. In junior and senior high schools, the selective courses are incorporated into the flexible learning curriculum and second foreign-language curriculum. 126 volumes of textbooks of 7 languages have been completed: Vietnamese, Indonesian, Thai, Cambodian, Burmese, Malay, and Filipino. In SY2019, there are 1,122 classes in 761 elementary and junior high schools, with a total number of 3,523 students. As for senior high school, there are 102 classes in 57 schools.

5 Held Fun Learning Activities

To increase and deepen the effectiveness of learning, schools should include fun-learning courses of new immigrants' native languages



in student club activities and at extra-curricular hours during the semester. The winter and summer camps also be hold during the winter and summer break. In SY2019, 199 elementary, junior high and senior high schools received subsidies for 144 fun-learning activities of new immigrants' native languages. Colleges and universities are also subsidized to offer southeast Asian language courses. In SY2018, 36 colleges and universities received subsidies for 93 courses with a total of 3,333 students, whose goal was to effectively learn about southeast Asian languages and cultures.

6 International Exchange Opportunities for Children of New Immigrants

In order to expand global vision, cross-cultural communication, and international mobility, the MOE subsidized 11 international exchange activities for children of new immigrants in 2019. There were 198 participants and 30 teachers.

Respect for diverse cultures and the histories of different ethnic groups and steady development of the overall education is always a challenge. The MOE will continue to strengthen education quality for the children of indigenous peoples and new immigrants. The students will enjoy a diversified learning environment. Their rights to education will be protected. The MOE will cultivate excellent indigenous talent and assist children of new immigrants adapt and bring their bilingual and cross-cultural advantages into play, so that the public will have a better understanding of various cultures. ■



Study in Taiwan



The 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 2019, the number of international degree students, language students, and exchange students studying in Taiwan increased to 130,417, a significant increase from the number in December 2007, when international student enrollment was only 30,509.

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, 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.

A Scholarships

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



1 MOE Taiwan Scholarship – Scholarships for Degree Studies

These scholarships are offered by the MOE 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.

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

This program provides funding to universities and colleges in Taiwan for 100 university lecturers from Southeast Asia and South Asia, each year from 2017 to 2022, to study in Taiwan for a master's degree or a doctorate.



3 MOE Huayu Enrichment Scholarships (HES) - Non-degree Scholarships to Learn Chinese

“Huayu” is one of several names commonly used to refer to the Mandarin dialect of Chinese. The MOE established the 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 NT25,000.

B 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-one 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>.

C Inquiry Service for Overseas Students

Providing high quality services is critically important to ensuring that overseas students can focus fully on their study and research, as

well as enjoying their time in Taiwan. For this reason the MOE set up NISA, the Network for International Student Advisors, in 2011, to assist the professional personnel on campuses continually improve the ways they can meet the needs of overseas students. In recent years, the number of overseas students in Taiwan has been rapidly increasing, and last year they constituted 10% of the total number of students currently studying at colleges and universities in Taiwan. So NISA launched some new mechanisms for students who have something on their mind to contact someone about it, and receive rapid and effective handling of the matter.

NISA's Inquiry Service for Overseas Students at Tertiary Colleges and Universities has now set up a dedicated webpage, an online mailbox, and a hotline 0800-789-007 for overseas students; a network of personnel in a range of agencies who can immediately be called on for assistance. Each year it also conducts a number of meetings with overseas students in conjunction with several other agencies. The service is available in several languages: English, Chinese, Vietnamese, and Indonesia. For more information, please see <https://www.nisa.moe.gov.tw/moecare/index/index/lang/en>.

D Internships for International Students

Taiwan Experience Education Programs (TEEP)

In 2015, the MOE in Taiwan launched 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, Computer



Science, Culture Studies, English Language Teaching 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. The TEEP internships give students opportunities to participate in a range of activities with their placement company or organization and 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>.

E 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.

The MOE has established a New Southbound Talent Development Program, in conjunction with the New Southbound Policy Guidelines, and set up a cross-departmental NSP 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. We also want to enhance cultural and sport-related exchanges with NSP countries, through cultural and sporting events and related academic collaborations.

For more details about the extensive range of NSP programs, please see http://www.edunsbp.tw/index_en.html. ■

Taiwan, a Place Like Home: Vietnamese Undergraduate Võ Ánh Linh

Interviewee: **Võ Ánh Linh**
Shih Hsin University

"Similar lifestyles and courses taught in Chinese and English are what made me choose Taiwan immediately for my studies," said Võ Ánh Linh, a Taiwan Scholarship recipient who is studying at Taiwan's Shih Hsin University.

"The first obstacle for me when I came to Taiwan was language," Võ admitted. She recalled that she couldn't read the menu at restaurants in the first few months after arrival, so sometimes she had to force herself to finish the plate she didn't like which were ordered by accident.

