

Education

In Taiwan

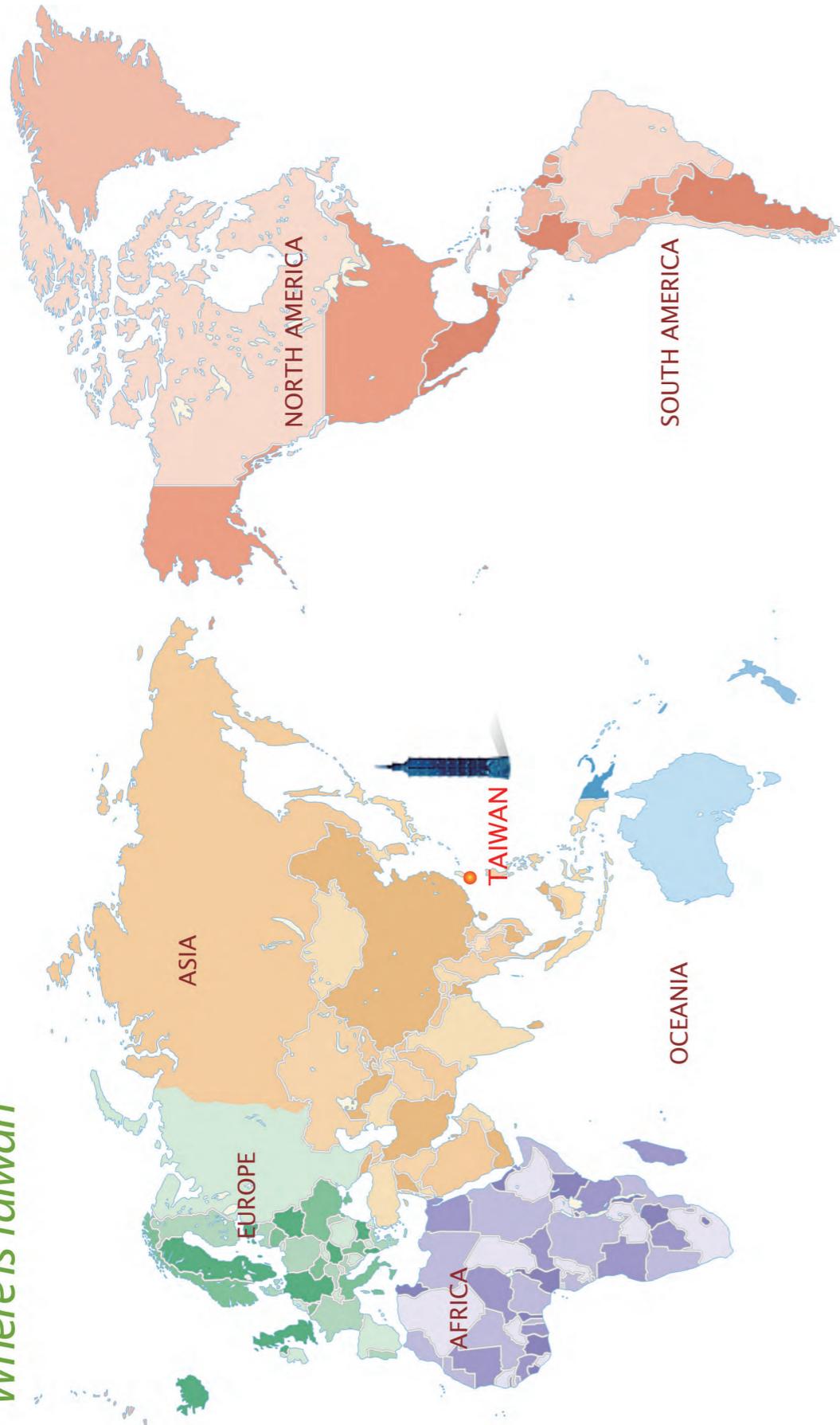
Ministry of Education
Republic of China

2014

2015



Where is Taiwan



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Words from the Minister...



Cultivate Excellence and Quality across the Board to Build a Prosperous Happy Society

Education is the foundation of personal development, social advancement, vibrant economic prosperity, and national sustainability, and it shoulders the mission of enhancing national literacy, cultivating highly-skilled people, and promoting social progress. A new Ministry of Education structure integrating education, athletic affairs, and youth affairs began on January 1, 2013. This has created a consolidated, flexible, and effective team guided by the principles of teamwork, innovation, communication, and delivering results. Building on the governance achievements

of the past, the Ministry is working to create robust quality educational strategies, enhance the professionalism of educators, improve administrative efficiency, actively implement and promote national education, sports, and youth development, and promote education reform, and boost Taiwan's international competitiveness.

The Ministry of Education is energetically working in all areas of education to fulfill the high-quality education component of the President's Golden Decade National Vision which was unveiled in 2011. Our recent

work includes implementing: 1. the Quality Preschool Education Development program; 2. the extension of basic education to 12 years; 3. Phase 2 of the Technological and Vocational Education Reform Plan, and the Plan for Developing Technological University Paradigms; 4. the Aim for the Top University, and the Promoting University Teaching Excellence projects; 5. the Family Education Program, and establishing locally available ongoing learning and education for all senior citizens; 6. the Study-in-Taiwan Enhancement Program, and the 8-Year Chinese Language Education Export; 7. the White Paper on Teacher Education; 8. Phase I of the 5-year Aesthetic Education Plan to boost arts education; 9. the E-learning Promotion Plan; 10. bringing special education organizations within the legal framework; 11. providing barrier-free campus environments; 12. the 5-year Indigenous Education Development Program begun in 2011; 13. vigorous anti-gangs, anti-drugs, and anti-bullying policies, and the Draft Student Counseling Act; 14. promoting the Sports Island Project, and publishing the Physical Education and Sports Policy White Paper; and 15. publishing the Youth Policy White Paper, and increasing

young people's participation in public and community affairs, and in learning by service.

In light of the crucial role that cultivating excellence plays in national development, in early December, 2013 the Ministry of Education issued a White Paper on Human Resources Development as the blueprint for delivering educational quality and excellence. It presents 16 strategies and 39 action plans, covering the next 10 years (2014–2023), designed to nurture highly-skilled people in Taiwan to world-class standard across a diverse range of fields. Its guiding vision is “transition and breakthroughs – cultivate multi-dimensional excellence and quality and together create a prosperous and happy society”.

The Ministry is constantly striving to improve the quality of teachers; improve the quality of early childhood education; revitalize junior high education; refine senior high school education; formulate new technological and vocational education regulations; establish both technological and vocational training programs, and collaborative platforms, in conjunction with business and industry; assist private schools; formulate regulations to support the cultivation of excellence; provide clear pathways and opportunities for lifelong learning; promote differentiation in the higher education sector; and strengthen the education

and training of people of world-class excellence. Our guiding aspiration is to ensure that our nation's highly-skilled people will be well-equipped in 6 key ways: having global mobility, employability, an innovative outlook, a sense of community and civic duty, and an interdisciplinary approach, and being information savvy.

At the same time as nurturing quality and excellence, the Ministry is focusing on ensuring that our highly-skilled people and all students receive a fully-rounded education encompassing five different dimensions:

morality, knowledge, physical health, social interaction, and aesthetic sense. We hope that students, parents, teachers, and the general public will fully experience and appreciate innovation and progress in education, and build a society of happiness, prosperity, harmony, and sustainability together. ☉

Se-Hwa Wu, Ph.D.
Minister of Education
September 2014



An Overview

The Ministry of Education is part of the Executive Yuan and is responsible for national academic and educational administration, including education policy planning and legislation and supervision of educational matters.

Education has always been highly valued in Taiwan. Our education system is currently a 6-3-3-4 structure which offers compulsory education as well as teacher training and vocational education. Although preschool education is not part of the compulsory education and educational system, the government provides assistance to toddlers in financially disadvantaged families to enter the school system early, which has led to an increase in the number of pupils attending preschools enrolling children

from age 2-6. On Jan. 1, 2012, kindergartens and nurseries were integrated as preschools into the education system. Elementary school lasts for six years, from age 6-12; junior high school three years, from age 12-15; (compulsory education was extended from 6 years to 9 years in SY1968, to include junior high school; in SY2014 the period will be extended to 12 years to cover senior high school) senior high school three years, age 15-18; university undergraduate education is four years, masters level graduate education one to four years, and doctoral education two to seven years. In addition, to offer the general public a broader range of continuing education options, there is also supplementary education and continuing education as well as special education for students

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

In SY2013, the total number of schools, including preschools is 11,428, which is an average of 316 schools per thousand square km with a total of 4.86 million students, an average of 208 students per thousand people. There are about 300,000 teachers nationwide. The percentages of teachers with master's degree or above in elementary schools, junior high schools and senior high schools are 44%, 41% and 52% respectively. The percentage of teachers in universities, colleges and junior colleges with Doctoral degree and above is 73%, which is an increase

of 24% compared to 10 years ago. The improvement in the quality of teachers benefits the students' education. In addition, the number of students per class in junior high schools and elementary schools are 30 and 24 students, respectively, with 13 students per teacher. The gross enrollment rate is 83.9%. The literacy rate for those aged 15 and above was 98.4% at the end of 2013, among which, 40.7%

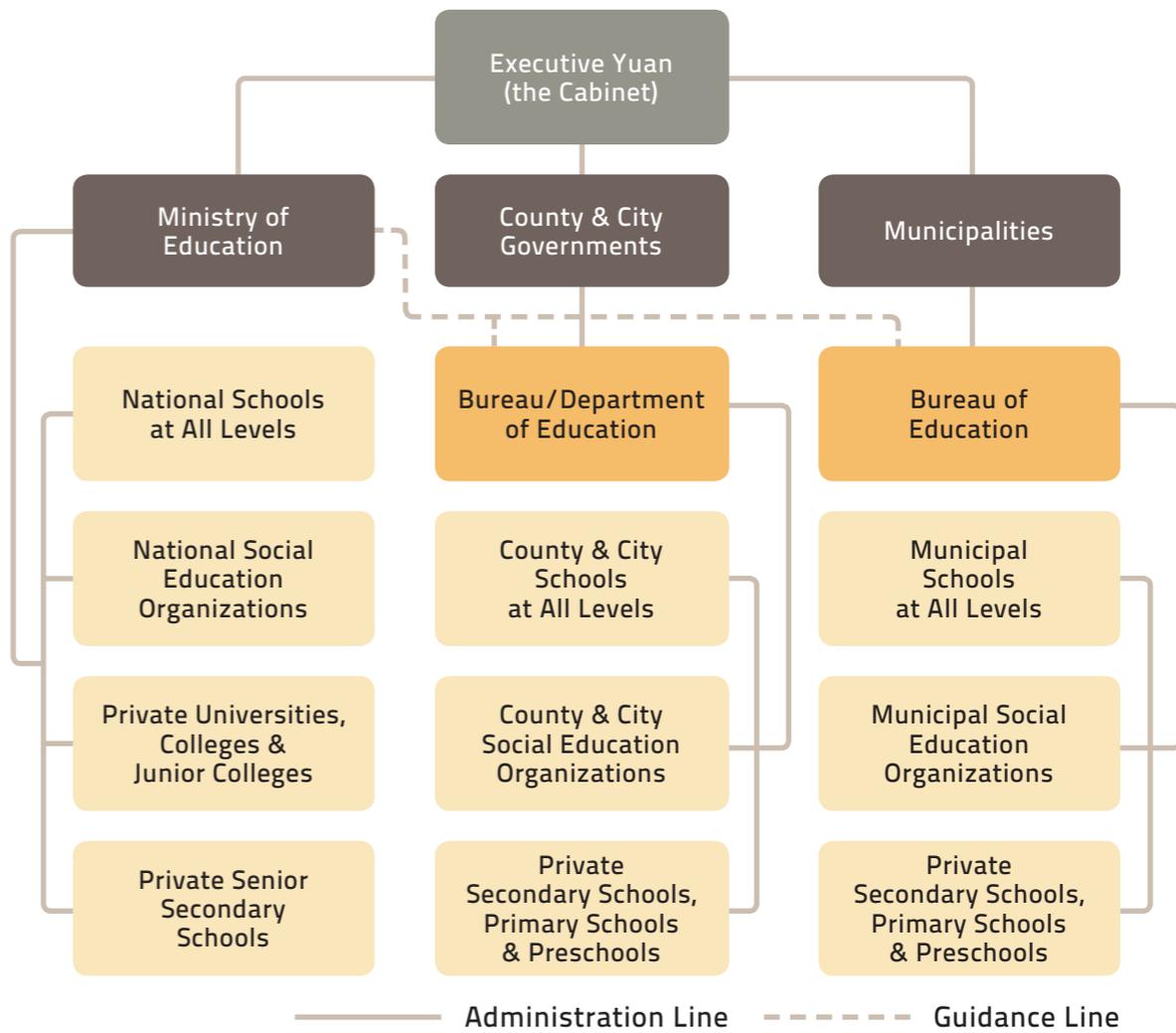
have received higher education. All educational indicators are experiencing positive growth.

