



編輯說明

- 一、本部為加強教育改革，提升教育品質，強化國際文教交流與接軌，爰蒐集國內外相關教育統計資料，彙編成「教育統計指標之國際比較」專刊，俾供各界了解主要國家教育發展及其差異情形，並提供本部制訂教育政策及其他單位作為研究分析之參據。
- 二、本專刊內容包括教育概況、國民教育及高級中等教育、高等教育、教育經費、教育成果之評估及附錄等；在國家別方面，主要列舉中華民國、大陸地區、日本、南韓、美國、加拿大、英國、法國、德國及澳大利亞等國。
- 三、本專刊內容所提學前教育、初等教育、初級中等教育、高級中等教育、高等教育係分別相當於我國幼兒園、國小、國中、高級中等學校、大專之教育。
- 四、高等教育係屬大專以上教育(大專校院、宗教研修學院、專科進修學校、空大及進修學院學生)，包括研究所、大學及專科(扣除五專前三年)，在本刊中之學科類別，係依 2013 年版聯合國教科文組織之國際教育標準分類歸類。
- 五、由於各國之學年度與會計年度起迄時間多不相同，在不影響比較效果下，為便利參閱，均以西元之「曆年」表示(請參閱附錄 1、2018 年 OECD 計算指標所使用之會計年度與學年度，我國 2018 年係指 107 學年度)。
- 六、由於各國學制多不相同，以致統計項目無法明細分類；且部分統計資料之定義範圍有所差異，為便利了解其差異狀況，有關差異情形將儘量於統計表下方註明(請參閱附錄 3、主要國家義務教育概況)。
- 七、本專刊主要資料來源計有：
 - (一)聯合國教科文組織(UNESCO)統計資料。
 - (二)經濟合作發展組織(OECD)「各國教育概觀」，網址：
<https://www.oecd.org/education/education-at-a-glance/>。
 - (三)日本文部科學省「教育指標之國際比較」。
 - (四)各主要國家教育統計年鑑。
- 八、本刊為增益統計資訊服務品質，自 104 年起全面改版，除參考世界經濟論壇(WEF)、瑞士洛桑管理學院(IMD)等機構報告，針對現編教育指標加以檢視與擴充外，並重新檢討各單元編排，調整目次架構；另比照美國、日本、OECD 等教育年刊，針對各單元增編簡要分析，以提升使用者閱讀之便捷性。
- 九、本刊所載資料如有更新數字均予以修正，凡與前期內容不同者，悉以本期數字為準。
- 十、符號意義：
 - Ⓘ：修正數。
 - ：不存在或無數值。
 - …：數值不明或尚未產生資料。
 - n：其量微不足道或為零。
 - x(i)：數據包含於表格的其他欄項中(例如 x(2) 表示數據含於該表格同列的第 2 行中)。



Explanatory Notes

1. Our goal is to strengthen the education reform, increase the quality of education, and to expand in the area of international cultural and education exchange to connect with the rest of the world, we have researched and compiled a collection of related education statistics and information into the publication of the “International Comparison of Education Statistical Indicators.” In doing so, it is our hope that others will gain a better understanding of the education development and the differences in major countries around the world.
2. The contents in this publication include a general overview of the education system, senior high school/senior vocational school system, Tertiary (higher) education system, educational funding, assessment of educational achievements and other appendices. The major countries examined are the Republic of China, Mainland China, Japan, Republic of Korea, United States, Canada, United Kingdom, France, Germany, and Australia.
3. The different levels of education classified in this publication are preschool education, primary education, junior secondary education, senior secondary education, and higher education, respectively equivalent to kindergarten, elementary school, junior high school, senior high school, senior vocational school, junior college, college, and university.
4. Higher education in this publication indicates university education and above (with the exception of the first three years at five-year junior colleges), leading to associate degrees at junior colleges, bachelor’s masters and Ph.D. degrees at universities. Here, the categories of higher education courses are based on the definition of ISCED-F 2013.
5. Various countries have different beginning and end for its financial year and academic year. For the convenience of comparison and reference, the Gregorian calendar year is used. (Refer to Appendix 1, The terms of fiscal year and academic year that were used in the OECD Calculation Indicator 2018. In R.O.C., 2018 means the school year 107.)
6. Due to inconsistent statistical classifications and differences in the objectives on parts of the statistical information, hence, for a better understanding of the differences, any relevant information will be explained in the footnote. (Refer to Appendix 3, Compulsory Education Overview for major countries).
7. Source of information:
 - (1) United Nations-Education, Science, and Cultural Organization (UNESCO) Statistics Information.
 - (2) “Education at a Glance 2018 Edition” from various countries by the Organization for Economic Co-operation and Development (OECD), <https://www.oecd.org/education/education-at-a-glance/>.
 - (3) “International Comparison of Education Statistical Indicators” by the Japanese Ministry of Education, Culture, Sports, Science, and Technology .
 - (4) Statistical Yearbooks of Education for selected countries.
8. In order to better the quality of statistical information, the layout of the “International Comparison of Education Statistical Indicators” has been totally revised since 2015. In addition to referring to related reports of the World Economic Forum (WEF), IMD and so on, we examine and expand the current educational statistical indicators, review the arrangement of each unit and adjust the table of contents. Besides, by referring to the educational annuals of US, Japan and OECD, we append a brief analysis of each unit to enhance the readability of this book.
9. The figures given in the issue may not agree with the corresponding figures in the previous issue due to the corrections and revisions made in exchange of base.
10. Symbols used:
 - Ⓢ : Revised
 - : None
 - ... : Data not available
 - n : Insufficient data
 - x(i) : Data included in Column i