"I wanted to break through the language barrier, so I decided to immerse myself in a Chinese-only environment. I watched Taiwanese dramas to improve my listening ability and to learn more characters. Later on, I began reading Chinese novels and looked up anything I didn't understand."

"I previewed every lesson, finished my reports early, and worked harder on team homework. My grades improved as a result," Võ said with a smile.

The New Southbound Policy is a friendly initiative that provides plenty of support to Vietnamese students who apply to study in Taiwan. She was then qualified for an MOE scholarship program and that makes her learning journey easier. "It relieves much of my financial burden, allowing me more time to study. We must keep an average grade of 70 or

higher. That's one of the requirements of the grant, and it propels us to study harder, which is why I wanted to come to Taiwan in the first place," said Võ.

"Overseas students are allowed to enroll in the National Health Insurance program, so my family does not have to worry about me getting medical care here in Taiwan. Getting the monthly grant is nice, but for those who would like to have a little more independence and experience what workplaces are like in Taiwan, they are allowed to work up to 20 hours per week."

"Right now, I plan to stay in Taiwan after graduation, maybe on an internship program. After I have some hands-on experience, I will return to Vietnam and find jobs there. I might go to a graduate school in Europe or the U.S.A. to experience different cultures and work styles. I want to see more of the world and expand my knowledge while I'm young," said Võ.

"I would definitely recommend my friends who are interested in Chinese culture to study in Taiwan. For those who are not interested in studying abroad, Taiwan is still a great travel destination. It's not just the scholarships and the schools that attract people to come here. It's the friendly people and beautiful scenery. It's a perfect place to study and to travel. There is great Vietnamese food here in Taiwan, too, which is a huge comfort when I miss home," Võ said. ■



Scholarships



Learn Chinese
in Taiwan



Inquiry Service
for Overseas
Students



Taiwan
Experience
Education
Programs (TEEP)



The New
Southbound Talent
Development
Program

Taiwan, the Best Place for Learning Sinology in the World: Polish PhD Student Marian Olech

Interviewee: **Marian Olech**
National Chengchi University



“Taiwan is the best choice for me, because I want to pursue advanced studies in sinology,” said Marian Olech, a Taiwan Scholarship recipient who has begun pursuing a doctoral degree at National Cheng Chi University (NCCU) since late 2017.

Olech’s research interests center around Chinese paleography. Before NCCU, he had been to Taiwan for a year-long language program with the Huayu Enrichment Scholarship. He enjoyed a wonderful experience, “I had always wanted to come back,” said Olech.

“NCCU has an excellent faculty, especially in sinology, so it has always been my first choice,” he added. With the help of the MOE, Olech can be fully dedicated to his study in Taiwan without worrying too much about very high living cost as students in other places.

“Rising rents in recent years have made it more difficult to find reasonably-priced accommodation in Taipei and New Taipei City,” Olech said. “That is, if you’ve had enough of living in dorms, which I definitely have by now.”

“The MOE’s scholarships are far-reaching programs that really help enhance Taiwan’s

relations with other countries. Students are encouraged to interact with each other, and, of course, it’s a great opportunity for foreign students who want to study here.”

Universities in Taiwan offer quality courses taught in English, especially in subjects that are considered more international. Universities here have formed partnerships with their counterparts all over the world (including my home country), so Taiwan really is a perfect country for foreign students who want to study abroad,” said Olech.

“My plan after graduation is to return to Europe for further studies. Chinese philology is flourishing both in Taiwan and China, and there are so many excellent scholars in both countries. As a foreign researcher, I think the best thing for me to do is bring what I have learned in Taiwan back to the West and promote the development of Chinese philology there. I feel lucky to have the opportunity to study in Taiwan. I’d recommend my friends who consider studying abroad to come here and experience the unique culture of Taiwan.” ■

Education Expenditures

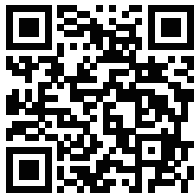


The government has demonstrated the importance it attaches to educational development. The President announced on January 6, 2016 that some of the amended articles in the “Compilation and Administration of Education Expenditures Act,” which increased the percentage of funds allotted to education expenditures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

Taking a broad view of educational expenditures, in fiscal year 1951, expenditure on schools at all levels, both public and private, was NT\$213 million, which accounted for 1.68% of GDP. In fiscal year 2019, the figure reached NT\$899.49 billion, or 4.76% of GDP. Due to

numerous government encouragement of privately funded schools and various subsidies, the number of private schools increased year-over-year, with spending on private schools up from less than 10% of the total education budget before fiscal year 1961, to 24.50% in fiscal year 2019. Public schools meanwhile enjoyed 75.50% of the budget.