In the face of globalization of education, the government recently is trying to promote the export of higher education in recent years. Foreign student enrollment is increasing because of measures that attract foreign students, such as the establishment of a friendly

study environment, a subsidy for overseas promotion by universities, colleges and junior colleges, encouragement for schools to increase their enrollment quota, and additional scholarships for foreign students. As of 2013, the number had reached a new height with 78,261 students, which is about 5.8% of the total universities, colleges and junior colleges enrollment and an increase of 3.5% over 6 years. ●



The Education Administration System 2014



Educational System



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

Compulsory Education

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

Senior High School and Vocational Education

This category includes senior high schools and vocational high schools and consists of three years of schooling. Senior high school includes "ordinary senior high schools," "comprehensive senior high schools," "magnet senior high schools," and "experimental senior high schools." Vocational high schools offer a special curriculum with general high school courses as well as classes in practical skills, classes in industry-related subjects, and cooperative education programs, all designed in line with the various needs of students for a balanced vocational education.



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 vocational high schools.

Teacher Education Programs

The teacher education system, comprised of multiple providers, serves to screen potential teacher candidates and establish a pool of prospective teachers. Teachers who teach in preschool, primary school, junior high school, and senior high school are trained in universities of education with teacher training programs or centers. These institutions are also responsible for providing in-service training and guidance for local education practitioners. In December 2012, the Ministry published its White Paper on Teacher Education, which focuses on pre-employment training, counseling-infused teaching, teacher's professional development and support system with 9 development strategies and 28 action plans to provide a comprehensive plan for the education of teachers at all levels and for all subjects. To protect the teacher's professional status and the student's right to education, the Ministry will promote a professional development evaluation system for teachers in primary and secondary education. As a response to the implementation of 12-year Basic Education in SY2014, the Ministry will improve professional knowledge and skills for effective teaching, multiple evaluations and differentiated knowledge among teachers.

University / College and Graduate School Education

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

Special Education

Special education institutions are established for students with mental and/or physical disabilities, and offer education at the levels of preschool, primary school (6 years), junior high school (3 years), and senior or vocational high school (3 years). Moreover, students with disabilities from all educational levels may apply for extensions according to their mental and physical conditions, learning needs and willingness.

Arts Education

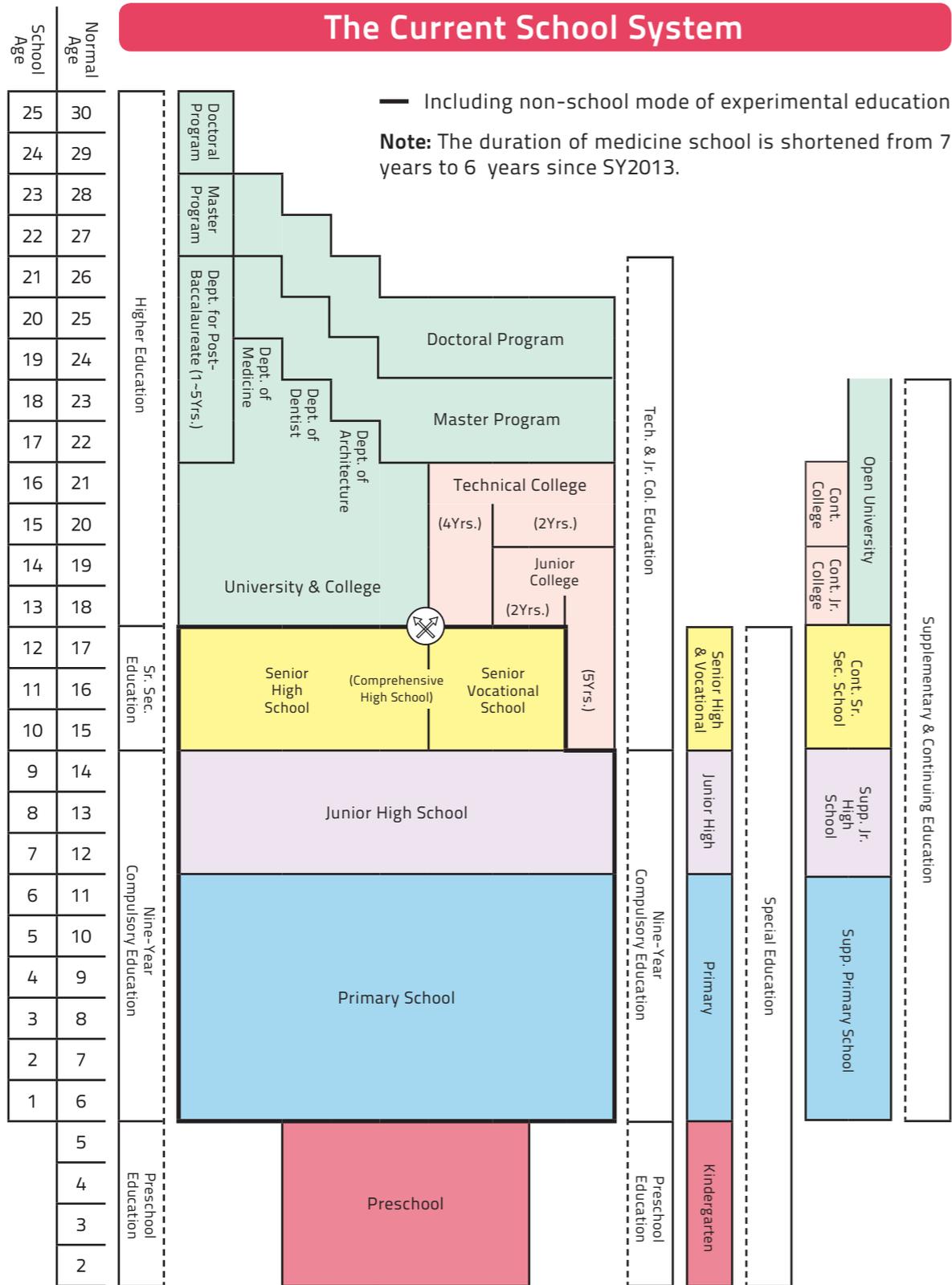
The goals of arts education are to cultivate artistic talent, enrich the spiritual lives of citizens and elevate the cultural level. Arts education in Taiwan can be divided into professional arts education offered at schools, general arts education offered at schools and arts education offered to the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

Supplementary and Continuing Education

Supplementary and continuing education institutions provide extensive and comprehensive learning opportunities for the general public. This kind of education can be divided into general supplementary education, continuing education, and short-term supplementary education. ●



The Current School System



Education Reform



A Implement White Paper on Human Resource Development to Actively Nurture Top Talents

Improve faculty quality for compulsory education, and implement teacher training and an evaluation system to improve the quality of education and care. 12-year Basic Education will normalize and revitalize the compulsory education system, create a sophisticated senior high school education and promote high quality, leadership and excellence in senior high schools. The Ministry has formulated the Technological and Vocational Education Act;

established industrial colleges as a collaborative mechanism and platform for industry, government and academics; expedited the improvement and discontinuation of private universities, colleges and junior colleges; and studied the internationalization of education and deployment of global recruits. In addition, the Ministry has also established an effective evaluation tracking mechanism.

B Fully Implement Early Childhood Education and Care Act to Promote Quality Preschool Education and Care

Establish and promote Temporary Guidelines for Preschool Activities and Curriculum and plan for the training of personnel in charge of the promotion of said Temporary Guidelines. Conduct workshops and

observations on course outlines and strengthen the professional skills of education and care personnel. Study and compile educational resources related to the Temporary Guidelines and assist education and

care personnel to fulfill the spirit of the Temporary Guidelines and develop appropriate curriculum and teaching methods. Comply with the Early Childhood Education and Care Act, which aims at providing affordable and convenient education and care, reach consensus with local governments to increase the supply of public education and care services year by year, changing the ratio of public

(including non-profit) to private preschools from 3:7 to 4:6, and conduct by three operational models as well as increasing public preschools, non-profit ones, encourage private preschools from charitable organizations to transfer into non-profit preschools to help make childrearing more affordable for young parents and families with double incomes and satisfy parents' needs in education and care services.

C Implement 12-year Basic Education to Revitalize Teaching and Promote Independent Student Learning with Differentiated Development

12-year Basic Education has been developed based on multiple perspectives, including the country, society and students, with a core philosophy of helping students develop their skills according to their aptitudes, and to guide students through adaptive development with multiple options. The Ministry of Education promotes adaptive counseling in junior high schools and multiple admissions as well as adaptive development in senior high schools to fulfill career counseling in senior high schools and promote quality and sophisticated development in all senior high schools. In addition, there will be ongoing promotion of admission methods and adaptive counseling to introduce the philosophy behind exam-free admission and special examination admission and the importance of implementing adaptive counseling in junior high schools to help students

choose what they love and love what they choose. Schools are also encouraged to hold special programs with supervision given during review of admission to such programs, to hopefully help students choose appropriate quality schools and achieve the goal of tailoring learning according to their aptitudes.



D Enhance the Connection Between Industry and Academics to Build Quality Recruits

Guide universities and colleges to be the creator of innovative technology for industries and form a closer partnership with industry in R&D, intellectual property and incubation. Encourage faculty and students to start their own businesses, help bring industry innovations and promote derivative businesses through personnel secondment, capital investment and technology infusion to turn the outcome of research and development into business and for derivative businesses to help schools continue to do research on technological innovation. Establish industrial colleges at universities and colleges of technology,

junior colleges to focus on industry's human resource needs. Tailor and match a specific curriculum that is employment oriented. Conduct employment-oriented curricula in vocational high schools and encourage schools to collaborate with industrial organizations and training organizations as well as universities, colleges and junior colleges to devise employment-oriented curricula that focus on practical skills. Students may obtain on-site work experience, internship opportunities in industry, and training opportunities or field experts may be recruited as faculty for the courses.

E Create Sophisticated Educational Quality and Internationalize Higher Education

Deregulate higher education, fulfill university autonomy and diverse development, recruit international talent, establish a robust system for the school affairs fund, enhance the university evaluation system, and provide clear and diverse channels for faculty promotion. Starting in SY2015, national and top universities have to designate certain enrollment quota for disadvantaged students to meet their social responsibilities to reduce higher education's M-form phenomenon. Establish well-rounded transition and exit strategies for universities, colleges and junior colleges to protect students' rights to education and reasonably distribute educational resources in schools. Protect the rights of school staff and faculties, maintain the public nature of school properties and promote the revitalization and reuse of said properties. Enhance students' mobility in all

global service industries. Promote overseas education for students recommended by universities, colleges and junior colleges and actively promote the Study-in-Taiwan Enhancement Program to increase foreign student admissions.



F Complete Teacher Training and Arts Education and Promote 2014 as the Year of Aesthetic Education

Plan for the coordination of teacher training and arts education, coordinate and integrate the tasks of all agencies to fully apply integrated resources, to promote vertical integration and lateral connection. Establish a databank for teachers in senior high schools and below, properly adjust the scope of training, promote an inspection mechanism for pre-service teachers, enhance teacher qualification exams with the addition of mathematics, the inclusion of situational questions

and grant additional credit for certificates. Establish a complete SOP for teacher certificate issuance and a sound inspection mechanism for teacher qualifications, and strengthen continuing education mechanisms for teachers to improve teachers' professional skills and knowledge. Expand the evaluation of teachers' professional development, promote the teacher evaluation system and implement the Phase I of the 5-year Aesthetic Education Plan.

G Deepen Senior Citizens Learning and Family Education and Establish a Society with Lifelong Learning

Promote measures related to family education to improve the public's knowledge of family life and promote family values:

Families and Family Value Month to call for public awareness on and advocate for family values with the development of core curricula in schools and series of special programs.

1 Continue to conduct various promotional activities for family education with key holidays such as Grandparents Day, International Day of

2 Subsidize and guide municipal, county and city governments to provide multiple styles of



family education courses, activities and counseling for grandparents raising grandchildren, single parent families, families that have lost parents, indigenous families, new immigrant families and families with physical and mental disabilities to strengthen family education and help them adapt to society.

③ Systematically plan for and conduct pre-employment and on the job training for professional staff, teachers and volunteers of family education to improve the quality and services in human resources for family education.

Appropriate budgets for senior citizens learning to gradually establish senior citizens learning centers in 368 townships, cities and districts in the nation and help municipalities, counties and cities establish model demonstration centers for seniors learning to increase the ability to execute seniors education policies.

H Promote E-learning and Establish Cloud Learning Environment

Implement cloud educational resources to support the resources and environment for digital devices that schools require to implement mobile learning. The provision and integrative services for cloud resources will enrich educational resources and effectively save on manpower and costs needed for municipalities, counties and cities to develop their own or commission such services:

① Integrate the digital resources of the Ministry, municipal, county and city governments as well as affiliated agencies to establish a cloud learning service.

② Develop applications, learning resources and bookshelves for multiple digital devices and provide cloud learning services such as delivery for mobile learning resources, digital data storage, learning process management, learning evaluation systems and a parent-teacher contact book to support the implementation of mobile learning in schools.

③ Establish the provision of private digital resources and integrative services. Avoid redundant investment in educational resources through cloud resources sharing.

Initiate the E-learning Promotion Plan (2014 – 2017) to improve the effectiveness of the bandwidth of educational and academic network and the quality of campus wireless network. Provide quality cloud resources and services that faculty and students need with student-centered e-learning models to build model digital schools.



I Establish Friendly and Sustainable Campus to Promote Students' Physical and Mental Health

Build a sustainable homeland with campuses as the base. Combine forces from communities and families and establish partnerships. With environmental issues as the focus, including disaster prevention, energy conservation, carbon reduction, climate change, environmental safety and health education, through professional teacher training mechanism and the design of school activities, make students and faculties and the surrounding communities, aware of environmental protection and capable of disaster prevention and emergency response. Achieve the goal of campus sustainability with approaches that are close to their daily lives. Establish a healthy campus environment and actively encourage work related to health promotion and campus health to strengthen school health care, including education on a healthy

diet, create a healthy eating environment on campus, continue with health promotion programs in schools and a campus tobacco hazards prevention and control plan and implement sex education and AIDS prevention.



J Integrate Educational Assistance for the Disadvantaged and Bring About Social Justice and Care

Since 2014, educational subsidies have been included as part of the approved funding for Ministry of Education Award for Private University Affairs Development. A percentage of financial assistance,

living stipend, work study assistance, graduate scholarships and living discounts for students from low-income and the near-poor households will be subsidized to encourage schools to continue providing assistance. Starting from SY2014, applications and documents needed for financial assistance are simplified. A pilot program to waive tuition and fees for indigenous students was initiated. Their identities are matched from the data from the Ministry of the Interior. In the future, more areas will be simplified. Encourage universities, colleges and junior colleges to strengthen assistance for disadvantaged students with policy and funding. Promote multiple educational assistance measures, provide a sound educational environment for students with physical and mental disabilities, develop proposals related to education of the indigenous population and care for children of new immigrants, improve learning and academic performance for disadvantaged students, effectively distribute rural and urban educational resources and provide opportunities for disadvantaged youth students to gain workplace experience.



K Strengthen Sports Development to Improve Citizens' Physical Condition and Performance in International Sports Events

Strengthen the promotion of the Sports Island Project, care for female's rights to sports and seniors' health, promote sports for the physically and mentally disabled and in the indigenous villages to popularize diverse national sports. Continue to promote physical education in schools to enable students to develop exercise habits and improve their physical fitness. Increase the proportion of teachers with physical education specialization in elementary schools and conduct ability enhancement programs for gymnastics teachers in elementary school. Establish full-time sports coach systems in schools and implement physical fitness tests. Encourage students in senior high schools and below to exercise daily and exercise for 150 minutes each week. Improve students' swimming skills and self-protection ability. Improve sports facilities in schools. Prepare for the 17th Asian Games, 2014 Incheon,

formulate a Baseball Strengthening Program, promote system reform for the training of athletes and incorporation of a national athletic training center to deliver top performances in international competitions and actively promote international and cross-strait sports.



L Establish Youth Development Platform to Nurture Multiple Abilities



Conduct training for career counseling seed teachers, carry out research on career development, establish information networks for career counseling in universities, colleges and junior colleges; fully implement career counseling for students to increase professional opportunities during students' academic careers, including internships at non-profit organizations such as community's enterprise and social welfare and public agencies in central and local governments. To foster youth development through the administrative system, a preliminary study was conducted of the Youth Development Act in the hope of promoting such development through clearly stipulated regulations. Youths are encouraged to acquire the ability to innovate and develop in diverse ways. The Ministry will continue to cultivate such abilities and increase youth volunteer participation. ●

Compulsory Education

A General Information

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

Ensuring that all toddlers receive proper preschool education is a major objective of our educational policy. Kindergartens are preschool institutions set up in accordance with relevant legislation for children aged 4 and above up until the eligible age for elementary school, and are supervised by education administrative authorities, whereas nurseries are welfare organizations set up in accord with Children and Youth Welfare Act that accept toddlers aged 2 to 6 and are supervised by social administrative authorities. The talks and negotiations for merging nurseries and kindergartens started in 1997, and culminated in the Early Childhood Education and Care Act passed on June 29, 2011, to be put in place beginning Jan 1, 2012.



B Preschool and Compulsory Education Structure

The Early Childhood Education and Care Act is a revolutionary move in our preschool system. After the bill was enacted on Jan 1, 2012, nurseries and kindergartens were redesignated "preschools", in which toddlers from the age of 2 onwards are given complete and thorough education and care in the preschool until they enter elementary school. This bill consolidated the education and care of toddlers under a single administrative system, putting into practice a toddler-centered strategy that focuses on the toddler's best interests. Taiwan is also the first country in Asia to consolidate the two systems.

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

Put into practice in SY1968, Taiwan's 9-year Compulsory Education system is compulsory, free and obligatory. Legislation states that citizens from the age of 6 to 15 should receive compulsory education; which is divided into two stages – the first 6 years at the elementary school level, and the latter 3 in junior high school. However, this system has been in place for over 4 decades. When first put in place, there were fewer than 10 countries worldwide with more than 9 years of compulsory education in place, making us one of the forerunners. Compared with developed countries, however, the number of years was not that high. To solve the current educational conundrum and enhance the development of national manpower, a 12-year Basic Education system will be adopted in SY2014, a new landmark for our education system.

C Preschool and Compulsory Education Policies

Under Taiwan's educational setup, preschool education is not compulsory. The education and care of preschool-aged toddlers was originally provided by, respectively, kindergartens and nurseries, largely consisting of privately-established institutions. As the two systems were separate and had different supervisory administrative units, they evolved different set-up standards and have different regulations regarding personnel and curriculum. Thus toddlers of the same age often received inconsistent education and care at different institutions. Also, internationally, the trend of offering education service has become a common scene. We thus started to promote the integration of early childhood education and care.

To stimulate the development of junior high and elementary school education and improve its quality, and lay the groundwork for course planning, fundamental research in the development of elementary and junior high school curricula was carried out and added to the 12-year Basic Education policy strategic plan in 2012 to allow the National Academy for Educational Research to complete the Proposal for 12-Year Basic Education Curriculum Development and Guidance for 12-year Basic Education Curriculum Development to ensure consistency.

With increasing globalization in recent years, many nations are experiencing a growing income gap between the wealthy and the poor as well as unequal resource distribution between town and country. Geographical factors and rapid changes in society can lead to uneven distribution of educational resources, causing an educational imbalance between town and country and depriving minority groups of equal access. To solve these regional education issues and bridge the resource gap between different locations, we are working to put the following into practice: reasonable distribution of educational resources, equality in educational opportunity, and realization of equal education and a just and fair society.

Another key strategy is the idea of social care and assisting in the education of children from economically disadvantaged families. Currently there are 3,439 public senior high schools, vocational high schools and junior high schools as well as elementary schools participating in the Promoting School Education Savings Account project nationwide, which authorizes the schools to receive charitable donations. Many philanthropists in both business and society have been long term donors to children in the program, a testament to the generosity of the people of Taiwan. ●



Equal Emphasis on Academic Achievement and Disaster Prevention

Chunan Elementary School



Despite its location in an area where Minnan culture occupies a dominant position, Miaoli's Chunan Elementary School took the crown in the lower grade division of the singing competition at the National Hakka Art and Culture Competition for Elementary and Middle Schools in 2013, winning for the third time in a row.

Considering only five percent of Chunan's students come from Hakka families, this is an impressive record indeed. The winning musical number, titled "Memories under the Tung Trees" integrated four Hakka songs to lively reproduce an elder's memories.

The school's success is due to

the continuous effort at putting into promoting multi-cultures. A Hakka language section on the school website serves to introduce primary-level Hakka folksongs and customs, offering multiple channels for learning.

In addition to elevating students' knowledge in local cultures, Chunan also puts emphasis on disaster prevention education in light of the frequent natural disasters that occur in Taiwan.

Special emphasis is placed on earthquakes, typhoons, floods and fire. A team covering five sub-divisions of guidance, rescue, first aid, reporting, and security was set up to take charge of different tasks.

Chunan invites sixth graders to

participate in excursions to record current campus conditions; give suggestions regarding space usage; and help in preparing and disseminating publicity to lower graders.

Other events included watching disaster prevention films; competitions on related themes; and various other types of information. In 2013, 11 earthquake escape and two firefighting drills were held, according to Kuo Ching-ju, Section Chief of Student Activities.

"Education is the most economically-efficient investment," said Kuo. "Therefore we are shouldering the educational function, aided by community resources in developing a disaster prevention plan." ●

Infusing LOHAS Attitudes in Education

Taipei Longmen Junior High School



Lifestyles of Health and Sustainability (LOHAS) is a trend taking root everywhere around the world lately. That includes the core educational ideals of Longmen Junior High School in Taipei, where students enjoy a custom LOHAS learning environment.

In compliance with school core values such as diversity, adaptability and balance, a series of programs closely attached to “happy learning, happy interaction and happy life” has been developed to equip students with “the abilities to learn, create and fulfill.”

Happy learning aims to explore suitable learning methods; happy interaction is targeted at cultivating a spirit of teamwork

and interpersonal skills, and enhancing social adaptability; while happy life involves family life and outdoor activities.

The stated goals are wrapped in fun-packed lessons. First, students are asked to draw a radar diagram from the perspectives of time to evaluate their self-study status, learning, health, family and other criteria to help them with self-exploration and setting up personal goals.

Then teachers and students join hands to create their own textbooks, starting with a unique cover design. Each one-of-a-kind textbook records words and pictures that convey individual thoughts, returning autonomy in learning to students.

During spring break, 8th graders are given an opportunity to explore different careers through interviews conducted with family members and presented through video, acoustic, or presentation methods. They also participate in professional consulting camps to gain hands-on experience; they listen to speeches to learn more about specific jobs; and they exchange ideas in class to expand their horizons.

In addition, students are also encouraged to express their gratitude to their elementary teachers; guided to understand gender concepts better; taught to respect every individual; and led to develop better parent/child communication techniques. ●

Senior High School

Senior High School

Senior high school education is designed to cultivate physically and mentally sound citizens, laying the foundation for academic research and the acquisition of professional knowledge in later years. Senior high schools can be divided into “ordinary senior high schools,” “comprehensive high schools,” “magnet senior high schools,” and “experimental high schools.” Students who graduate from junior high school or have an equivalent education level can gain admission to senior high school through methods such as examination-free entrance, application, recommendation and screening, and registration and placement. 160 credits are required for graduation.

A Advanced Science Education and Cultivation of Talent in the Science:

1 Taiwan has achieved outstanding results in the international Mathematics and Science Olympiad. Domestic mathematics and science competitions are frequently held for senior high school students, and there are also science talent cultivation plans and domestic and international exhibitions to stimulate interest and learning in the sciences.

domestic competitions in mathematics and information technology for junior high school and senior high school students.

- ii. Plan to host the 26th International Olympiad in Informatics in 2014.
- iii. Continue supporting secondary and elementary education projects in science and cultivation programs for scientific talent.