Looking at the breakdown of each education level, in SY2018, the total education budget was NT\$740.86 billion, of which preschool education accounted for 8.27%, elementary and junior high education for 41.83%, senior secondary education for 15.35%, higher education for 33.97% (junior colleges 0.72%, universities and colleges 33.25%), and 0.59% went to other institutions. ■



Education Statistics

Prospect



The purpose of education is to help every child fulfil their dreams. Implemented in August 2019, the 2019 curriculum directions take the children as the subject of learning. Diversified exploration, hands-on practice, and self-directed learning allow children with different aptitudes to discover and develop their own potential. They will become lifelong learners that desire learning, innovate bravely, and live their lives confidently. At whichever stage of life, they will

stride forward energetically with the passion of learning.

In the future, the MOE will continue to formulate education policies and work with schools and local governments as partners, so as to align policies with practical needs in classrooms, ensure the implementation and effectiveness of education policies, and promote the innovation and development of education in Taiwan. ■

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	162.6	5.54	1.67	66.25	-	-
1995	21,357	270.2	6.50	1.79	79.67	-	-
2000	22,277	330.7	6.31	2.99	85.47	9.3	-
2005	22,770	374.0	5.38	4.13	88.42	10.6	-
2010	23,162	444.2	10.25	5.21	93.82	11.3	-
2015	23,492	534.5	1.47	3.78	98.63	11.9	16.6
2017	23,571	590.8	3.31	3.76	100.62	12.1	16.6
2018	23,589	608.2	2.75	3.71	101.98	12.2	16.5
2019	23,603	610.9	2.71	3.73	102.55	12.3	16.5

Summary of Education at All Levels						
SY 2019-2020						
Unit: Person						
	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2018	No. of Students Per 1,000 Population
Total	10,931	297,091	137,497	4,260,327	958,211	180.50
Preschool	6,384	53,747	-	564,545	-	23.92
Primary School	2,631	96,604	51,119	1,170,612	198,563	49.60
Jr. High School	739	46,606	22,525	607,969	209,978	25.76
Senior Secondary School	513	52,153	19,527	642,812	230,993	27.23
Uni., College & Jr. College	152	46,137	-	1,213,172	301,170	51.40
Special Edu. School	28	1,702	555	4,990	1,858	0.21
Supp. & Cont. Sch.	478	74	2,089	55,702	15,584	2.36

Gross Enrollment Ratio and Net Enrollment Rate 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
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	99.58	98.87	97.68	97.90	93.88	84.49	71.13
2018-19	94.01	89.21	98.00	99.52	98.67	97.47	98.31	93.75	84.69	71.03
2019-20	94.20	89.09	97.87	99.47	98.49	97.28	98.77	93.69	85.15	70.55

Overseas Students in R.O.C.						
Unit: Person						
	2007	2015	2016	2017	2018	2019
Total	30,509	111,340	116,875	121,461	129,207	130,417
Diploma	16,195	46,470	51,741	55,916	61,970	63,530
Studying for a degree	5,259	15,792	17,788	21,164	28,389	31,811
Overseas Compatriot Students (Including Students from HK and Macao)	10,936	22,865	24,626	25,290	24,575	23,366
Mainland China Students (Studying for a Degree)	-	7,813	9,327	9,462	9,006	8,353
Non-diploma	14,314	64,870	65,134	65,545	67,237	66,887
International Exchange	1,441	4,126	4,301	4,856	5,242	5,242
Short-term courses	1,146	5,586	5,870	8,806	10,630	10,630
Studying Mandarin Chinese	10,177	18,645	19,977	23,539	28,399	32,457
Mainland China Students (to take short-term courses or Attend Meeting)	823	34,114	32,648	25,824	20,597	16,696
Overseas Compatriot Youth Technical Training Classes	727	2,399	2,338	2,520	2,369	1,862

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
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
2019-20	14.34	10.50	12.12	9.87	14.58		27.79	18.66	21.84	3.16

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	46,393	4.43	3.60	0.83
1990-91	11,222	9,228	1,994	2,120	173,572	6.36	5.23	1.13
2001	17,464	12,997	4,467	3,350	299,303	5.83	4.34	1.49
2006	21,586	15,887	5,699	4,103	386,492	5.59	4.11	1.47
2011	26,621	20,481	6,139	5,647	483,957	5.50	4.23	1.27
2015	26,849	20,144	6,706	5,880	534,474	5.02	3.77	1.25
2016	27,011	20,321	6,691	6,046	543,002	4.97	3.74	1.23
2017	29,138	22,008	7,131	6,705	590,780	4.93	3.73	1.21
2018	30,073	22,753	7,320	6,923	608,186	4.94	3.74	1.20
2019	29,082	21,957	7,124	-	610,872	4.76	3.59	1.17

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