2 Key objectives for the year 2014:

- i. Continue training students for the Math and Science Olympiads, and organize similar
- iv. Set up science programs in senior high schools and monitor the effectiveness of the programs.

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

1 The main goals of the third 5-year plan to “Improve Second Foreign Language Education in High Schools”, launched in 2010, include:

iii. Creating a second foreign language learning environment.

- i. Encouraging and schools to adopt the plan and offering them support.
- ii. Strengthening the promotion mechanism for the second foreign language education system.

iv. Improving the teacher recruitment system.

2 In SY1999, a total of 22,623 high schools students enrolled in 648 second foreign language classes, a number which ballooned to 112,980 students with 3,760 classes by SY2012,

which is 4.97 times the number in SY1999. In SY2013, nine universities, colleges and junior colleges applied to offer 31 advanced placement foreign language classes for high school students.

3 Key points for the year 2013~2014:

Continue encouraging schools to teach more foreign languages and offer more foreign language classes in order to cultivate talent and increase international competitiveness in the area of languages.

Vocational High School

Vocational high schools serve to cultivate technical personnel with professional knowledge and practical skills, and to help students lay the foundation for their future careers. To meet the rapidly-changing demands of students and industry, the following programs have been adopted:



Vocational Schools

Vocational education is credit-based, with 160 credits required for graduation. Curriculum planning focuses on meeting the needs of the rapidly-changing industry. Graduates can choose to continue with studies at a university of technology, technical college or two-year junior college, to enter the job market, or to start one's own business.



Practical Skills-Based Curriculum

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

Cooperative Education (Alternative Classes)

These classes were first implemented in 1969. Students study general subjects and theory at school while receiving hands-on training in the workplace. This approach was extremely popular in past decades. Now, in response to the changing environment, the Ministry of Education has published "Implementation Guidelines for Cooperative Education in Vocational High Schools," changing the hour-based system into a credit-based system. Students can graduate after completing 150 credits in 3 years.

In order to enhance cooperative education and ensure the rights and privileges of students in the cooperative education programs, the Ministry of Education established an "the Act of the Cooperative Education Implementation in Senior High Schools and the Protection of Student Participants' Right" approved, promulgated and enacted by the President on January 2, 2013 with Hua-Tsung (1)-Yi-Tzu No. 10100290761.

Steadily Promote 12-year Basic Education

A The Ministry of Education has long been planning for the launch of 12-year Basic Education, and since 2008 has been implementing the 12-year Basic Education Precursor Program.

B To allow junior high school education to become more adaptive, creative, active, superior and quality-driven, and to enhance the quality of high school and vocational high school education, President Ma Ying-jeou made the announcement during his New Year's speech for the ROC's Centennial Celebration of the initiation of 12-year Basic Education.



C Key objectives for the year 2012~2014:

Promote the "Implementation Plan for 12-year Basic Education" approved by the Executive Yuan and ensure that it is completely and effectively carried out. The President also promulgated the Senior High School Education Act on July 10, 2013 to establish the legitimacy of 12-year Basic Education. ●

Young Leaders Take Action to Change the World for Better

National Changhua Senior High School

“Tiny men, huge egos” might be the best description of students from National Changhua Senior High School as well as their peers from Canada, Japan, the Czech Republic, Malaysia and other nations as they take real action to discuss serious issues and change the world.

Initiated in 2006, the International High School Youth Leadership Conference is held annually under the umbrella theme of “Reading + Action = Change the World”, in a bid to encourage high school students to change themselves and the world with knowledge and passion gained from reading.

So far the event has attracted 300 students from 100 schools in over 40 countries as it reaches its tenth anniversary next year. Janine Maxwell, the author of



the international bestseller “Is It Okay with You?” has said “The weeklong conference in Taiwan was one of the highlights of my life, and my life has not been uneventful.”

She said after the 2009 meeting, “We were completely blown away, not only by the size and significance of this gesture, but by the fact that this high school in Taiwan was taking the world stage by inviting youth leaders from all over the world to gather and discuss global change.”

Five representatives from each of ten high schools abroad are invited to attend a 10-day experience that embodies seminars, class events and host family activities, as well as tours of Taiwan. The foreign students are asked to write an essay of 2000 words and attend all meetings, while their peers from

Taiwan act as full-time passionate hosts during the weeklong activity.

“We bring forth performances rich in Taiwanese culture such as indigenous dances,” says David Chen, who participated in the 8th edition of the get-together. “The superb performances showed Taiwanese students’ creativity and passion and made us realize that high school students are able to introduce Taiwan to the world,” he says.

Beginning in 2011, in addition to the seminars, the event included a fundraising event, “Walk for Water,” aimed at helping to solve drinking water issues in Africa. Now, a fund of NT\$3 million has been successfully raised and will be used to build a reservoir for drinking water and irrigation purposes in the near future. ●



Billed as the longest-standing artistic craft and design school in Taiwan that established in 1957, Fu-Hsin Trade and Arts School has spared no effort in cultivating young talents, while at the meantime ensured the training meets industry demand.

Concrete measures include portrait sketch program, regular art-related competitions and exhibitions, in addition to



fundamental training. All are aimed to lay a robust ground and expand the horizon of students.

In 2013, Fu-Hsin furthered to strengthen the academic-industry tie through the anime, comic and game industry program co-host by world-renowned game software company XPEC Entertainment. Professionals in the line were invited to give instruction, while students were granted internship during breaks. Those with outstanding performance were rewarded and admitted to a position in the company after graduation. It’s also the first-ever successful cooperation of its kind in New Taipei City.

As a frequent award winner, Fu-Hsin has snatched dozens of titles



A Cradle of Young Art Talents

Fu-Hsin Trade and Arts School

in various competitions such as the best vocational high school, best team award of 4C digital creation competition, just to name a few.

“Fu-Hsin is confident in brand management, and we’re certain that we are among the best in vocational high schools,” said Principal Wang Chich-chen.

In the near future, Fu-Hsin plans to lift students’ literacy in culture, art, design, and technology; deepen students’ learning motivation and competitiveness; promote academic-industry cooperation in the fields of cultural creativity, anime comic, and games to reinforce employment; integrate resources from society, community, and alumni to establish a role model for vocational education. ●

Higher Education



Taiwan enjoys excellent global competitiveness in spite of limited land and natural resources. According to the World Competitiveness Yearbook 2013 published by

the International Institute for Management Development (IMD) in Switzerland, Taiwan ranked eleventh overall in global competitiveness among 60 countries, and was notably

outstanding in “Economic Performance” and “Business Efficiency.”

One reason for Taiwan’s economic prowess is its quality human resources, an accomplishment closely tied to the issue of higher education. In the Global Competitiveness Report published by World Economic Forum (WEF) published in 2013, Taiwan ranked eleventh in “Higher Education and Training.” Taiwan’s human resources provide highly-qualified workers in sufficient supply to the labor market and bring positive benefits for industry innovation.

Universities, Colleges and Junior Colleges

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 4 years for a master degree, and 2 to 7 years for a doctoral degree.

The popularization of education has led to a rapid increase in universities, colleges and student enrollment numbers, although the figure has leveled off in recent decades. In SY2013, there were 161 universities and colleges and 1,345,973 students.

Reforms in teacher training have played an important part in the expansion of higher education. Significant improvements in teacher quality can be attributed to policy adaptations and the newly implemented evaluation system. Currently, Ph.D. degree holders account for over 80% of faculty in universities, the figure having increased by 15% in the past 10 years. Professors account for one-third of all teaching personnel.

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

Although Taiwan’s higher education system has gained recognition for its achievements in many areas, tuition still remains very reasonable. Tuition is about NT\$58,720 (US\$1,924) dollars per year at public universities, and about NT\$109,944 (US\$3,552) dollars at private universities. College tuition stands at only 10~20% of the national per capita GDP, considerably lower than that of many other countries, which in some cases is over 30%.

The Ministry of Education and several universities have jointly established the Higher Education Evaluation and Accreditation Council of Taiwan in the year 2005 to conduct evaluations of universities. This evaluation consists of Institutional Evaluation and Program Evaluation. The former is held every 6 years to examine whether schools have achieved their strategic goals, while the latter is also conducted once every 6 years to examine the quality

of faculty, teaching, research, and service. The Ministry also encourages universities to obtain international certification. The Higher Education Evaluation and Accreditation Council of Taiwan, for example, is a member of several international organizations, such as the Asia-Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Another of Taiwan’s significant achievements is in the area of “Innovation”. In a report from the World Economic Forum (WEF), Taiwan ranked eighth among 148 countries in innovation in 2013. To encourage students to unleash their creativity, the Ministry screens and selects outstanding students to study abroad under sponsorship by the government. In recent years, students from Taiwan have been making their mark in international design competitions such as Germany’s iF Awards and Red Dot Award every year.



More Signs of Progress in Education

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

Knowledge and innovation is the only way to

increase global competitiveness. Countries the world over spare no effort in investing in the cultivation of innovation and talent by improving their higher education systems. Thus since 2006, the Ministry of Education has been promoting a plan to develop world-class universities and research centers. The program was renamed "Heading toward Top Universities" and has been in place since April 2011. After 7 years, we are now reaping the rewards:

A Taiwan is Reaching Out to the World

Seven years after the plan started, 11 of the universities that have been subsidized by this plan as of the end of 2013 are ranked in the world's top 500 universities as well as the world's top 100 universities in the global university rankings (UK's The Times and Quacquarelli Symonds, QS). In addition, night schools are ranked among the 500 schools in Shanghai Jiao Tong University's Academic Ranking of World Universities and their ranks improved year by year. In 2013, 9 schools made the list. This is a sign that the subsidized schools have inspired themselves to meet international benchmarks and rise up to international competition with the top schools in the world.

B The Quality of Students Continues to Improve

Top universities in Taiwan have instigated reforms in their general education systems and interdisciplinary programs. Currently, there are 109,397 students enrolled in interdisciplinary programs as of the end of 2013. The universities are also fulfilling their social responsibilities, as seen in actions like support of disadvantaged students. Between 2006 and 2013, a total of 21,622 disadvantaged students enrolled in colleges and universities, a figure growing at an average rate of 139% annually.

In addition, the top universities have also responded to public outcry at poor higher education quality, promising to improve the learning environment and boost student motivation to enhance the quality of university students.

C The University is Becoming a Place for Innovation in Business

Taiwan's innovative ability has been recognized in the World Competitiveness Yearbook published by IMD. In recent years, the number of patents and new breeds developed by Taiwanese universities has grown by 161%, and income from intellectual property rights has increased by 240%. This momentum will in turn stimulate more innovations and increase contributions to society.

D Campuses Play Host to the World

"Internationalization" is the key to global visibility. Whether the universities in a country are attractive to foreigners is also a criterion in evaluating national power. More than 60,000 foreign scholars have visited Taiwan, and nearly 55,079 foreign students are studying in Taiwan's top universities. In addition, 15,189 students received the opportunity to be exchange students overseas. On average, almost 473 international conferences are held in top Taiwanese universities each year, thereby broadening the horizons of Taiwanese students.

Vocational and Technological Colleges and Universities

The institutions in this category include junior colleges, technical colleges, and universities of technology, accounting for a total of 91 schools. Junior colleges are divided into 2-year programs and 5-year programs. Technical colleges and universities of technology can admit students for

associate degrees, bachelor degrees, and master degrees, while universities of technology can also accept Ph.D. students.

In accordance with government policy, the key points for development in these schools are:

A Implement Multiple-Route Admissions

Vocational and technological colleges and universities recruit students through separate examination and enrollment systems:

① **5-year junior colleges recruit graduates of junior high schools. Entrance methods include examination-free entrance and special examination admission.**

② **The 4-year colleges/universities and the 2-year junior colleges employ the following methods:** 1. screening by skill; 2. recommendation; 3. registration and placement; 4. The Star Plan, which is designed to balance the gap between urban and rural areas and support disadvantaged students in remote areas; 5. application using the Subject Competence Test for a given year and other written reviews that may be beneficial for the review.

③ **2-year colleges accept the graduates of 5-year and 2-year vocational schools**



through several methods: 1. recommendations of students with outstanding skills; 2. registration and placement; 3. individual recruitment.

B Enhance Teaching Quality

Promotion of government programs, enhancement of teaching quality, and adoption of a practical approach towards teaching

① **Implement the Program for Promoting Teaching Excellence for vocational and technological colleges and universities, the goals of which are:** 1. Enhance professional teaching skills; 2. Strengthen curriculum design; 3. Strengthen student motivation; 4. Set up teaching evaluation systems; 5. Implement and/or improve all areas related to teaching quality.

② **Strengthen teaching and learning abilities:** 1. Offer subsidies for instructors to gain work experience in public and private firms; 2. Recruit from industry to enhance teaching; 3. Promote off-campus internships.

③ **Encourage students to participate in various competitions:** Outstanding students have been able to apply for airfare and accommodation subsidies to take part in international competitions and exhibitions.

④ **Encourage professional certification:** Instructors and students are encouraged to obtain professional certification to improve teaching

quality and enhance students' competitiveness in the job market.

C Promote Evaluations of Vocational and Technological Colleges and Universities

Each school is evaluated as an integral unit every 5 years to improve quality of education.

D Promote Cooperation Between the Industry and Academia to Cultivate Talent

Encourage interaction between academia and industry; design specific courses or curricula to meet the needs of industry personnel.

① **Collaboration between industry and academia** : develop vertical education systems, i.e., 3 in 1 (vocational high schools + vocational colleges + enterprises) and 4 in 1



(vocational high schools + vocational colleges + enterprises + employment training centers) programs in various combinations of education plans:

3+2 (3 years in vocational high school and 2 years in 2-year junior college);

3+2+2 (3 years in vocational high school, 2 years in 2-year junior college, and 2 years in a 2-year technical college/university completion program);

3+4 (3 years in vocational high school and 4 years in a technical college/university);

5+2 (5 years of junior college plus 2 years in a technical college/university completion program)

② Masters Degree Program for Industry Professionals

③ **Industrial colleges**: The academy offers customized training courses that focus on the specific recruitment needs of industry and are oriented toward student employment.

④ Second-Baccalaureate Program

E Emphasize Innovation and Research / Development

To encourage collaboration between schools and industry, the government offers subsidies to six schools that establish regional cooperative work-study centers and promotes the "Industrial Region Work-Study Program", with the goal of improving the national economy and contributing to society.

F Launch International Partnerships and Exchanges

To cultivate international talent, the government encourages schools to establish an international environment, including internationalized campuses,



curricula, and administration systems, and promote global cooperation and exchanges, including international collaboration in research and teaching, teacher and student exchanges and other collaborative programs.

G Developing Technological University Paradigms

Guide technological universities to build the research and development environment for industry and academic innovations and bring about the cultivation of talent and intellectual properties in this area. Establish diverse paradigms for the characteristic development of vocational and technological colleges and universities to encourage seamless collaboration between the schools and industry and strengthen the foundation of industry and technology. ●



Smart Device Turns Rehab into a Fun Game

National Cheng Kung University



Chiang Wei-chun, 29, PhD Program, Department of Electrical Engineering. Chou Te-feng, 23, 6th-year student, Department of Medicine. Chi Yi-chun, 20, 1st-year student, Department of Medicine. Yang Tsung-han, 22, Graduate School of Electrical Engineering

A system developed by a SMART Crew from National Cheng Kung University that integrates the Internet cloud to quantify the degree of rehabilitation of patients has outclassed other competitors at the Microsoft Imagine Cup in Taiwan and will represent Taiwan in the global finals in July.

The Ubiquitous Smart Rehabilitation Network System (Usens) enables doctors to determine a patient's condition in real time and is helpful in setting improvement goals, while in the meantime empowering patients to be optimistic and positive about their treatment.

Seeing so many stroke patients suffering pain, the team was motivated to combine clinical experience and their abilities in

engineering system development to create a cloud rehab system. Usens is installed together with a series of games that feature motions frequently used in rehab treatment, making rehab more fun for patients while at the same time automatically recording motions and statistics incurred in the process.

“Our hope is that real-time statistics that show patients' improvement will enhance their courage and positive attitude,” said the team. Doctors and therapists can also observe patients' condition and give feedback accordingly.

Led by Dr. Lin Yu-ching, Professor in the Department of Electrical Engineering, and Wang Jeen-shing, an Assistant

Researcher in the Department of Electrical Engineering, Hsu Yu-liang, the team consists of members from both fields. The cross-field collaboration inevitably encountered considerable “field shock” during the research and development process. Nevertheless, the SMART Crew eventually overcame all obstacles by thinking from the opposite angle and brainstorming to find practical solutions.

“A successful research team must have members from different fields. In our case, medical professionals detected clinical problems which could be solved by electrical engineering scholars using technology,” said team member Chou Te-feng, a sixth-year student in the Department of Medicine.

The SMART Crew believe they have an advantage in the upcoming finals held in July, as they can integrate cross-field team members to solve problems and make Usens even more complete.

Origami Unfolds Concepts in Animal Conservation

Shu-Te University



Lu Kuan-ling, 23,
Sun Yu-tian, 23,
Cho Hsun-yang, 24,
Lyou Ying-ting, 23,
Kuo Tian-yu, 23,
Kuo Yu-chen, 23,
Lin Tai-hsin, 22,

Senior,
Department of Visual
Communication Design,
Shu-Te University

Origami animals in various colors and shapes captured the attention of viewers and won their seven joint creators the Best of the Best title in the Communication Design category in the red dot design award 2013.

The designs were originally a graduation project for the seven college students which sought to introduce the diversity of species in Taiwan through the popular craft origami. Each of the team members shouldered one specific task such as structure, visual, and layout design, and they discussed details to finally come up with the final product.

“Seeing other outstanding works made us realize that there are still lots of details that need to be considered when it comes



to design,” said the team. And through these creations we have seen diverse viewpoints and concepts.

“Design can convey messages and emotions through different forms, and this is why our passion for design continues to grow,” said the young artists. Most of them are keen observers of life and love to experiences different things that turn out to nourish their artistic abilities. They have also broadened their horizons through wider get access to lots of art or design-related publications and works.

“We have been inspired to put more effort into forging our skills,” said the team after winning the award.

They consider their status as students enrolled in the vocational education system to be an advantage as it provides a longer training period for techniques and practices that lay a well-grounded foundation for all the skills required for their art work. One slight drawback, on the other hand, might be that they receive less training in thinking, reading, and design theory as hands-on practice is emphasized more. ●

Lifelong Education

A Community Colleges

76 community colleges in 2011, 76 community colleges in 2012 and 78 community colleges in 2013 were subsidized for offering the public educational institutions for lifelong learning, raising public awareness of critical social issues and encouraging the public to take part in community education. In the future, local colleges will be encouraged to offer local culture courses and develop areas of specialization. Meanwhile the Ministry of Education will facilitate the certification of informal courses, help to raise quality of instruction, and work to improve community learning institutions and increase the level of community participation, thus revitalizing community learning power and stimulating community growth.

B "Learning Hometown – Sustainable Community" Project

To promote lifelong learning, the Ministry of Education has worked to promote "Lifelong Learning Neighborhoods" throughout the country, allowing these neighborhoods to become lifelong learning environments that provide opportunities for participation and growth, thus fulfilling the vision of lifelong learning that everyone can learn anytime. A team of 14 people made up of representatives from



various governmental institutions as well as experts serve as a professional coaching team of counselors. In 2013, 10 cities and counties were subsidized to offer courses such as arts and culture, eco-leisure and local industrial improvement. The communities are able to establish the learning system by providing the public with participatory and learning channels for lifelong learning and the means to contribute what they have learned through revitalizing existing space.

C Multi-functional Lifelong Learning Center Pilot Projects

To promote the effective use of supplementary elementary school and junior high school facilities and give community elementary schools and their supplementary school education programs a role to play in the promotion of lifelong learning, 15 elementary schools were chosen in 2011 to be the sites of lifelong learning community centers; these 15 community centers were evaluated with 20 elementary schools added and subsidized in 2013 to assist in their growth and sustainability and offer a learning platform for community members.

D Promotion of Open University Education

Taiwan has two Open Universities, the National Open University and the Open University of Kaohsiung. The cumulative number of students has exceeded

400,000, with the average enrollment per semester at 18,000. The universities have produced over 40,000 graduates so far. Open Universities do not require entrance exams and have no set time limits for completion of coursework. Students who fulfill 128 credits will be awarded a bachelor's degree, while 80 credits will earn the student an associate degree.

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

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



F Oversight of Short-term Cram School

The number of short-term cram schools stood at 18,902 as of Feb. 2014. Annual subsidies are provided for local authorities to conduct inspection and training to allow the public to inquire about information related to cram schools and ensure public safety at these facilities. A "National Cram-School Information System" database is now



being set up to allow the public to look up relevant information.

G Advocate Family Values and Promote Family Education

Industrialization and urbanization have had a major impact on family structure and family values. As a result, cases of child abuse, domestic violence, juvenile crime and teenage pregnancy are rising. These trends reflect the importance of rebuilding family functions and values. In order to promote family values, family education and lifelong learning, the Ministry of Education has established the Mid-Range Plan for Promoting Family Education (2013 to 2017) and Integration Plan for School and Family Education for Primary Education and Preschools by MOE (2013 to 2017) based on Family Education Law as the blueprint. The regulations are intended to connect central and local departments in promotional efforts. In addition, the Ministry established various promotional programs for family education, which



aims to cherish family values, friendly family interaction, generational cultural heritage and marriage management. Integrate key holidays such as Grandparents Day, International Day of Families and Family Value Month with school and community special activities to advocate and bring more awareness to family values.

H Promotion of Elderly Education

With advances in medical science leading to greater longevity for the nation as a whole, the aging of society is an inevitable part of the future. 11 years from now (2025), the elderly are expected to constitute 20.1% of the total population in Taiwan. To improve the adaptability of citizens in both family and social spheres after retirement, to slow the speed of aging of the population, and to protect the rights of the elderly to learn, since 2008 the Ministry of Education has set up “Senior Citizens’ Active Learning Centers” with courses appropriate for seniors. As of 2013, a total of 271 Senior Citizen Active Learning Centers have been established. The Ministry has



also pioneered “Senior Citizens’ Active Lifelong Learning Universities”. These centers utilize the personnel and facilities of existing higher learning institutions and are aimed at citizens aged 55 and older. In 2013, 99 seniors’ colleges were established to increase the opportunities for the elderly to participate in society and lifelong learning, and offer them local learning opportunities.

I Promoting Reading and Improving the Quality of Libraries

To improve the quality of service at libraries, the Ministry of Education has secured funding from the Executive Yuan to launch the “Reading Promotion and Space Transformation: Library Service Renewal Development Project 2013-2016” to assist both central and local public libraries in improving the reading environment and upgrading collections and facilities, as well as promoting reading activities. The project also aims to promote the integration of library resources and enhance library hardware and services.

J Update the Hardware and Software in Social Education Institutions to Create Diverse Learning Fields with Quality

The Ministry will guide the national social education institutions to develop mid-term development plans. These institutions may establish greater utilization of their organizational structures through cross-industry alliances, collaboration with



schools and the infusion of corporate capital, which will hopefully improve the features, functionalities and service qualities of the national social education institutions. Marketing activities will be held regularly on multiple subjects to encourage the public to visit national social education institutions and experience the fun of learning. In addition, the Ministry has also been conducting relocations. The relocation plan for National Taichung Library started in 2012 and the relocated library started test operation on May 15, 2012. The official opening was on June 3. (The library was renamed National Library of Public Information on January 1, 2013.) The National Museum of Marine Science and Technology was inaugurated on January 26, 2014.

K Raising Educational Awareness and Collaborating with Non-profits

In order to effectively integrate education foundation resources and achieve sustainability in non-profit organizations, the Ministry started promoting educational foundations as part of the lifelong learning project in 1999. In 2009 this effort

was transformed into a charitable education project and assisted event, and in 2011 it was further transformed into a lifelong learning education foundation.

L Promote Native Language Education to Increase Citizen’s Native Language Skills

To promote the native language skills for the people of Taiwan and to encourage balanced development and environment for learning native languages, the Ministry continues to promote and support native language learning based on the principle of equality. The Ministry will continue to maintain the electronic dictionary for native languages, conduct certification programs, establish online learning resources, promote Taiwan Mother Language Day and establish an ideal environment for learning native languages in order to maintain the functionality of native languages. The Ministry will also conduct literary contests for native languages to speed up the revitalization and growth of the culture of multiple languages. ●

Special Education



The Special Education Act was amended in 2013 to enhance the development of special education and move toward the goal of taking care of both gifted and disabled students. The emphasis is on both quality and quantity in education, and protecting these students' right to a proper education. A report published in 2011 laid out the rules for implementing adaptive teaching and developing the full potential of these students to enhance the quality of special education.

The United Nations Educational, Scientific and Cultural

Organization (UNESCO) has announced that all governments should adopt the concept of inclusive education. All students should be permitted to study in public schools except for those who have special individual conditions. Inclusive education means that students should be placed in a least restrictive environment (LRE, i.e., in public schools near the students' homes, so that they may attend classes with peers of the same age, and receive appropriate support from the government). As of 2013, 92.45% of preschool disabled students in Taiwan are attending regular public schools. The

figure is 86.15% for elementary schools, 85.13% for junior high schools and 76.56% for senior high schools.

The budget for special education has increased from NT\$5.876 billion in 2002 to NT\$9.051 billion in 2013. The percentage of the total education budget allotted to special education rose from 3.84% to 4.58%. In 2014, the number of disabled students in secondary and elementary schools was 103,662, while that of gifted students was 22,713. There were 12,741 disabled students in universities.

Key Achievements Between the 11 Years from 2002 to 2013 Include:

- ① Completion of legislation for special education; establishment of guidelines for special education policy.
- ② Strengthening of multiple-route placement system for students with special needs; promotion of inclusive education.
- ③ Enhancement of quality and quantity of special education classes.
- ④ Increase in availability of preschool special education; emphasis on early intervention for children.
- ⑤ Improvements in primary and secondary school special education; providing more flexible alternatives.
- ⑥ More opportunities for students to receive tertiary education; making available more special education classroom resources.
- ⑦ Encouragement and subsidies for schools that help students with special needs complete full education.
- ⑧ Adjustment of teaching methods in special education curricula and training of special education teachers.
- ⑨ Establishment of least restrictive environments and support programs on campus.
- ⑩ Promotion of multiple education alternatives for gifted students so as to fully develop their talents.
- ⑪ Digitization of special education administration and establishment of administrative support networks.
- ⑫ Establishment of special education evaluation system so as to increase the efficiency and effectiveness of special education.

In the Next Decade, We Hope to Take the Following Measures to Improve Special Education:



- ① Continue amending and putting into practice applicable laws.
- ② In line with the integration of kindergartens and nurseries, to extend special education to children as young as two years of age.
- ③ Strengthen the promotion of inclusive education in junior high schools and elementary schools.
- ④ Establish a roadmap for disabled students in the 12-year Basic Education system.
- ⑤ Encourage universities to set aside places for disabled students in its entrance screening or hold separate entrance examinations for disabled students.
- ⑥ Implement individualized support services for disabled students in universities.
- ⑦ Continue with the program for gifted students.
- ⑧ Actively improve the barrier-free environment on campus so as to give disabled students equal rights to education. ●

Sports Affairs



A Overview

On January 1, 2013, Sports Administration of the Ministry of Education inaugurated and made a new start with integration of sports resources and affairs in schools and society. The Sports Policy White Paper was issued in June 2013. The action plan for the White Paper was completed in September and published in December. The White Paper sets out

the vision of Healthy Citizens, Athletic Excellence and Vitality in Taiwan with the core philosophy of Quality Sports Culture, Outstanding Athletic Performance and Prosperous Sports Industries as guidelines for sports development in Taiwan. In the next decade, the proposals in the action plan will be gradually put into practice to generate pleasant sports experience, cultivate healthy, outstanding athletes and move the entire national toward a better sports environment.

B Key Policies and Achievements

1 Popularize and Diversify National Sports

i. Promote the sports island program with Exercise Stimulus Program, Express Sports Pleasure Exercise Program, Advisory Project for Sports Organization Establishment and Healthy and Sustainable Sports Island Project to promote regular exercise among the general population and improve citizens' physical health and quality of life.

ii. Improve students' physical fitness and promote 12-year Basic Education – Expansion Program for Physical Fitness Testing Station and Training Program for Physical Fitness Instructor. In SY2013, county and city governments received subsidies to establish 60 physical fitness testing stations. The number is estimated to reach 75 in 2015. As of 2013, the program has trained 2,255 physical fitness instructors and 998 physical fitness inspectors for teachers.

iii. Continue to care for women's right to exercise. Guide local governments to integrate private resources and hold multiple community recreational activities. Encourage women to exercise.

iv. Care for seniors' health, extend the age limit for physical fitness exam and encourage seniors to participate in outdoor activities and develop the habit of exercise.

v. Continue to promote exercise programs for the disabled and in 55 indigenous villages and take care of the disadvantaged and their rights.

vi. Fully implement sports education for indigenous students: Reinforce athletes' health and stress management ability through education on medicine, sports injury, nutrition and drugs. Monitor the changes that take place in athletes' body shapes through sports science. Establish a database on indigenous athletes' physical and psychological condition as a foundation for awareness of their physical characteristics and sports potential.

vii. Establish counseling and management mechanism for high-risk outdoor sports and emphasize sports safety for the public.



2 Obtain Better Results in International Competition

i. Prepare for the 17th Asian Games, 2014 Incheon: Conduct three-stage athlete training program in accordance with the Training Program for Athletes Attending the 17th Asian Games, 2014 Incheon to improve the athletes' strength and potential for winning medals in Incheon.

ii. Continue with the Comprehensive Plan for Baseball Revitalization and submit Baseball Strengthening Program to the Executive Yuan. The program period is from 2014 to 2017 and the goal is to increase grade 4 baseball teams to 900, raise the percentage for female participation in baseball yearly and reach the top three spots in the international baseball community.





iii. Reform the training system for competing athletes: Reestablish the support system for sports training, integrate school sports and competing sports and strengthen the athlete selection and cultivation mechanism. Choose athletes that are appropriate for international competitions through a systematic training system. In addition to supporting athletes with training and award mechanisms through selection, training, competition, counseling and reward, the functions of the National Sports Training Center will also be strengthened to improve international competitiveness.

iv. Establish a sound full-time sports coach system: Establish the touring coach system. Supervise local governments to comply with the National Sports Act and hire more full-time sports coaches for sports classes. Continue to conduct improvement training for full-time sports coaches. Integrate the old and new systems for the evaluation of full-time sports coaches. Conduct regular visits to check the services of full-time sports coaches, emphasize the transportation of talent and continuous training results.

v. Establish a sports injury prevention system: Sports Administration of the Ministry of Education is promoting the SY2013 Pilot Program for Touring Sports Injury Prevention Specialists in affiliated National Senior High and Vocational High Schools. One sports injury prevention specialist is programmed for every four schools. The implementation focuses on three strategies, including sports protection and management, establishment of a regional medical service

network as well as visits for sports science and guidance in health education as references for evaluating future regional and national expansions.

3 Develop the Sports industry

i. Continue to implement the stipulations and support measures for Sports Industry Development Regulation to build an environment that is friendly to the development of the sports industry in Taiwan.

ii. Actively promote rewarding measures of financial assistance, collaboration between industry and academia, research and development as well as innovative service and increase expenditure on sports consumption to promote the development of sports industries.

iii. Actively implement the Promotional Program for Corporate Sports Sponsorship to encourage the infusion of private resources into sports development.



4 Actively Promote International and Cross-Strait Sports Events

i. Continue to guide and promote sports organizations in Taiwan to hold international tournaments: Promote international exchange in sport; strengthen communication with international sports organizations; host international sports competition and conferences; cultivate talent in international sports affairs, actively obtain key positions in international organizations; guide sports organizations in Taiwan to hold international tournaments and competitions to fulfill our duty as a member country, increase Taiwan's strength in sports, improve our national reputation and expand the extension and depth of international exchange on sports.

ii. Actively prepare for the 2017 Universiade in Taipei: Assist with the operation of the Department of Sports, Taipei City Government, amend the six-year preparation plan and obtain approval, speed up preparations for the 2017 Universiade in Taipei and determine the sports categories with higher

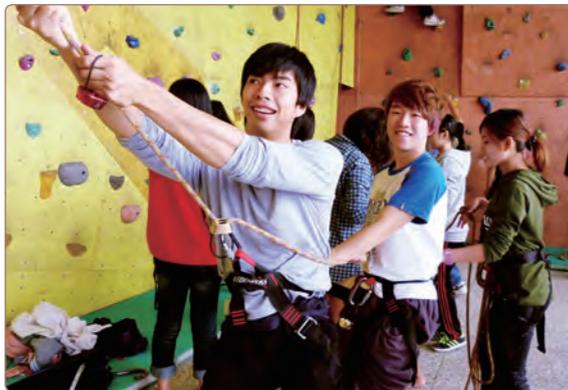
possibility for medals to help with the operation of program preparation, facilities arrangements and athlete training.

iii. Train recruits with expertise in international sports affairs: Continue to conduct training for international affairs specialists and establish a databank to cultivate trainees with the abilities to assist sports associations to conduct international exchanges abroad and provide potential recruits for the preparation of the 2017 Universiade in Taipei.

iv. Establish harmonious and reciprocal cross-strait exchanges in sports: Conduct cross-strait exchanges and visits for sports professionals based on the Olympic model to increase mutual understanding. Invite the Chinese Taipei Olympic Committee to reinforce promotion of the Olympic model and conduct cross-strait discussions between the two Olympic Committees to establish mechanisms for communication and establish harmonious and reciprocal cross-strait exchanges on sports.

5 Build a Quality Sports Environment for the Public

i. Enhance public sports facilities at all levels. It is anticipated that 32 civil sports centers and 390 sport facilities of all types will be built between 2010 and 2015 to provide a friendly, high-quality sports environment for the public. The Ministry will continue to supervise the municipal city and county (city) governments to manage and monitor the operation of these facilities as well as listing and managing public sports facilities that may potentially be idle. In addition, experts and scholars are invited



to conduct visits to understand the operation of subsidized sports facilities to encourage local governments to maximize the efficiency of facility operation.

ii. Establish the bike path network: NT\$1.2 billion will be appropriated to establish 470 km of bike path between 2013 and 2016. The Ministry will form an interdisciplinary collaboration platform with the Ministry of the Interior and other departments to integrate resources for the bike path program and promote the establishment of a bike path network in order to increase the effectiveness of the program.

iii. Conduct a comprehensive plan for establishing a national sports park: In order not to affect the athletes' regular training, the renovation of the National Sports Training Center will be conducted in phases and in different regions under the principle of building first and demolishing later. Supervise and monitor the progress of National Shooting Training Base – Kungshi Shooting Range in hope of providing shooting facilities that meet international standards and qualify as facilities for shooting competitions.

Successful Bid for the 2017 Universiade

On November 29, 2011, after Taiwan successfully held the World Games 2009 in Kaohsiung and the Deaflympics in Taipei, Taipei City successfully obtained over 50% of the votes during the voting by International University Sports Federation (FISU) in Brussels, Belgium and became the host city for the 2017 Summer Universiade. The scale of the Universiade is second only to the Olympics and is thus nicknamed Junior Olympics. The successful bid for the 2017 Summer Universiade will help improve Taiwan's status and reputation in the international community. It is also a reward for years of effort in the international sports community.

The 2017 Universiade in Taipei will be held from August 19 to 30, 2017. Currently, Taiwan is tentatively

scheduled to hold 19 sports categories, including 14 mandatory, 5 selective and 2 demonstration categories. 64 sports facilities are planned for the competition. The newly built facilities include the Taipei Dome, the basketball stadium and tennis center through BOT. 61 facilities will be renovated. ●



Youth Development Affairs

A Youth Career Counseling

1 Research and Formulate Youth Development Act

Formulate the draft of White Paper on Youth Development Policies and conduct preliminary studies of the Youth Development Act to promote and implement youth-related policies to help the youths development in the nation.

2 Promote Career Development for Young Students

Improve the professional skills and knowledge of career counselors through teacher training, policy



research and information platform with the Program for Promote Youth Student Career Counseling. Conduct teacher training in universities, colleges and junior colleges, conduct research on career development and establish the information network for career counseling on a yearly basis to fully implement youth career counseling.

3 Explore and Experience Diverse Career Fields

Expand opportunities for exposure to diverse career fields, including the public sector, private sector and others, with improving youth employment as the core value. Provide students the opportunity to experience careers through work-study and internship. The

information should be integrated and posted on the website of RICH to help youths to experience work fields as early as possible in their academic careers and to develop professional skills and a proper work attitude.

4 Cultivate Innovation and Creativity in Youth

The Intelligent Ironman Creativity Contest was held to help develop youth into pioneers of innovation and reform who will lead the country into infinite possibilities. The contest hones the intellectual and creative abilities of senior high and vocational high school students in multiple fields. Promote Taiwan International Student Design Competition. The

competition and exhibition will encourage Taiwanese students to expand their design energy and connect with international design education. Conduct the U-start program to connect industry and academia and create innovative and entrepreneurial spirits in universities, colleges and junior colleges. The purpose is to allow students to apply what they study and effectively improve our human resources.

B Youth Public Participation

1 Promote Youth Social Participation

Cultivate youths' ability to participate in public affairs, provide youth with multiple channels and opportunities for public participation, encourage youths to explore the entire country, develop their sense of responsibility toward and recognition of their native land, transform youths' perspective, thoughts and passion into action

and expand the influence of their actions.

i. Action program to promote youth community involvement: The Ministry has subsidized 262 youth group action programs with various characteristics from 2006 to 2012 and encouraged youth groups to form alliances with the NPOs. They are also encouraged to develop proposals that combine local needs with local characteristics. The five program categories include local industries, community construction, environment and habitat, cultural heritage and care for the disadvantaged.

ii. Campus forums: Since 2005, youth experts and ambassadors have been invited to share their experience in social participation and public affairs with youths in universities, colleges and junior colleges, senior high schools and vocational high schools to encourage youths to devote themselves to public affairs by face to face talk.



2 Promote Youth Involvement in Policies

Actively construct platforms that will promote dialogues or recommendations for youth involvement in policies. Promote the Youth Policy Union program and conduct training for the master of ceremony for youth policy forums, establish a Youth Advisory Committee, promote and guide colleges and universities in autonomous governance to increase the opportunities for youth involvement in policy-making.

i. Conduct the Youth Policy Union program: Conduct Youth Policy Forum, Youth Group Policy Development Competition, Leader of the Day and Youth Creativity Action Program to encourage social participation among the youth with their own actions to increase their civic awareness.

ii. Establish a youth advisory committee: Conduct discussions on issues that youths are concerned about and collect comments and approaches to provide specific policy recommendations as a way to bridge communications between the government and youth.

iii. Assist universities, colleges and junior colleges to develop student autonomous organizations: Conduct various seminars, training, competitions and observations

for autonomous governance to improve the students' understanding of civic literacy, their abilities in rational thinking and to better the quality of organizational management.

3 Enhance the Involvement of Youth Volunteers

Promote diverse youth volunteer services, cultivate their knowledge and skills in volunteer services and strengthen the platform and network for youth volunteer services to reach the goal of a million youths, a million volunteers.

i. Conduct a series of service activities to rouse youths' willingness to volunteer. Subsidize youth groups that perform volunteer services and encourage youths to perform various services. Hold national competitions and assemblies for outstanding youth volunteer groups to honor exemplary volunteers.

ii. Establish regional youth volunteer centers and reinforce the organizational connection and integration of local resources. Conduct basic and special training for youth volunteers to give lectures in teams.

iii. Establish youth volunteer participation and promotion committees. Integrate government and private forces to assist with the promotion of youth

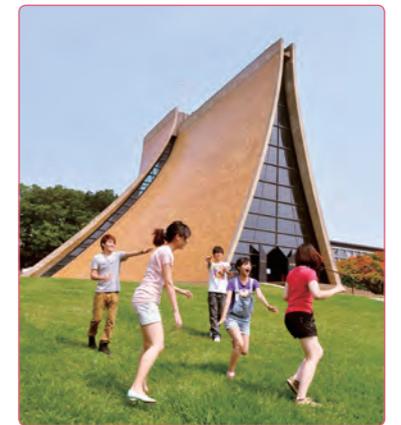


volunteer services. Promote and maintain websites for Youth Volunteer Service for Regional Peace and integrate the information concerning youth volunteer services to provide a communication platform for public and private resources.

C International Experience and Learning for Youths

1 Reinforce Youth International Involvement

Develop diverse proposals for youth volunteer overseas service. Encourage youth volunteer groups to serve overseas through educational training and funding. Conduct training programs for youths to cultivate expertise in international affairs. Arrange for students to study courses related to international affairs in the U.S. during the summer vacation to



experience diverse cultures and expand their global perspective, and induct them into the database for potential recruits with expertise in international affairs. Conduct youth international affairs workshops and strengthen youths' knowledge and skills in international volunteering through courses and practical training in international affairs and international volunteering. Promote special loans for youths to experience life overseas to help them fulfill their dreams of living overseas through backpacking, short-term study and working holidays.

2 Promote International and Cross-Strait Youth Exchange

Strengthen exchanges among the youth departments of various countries and promote international collaboration on youth affairs to fully implement Taiwanese and Israeli youths' memoranda of understanding and deepen the network and friendships for exchanges among youths. Invite international youth leaders and youth organizations to visit Taiwan. Subsidize youth participation in international and cross-strait youth conferences or program activities. Continue to operate the website for youth international exchange information, iYouth, and provide information on studying abroad, working holidays, overseas internship, international volunteering, conferences and activities as well as training and seminars to increase the channels and opportunities for youth to participate in international affairs.

3 Promote Learning Through Service

Formulate and implement proposals for learning through services from the Ministry with a focus on promoting and fulfilling such a concept. Combine forces from governments of all levels, schools, communities and non-profit organizations to create collaboration and support network for learning through services. The accumulation of experiences will

help connect with the international community. The focus is on training seed teachers in schools at all levels, strengthening the integration of learning through service with the curriculum and conducting activities to enrich and reinforce the information platform for learning through service to expand the information network and collaboration with community organizations. In addition, encourage universities, colleges and junior colleges to lead in a customized manner nearby junior and elementary schools to promote learning through service. Conduct national seminars on learning through services to promote exchanges on domestic and international experiences with learning through service and to award role models and promotional staff for exemplary performance.

4 Promote Channels for Youth Travel and Study

Promote a youth travel program to encourage the young people to get to know themselves, experience life, develop adaptability and the ability to

react through travel learning experiences. In addition to improving self understanding and development, this program will also help youths travel throughout their native land. They will understand Taiwan better and start to recognize and take responsibility for this land. Youth travel is combined with charity issues to encourage youth to evolve and grow through altruistic acts. Meetings will be held for youths to share their travel experiences, including experts in traveling Taiwan, and increase the influence of role models and create the trend of youth travel in Taiwan. In order to encourage youth to travel abroad to study and experience the world, broaden their international perspective and strengthen international mobility, the Ministry implemented the pilot study program for students in universities, colleges and junior colleges to experience life abroad in 2014. The curriculum incorporates the concept of Gap Year. The program provides multiple ways for youth to experience life and study abroad with a systematic course design. ●



Education Expenditures

The government has demonstrated the importance it attaches to educational development by increasing the education budget. The 12-year Basic Education takes effect in SY2014. President Ma Ying-jeou announced on December 28, 2011 the Compilation and Administration of Education Expenditures Act, which increased the percentage of funds allotted to education expenditures from 21.5% to 22.5% of the national budget, which should add NT\$20 billion to the current education budget, testament to the government's devotion to the promotion of 12-year Basic Education. The new policy took effect on January 1, 2012. In addition, the Ministry also appropriated a large budget to assist minorities and those who live in remote areas.

Education Expenditures

In the 1951 fiscal year, the education budget for all educational levels was NT\$ 213 million, which accounted for 1.68% of GDP; in the 2013 fiscal year, the figure has since reached NT\$ 837.18 billion, or 5.75% of GDP. The budget for private education institutions has also risen from the 1961 fiscal year, when private institutions accounted for less than 10% of the total education budget, to fiscal year 2013, when funding for private institutions reached 26.77% of the education budget; public schools meanwhile enjoyed 73.23% of the budget.

Looking at the breakdown of each education level, in SY2012, the total education budget was NT\$ 745.7 billion, of which preschool education accounted for 6.90%, compulsory education accounted



for 40.66%, senior high school education accounted for 14.82% (senior high schools 9.98%, vocational high schools 4.84%), higher education accounted for 37.00% (junior colleges 0.83%, universities and colleges 36.17%), and 0.63% went to other institutions. ●



Teacher and Art Education



A Teacher's Professional Training

The Teacher Education Law is designed to develop a pool of qualified teachers for preschools, primary schools and secondary schools. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters and doctoral levels. Eligible candidates must complete a curriculum which covers regular courses, specialty courses and pedagogy courses, after which they must attend a

6-month internship, at the end of which if they pass the teacher certification assessment, they will receive official certification. Only candidates who have obtained this certification are eligible to participate in screenings held by local governments for positions in teaching and administration at the secondary, primary and preschool education levels.

Key policies and future plans:

① Promote the White Paper on Teacher's Education to lead the professional development

of teachers through four aspects, including pre-employment training, counseling infused teaching, teacher's professional development and support system with 9 development strategies and 28 action plans have been developed to plan for overall professional training for teachers from all levels in all subjects.

② The Ministry will finetune the Teacher Education Law, especially in the areas of pre-employment training, on-the-job training, and professional development, as well as take into

consideration society's expectations and demand for quality teachers.

③ Research and develop the Teacher Professionalism Standard and the Teacher Professional Performance Standard as pre-employment training and references for professional growth to encourage teachers to enhance their teaching skills and professional knowledge.

④ The Ministry will encourage teacher-training colleges/universities to each develop areas of specialization and establish an educational resource exchange platform that will allow different institutions to share resources.

⑤ The Ministry will develop a mechanism to evaluate the supply and demand of teachers so as to be able to tweak the number of teachers it trains and ensure superior quality.

⑥ The Ministry will provide scholarships and grants to encourage talented students to enter teacher-training programs and also to entice teachers to serve in schools located in remote areas.

⑦ The Ministry will set up an evaluation system to be applied to all teacher-training institutions so as to ensure that only qualified faculty possessing up-to-date professional knowledge take part in training teacher candidates.

⑧ The Ministry will promote a comprehensive teacher

evaluation system and apply the results as references for establishing the professional development system, training evaluation staff and building a database for qualified evaluation personnel to help the teachers grow professionally, improve teaching quality and better the students' performance.

⑨ The Ministry will establish and maintain the In Service website for teacher's continued education. All competent educational authorities, schools at all levels and teacher's educational facilities may register in the online database. Teachers may search for educational and study programs online according to their needs.

⑩ The Ministry will subsidize colleges and universities with teacher's education programs and fully implement coaching for local educational programs to improve teachers' professional capabilities and realize the goal of lifelong learning for teachers.

⑪ In anticipation of an aging society and the implementation of 12-year Basic Education, the Ministry has asked the three major teacher-training colleges/universities to set up an academically-sound professional development platform for in-service teachers.

⑫ The central government, local government entities, teacher-training colleges/universities and local schools will form a partnership to train primary school teachers. This four-way partnership is expected to provide vertical integration of teacher supply and professional training.

⑬ The Ministry will coordinate with the full implementation of 12-year Basic Education in 2014, promote the establishment of the learning support system for 12-year Basic Education and improve teachers' teaching skills, increase teachers' professional knowledge and skill in teaching effectively, multiple evaluation and differentiated instruction.



B Arts Education

Teacher's training is the core of educational quality while arts education is the key to cultural quality. In order to fulfill the vision of cultivating teachers for the new age and developing high quality education as well as a creative Taiwan with cultural citizens and meet the expectations in faculty cultivation and arts education, the Ministry 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.

The goal is to use arts education to cultivate citizens' sense of culture and cultivate exemplary teachers on the foundation of aesthetic education. The measures are as follows:

- ① Establish a communication platform among administrative organizations for arts education at all levels;
- ② Formulate and promote mid- and long-range plans for aesthetic education;
- ③ Encourage industry-academia collaboration;
- ④ Integrate arts and aesthetic education with faculty cultivation. ●



Study in Taiwan

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

The number of international degree students, language students, and exchange students studying in Taiwan has increased to 78,261 in 2013, a significant increase from 2006, when international student enrollment was only 26,488.

The MOE established the Bureau of International Cultural and Educational Relations (BICER) in 1947 to promote international academic and cultural exchange, along with providing international students wishing to study in Taiwan with assistance, especially with their government scholarship applications and information about Taiwan. In order to promote Taiwan's international education exchange programs and to integrate the cross-strait educational affairs, the MOE has re-organized its former Bureau of International Cultural and Educational Relations, the Mainland Affairs Division and the Commission of Overseas Chinese Education Affairs to become the Department of International and Cross-strait Education as of January 1, 2013.



In addition to efforts made to create an internationalized environment for academic study, Taiwan is an ideal study destination for several reasons. According to the Foundation for International Cooperation in Higher Education of Taiwan (FICHET), these reasons include the fact that Taiwan has a highly democratic government within a Mandarin-Chinese environment, its rich cultural heritage, its advanced technology and its breath-taking travel destinations and sights.

Taiwan can be roughly divided into two geographic sections; the flat, gently rolling hills to the west, where 90% of the population lives, and the rugged, forest-covered mountains to the east. There are eight national parks showcasing the diverse terrain and the flora and fauna of the island.



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

Taiwan and its people are renowned for their warm, welcoming and hospitable nature towards international visitors and students. This has become Taiwan's international 'trademark'. On the following pages are two stories about international scholarship students, currently studying in Taiwan.

Scholarships

The Taiwan Scholarship

In 2011, two government agencies, the Ministry of Education (MOE) and the Ministry of Foreign Affairs (MOFA), jointly initiated the Taiwan Scholarship Program to encourage outstanding international students to undertake degree programs in Taiwan.

The different types of Taiwan Scholarships include:

A MOFA Scholarship

* Recipients are from countries which have diplomatic relations with the Republic of China (Taiwan), or from countries specified as diplomatically favorable by MOFA. The scholarship includes:

* Round-trip economy-class direct-route international airfare plus a monthly stipend of NT\$30,000.

Huayu Enrichment Scholarship (HES)

The Huayu Enrichment Scholarship (HES) was established by the MOE to encourage international students to learn Mandarin Chinese in Taiwan. While offering language and culture study opportunities for Mandarin Chinese and Taiwanese cultures at universities and colleges with affiliated Mandarin Chinese Language Training Centers, this program also aims to assist scholarship recipients in acquiring Mandarin Chinese language skills and competencies. This, in turn, will increase international students' appreciation of Taiwan. The Huayu Enrichment Scholarship is awarded by Republic of China

B MOE Scholarship

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

* Waiver of tuition and certain fees if a recipient studies in an "Association of Taiwan Scholarship Program School". The MOE awards each recipient per semester up to NTD40,000. If the total amount of these fees exceeds NTD40,000, the remainder of all costs shall be covered by either the recipient, or the recipient's college, whereas over NTD40,000 are the sole responsibility of the recipient. Tuition and academic fees do not include any of the following: administration fees, thesis advising fees, insurance premiums, accommodation, Internet access, all of which are payable by the recipients.

* Each recipient will receive a monthly stipend of NT\$15,000 for undergraduate degree studies and NT\$20,000 for postgraduate degree studies.

(Taiwan) Representative Offices or Embassies based on merit. A monthly stipend of NT\$25,000 is offered to recipients for a maximum period of one year. ●



A Great Learning Environment for International Students

Claudy Fleurant, 28,
International Tourism
and Hospitality,
I-Shou University



Art-like Chinese characters, Taiwanese culture, the rapid industrialization and growth of Taiwan, and ultimately, the hospitable and accommodating Taiwanese people are among the main reasons driving Claudy Fleurant to pursue further studies in International Tourism and Hospitality at I-Shou University in southern Taiwan.



"From my personal experience, Taiwanese universities are able to provide high quality education in a pleasant learning atmosphere," says the 28-year-old Haitian. He considers Taiwanese students to be very friendly, humble, honest and helpful. There is also good communication between teachers and students.

Taiwan is a great place full of very warm and friendly people. It's a place where you can encounter people from different

cultural backgrounds. In addition, it boasts breathtaking landscape and seascape, great restaurants, and a large variety of delicious food and fruits.

Fleurant said he really enjoys writing art-like Chinese characters and will devote time to studying them if he has a chance to stay longer in Taiwan. He is also considering staying in Taiwan after graduation for

a graduate program. Overall, Taiwan is a great place to study, says the student.

"Furthermore, Taiwan is one of the most peaceful and happiest countries in the world," he concludes. "For international students who are considering coming to Taiwan to study, my message for you is that you will experience a great learning environment," he says. ●

A Friendly Environment and Reasonable Tuition Attract Foreign Students

Chui Ming Cheuk, 26,
Department of Asia-Pacific Industrial
and Business Management,
National University of Kaohsiung



“Reasonable tuition and friendly people are the two main things that attracted me to seek my college education in Taiwan,” says Chui Ming Cheuk, currently a senior at the Department of Asia-Pacific Industrial and Business Management at National University of Kaohsiung.

“I love Taiwan, the Taiwanese treat non-Taiwanese very well. It made me feel warm every time I came to Taiwan before I began my pursuit of studies here,” says Chui, adding that tuition is also very reasonable compared to many other countries.

In addition, the learning environment was also a cause that drew Chui here. “The learning environment in Taiwan is a strength that enables students to choose what they are actually interested in, and I think it is good for younger people,” he says.

Chui considers Taiwan a beautiful, passionate and mysterious place. “Beautiful means that everything you saw in Taiwan is amazing. Passionate refers to the nice Taiwanese people; while mysterious means that I need to find out more about Formosa.”

The young Hong Kong student is showing his passion for Taiwanese culture by learning the Taiwanese dialect of Chinese. Though he is not that familiar with it now, Chui has resolved to practice more so that he will be able to chat with friends in the local dialect one day.

Soon to graduate from the university, Chui says he has decided to stay in Taiwan to find out more about Taiwan. “I will find a job related to accounting, because I am interested in the field, and would love to settle down here if I can find my Miss Right.”

Vision

Education is what makes a country strong. Advanced countries around the world are all devoted to education reform to nurture quality recruits and increase competitiveness in the international community. Taiwan ranks 12 in the Global Competitiveness Report issued by the World Economic Forum in 2013. Particularly, the ranking for education is 11. In the World Competitiveness Yearbook published by IMD in Switzerland, Taiwan ranks 11 with a continuous improvement in education. In the Legatum Prosperity Index published by the Legatum Institute, Taiwan has an overall ranking of 22 and 10 in education. These indexes show that education is a key factor for prosperity in a nation. The exceptional and stable performance in education, which is the foundation of national development and increasing competitiveness, has won international recognition.

Nurturing quality and creative recruits and increasing international competitiveness is the overall vision of the Ministry of Education. It entails three significant meanings – to establish a quality educational environment to cultivate recruits with international competitiveness; enjoy physical and healthful living for all, with top sports honors for



Taiwan; nurturing youth as the innovative leaders of reform. The Ministry also proposed twelve key implementations, including the White Paper on Human Resource Development to nurture top talent; fully implement Early Childhood Education and Care Act to ensure the quality of preschool education and care; enact 12-year Basic Education; promote Phase 2 of the Technological and Vocational Education Reform Plan to bridge the gap between academics and industry; improve the quality of higher education and promote the export of higher education; cultivate mentors and popularize arts education; build a society with lifelong learning and promote family and seniors education; promote e-learning and establish a sustainable campus; build a friendly and healthy campus and implement gender equality and moral education; reinforce

care and assistance for the disadvantaged and protect their rights to education; establish a quality sports environment to win top international honors; create a diverse learning environment for youths to improve their core competitiveness.

Education requires long-term effort. Investment in education is an investment in the future of the nation. The Ministry of Education will continue to integrate the forces from education, sports and youth and apply professionalism, educational expertise and innovative thinking with teamwork, innovation, communication and practice. The goal is to implement governance with sensitivity to fulfill the vision in education, which is to realize the vision of nurturing quality and creative recruits and increase international competitiveness.

Statistics

General Information

	Total Population (million)				Life Expectancy (year)		GDP (US\$ billion)	GDP per capita (US\$)	Literacy rate among citizens aged 15 and above (%)
	Population Structure (%)			Male	Female				
	0-14	15-64	65-						
1980	17.9	32.1	63.6	4.3	69.6	74.6	42.2	2,385	87.7
1990	20.4	27.1	66.7	6.2	71.3	76.8	164.7	8,124	92.4
1995	21.4	23.8	68.6	7.6	71.9	77.7	274.7	12,918	94.0
2000	22.3	21.1	70.3	8.6	73.8	79.6	326.2	14,704	95.6
2005	22.8	18.7	71.6	9.7	74.5	80.8	364.8	16,051	97.3
2010	23.2	15.6	73.6	10.7	76.1	82.6	428.2	18,503	98.0
2011	23.2	15.1	74.0	10.9	76.0	82.6	465.2	20,057	98.2
2012	23.3	14.6	74.2	11.2	76.4	82.8	475.3	20,423	98.3
2013	23.4	14.3	74.2	11.5	489.3	20,958	98.4

Summary of Education at All Levels

SY 2013-2014

Unit : Person

	No. of Schools (school)	No. of Teachers	No. of Classes (class)	No. of Students	No. of Graduates in 2012	No. of Students Per 1,000 Population
Total	11,428	303,118	106,305	4,859,814	1,171,790	208.26
Preschool	6,560	45,296	-	448,189	-	19.21
Primary School	2,650	97,450	54,641	1,297,120	275,346	55.59
Jr. High School	738	52,451	27,645	831,930	284,579	35.65
Sr. High School	344	37,842	9,973	393,321	128,840	16.85
Sr. Voca. School	155	17,045	8,883	360,491	111,933	15.45
Jr. College	14	1,741	-	101,659	18,075	4.36
Uni. & College	150	48,315	-	1,244,562	292,288	53.33
Special Edu. Sch.	28	1,816	640	6,746	2,004	0.29
Supp. & Cont. Sch.	787	1,086	4,523	163,257	57,254	7.00
Open University	2	76	-	12,539	2,471	0.54

Gross Enrollment Rate and Net Enrollment Ratio by Level of Education

Unit : %

School Year	Total		1st Level (Primary)		2nd Level				3rd Level (Tertiary)	
	Gross	Net	Gross	Net	Junior		Senior		Gross	Net
					Gross	Net	Gross	Net		
1976-77	69.61	67.57	100.65	97.54	90.21	77.33	56.54	43.17	15.40	9.97
1981-82	71.95	69.52	101.11	97.59	97.71	84.41	68.03	52.58	16.71	11.47
1991-92	82.41	78.74	100.99	98.70	100.23	91.70	90.28	72.93	32.37	20.98
2001-02	89.07	82.29	99.66	98.19	99.25	93.53	99.66	88.21	62.96	42.51
2006-07	95.33	88.55	99.54	97.77	99.48	96.65	98.79	91.31	83.58	59.83
2008-09	95.52	89.35	100.70	97.74	99.36	96.83	99.11	91.42	83.18	64.44
2009-10	95.25	89.43	101.40	98.01	98.84	97.47	99.12	92.45	82.17	65.38
2010-11	95.60	89.55	99.68	97.97	101.80	97.45	98.89	92.89	83.77	66.71
2011-12	95.45	89.76	100.37	97.88	101.02	97.52	99.11	93.12	83.37	68.42
2012-13	95.55	89.84	101.44	97.79	99.67	97.82	98.33	93.22	84.43	69.71
2013-14	95.19	89.79	99.52	97.70	99.32	97.84	101.12	93.37	83.88	70.41

Number of Students Per Teacher at All Levels

Unit : Person

School Year	Total	Pre-school	Primary School	Jr. High School	Sr. High School	Sr. Voca. School	Junior College	College	University	Special Edu. 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	3.79
2008-09	18.76	10.69	16.74	15.08	18.91	19.01	23.65	18.81	20.47	3.96
2009-10	18.49	10.77	16.07	14.90	18.73	19.08	26.13	19.35	21.03	4.11
2010-11	18.18	12.57	15.26	14.31	18.58	18.69	26.74	19.81	21.25	3.91
2011-12	17.90	12.72	14.78	13.74	18.53	18.29	27.69	21.10	21.52	3.83
2012-13	16.59	10.21	14.09	13.00	18.29	17.83	28.34	21.32	21.86	3.77
2013-14	16.03	9.89	13.31	12.50	17.82	17.30	29.70	22.15	21.92	3.72

Overseas Students in R.O.C.

Unit : Person

Year / School Year	2008	2009	2010	2011	2012	2013
Total	33,065	39,042	44,776	57,166	66,026	78,261
Subtotal of International Students	30,067	34,285	37,177	41,885	44,527	49,033
Studying for a Degree	6,258	7,764	8,801	10,059	11,554	12,597
Overseas Compatriot Students	11,426	12,840	13,562	14,045	15,204	17,055
International Exchange	1,732	2,069	2,259	3,301	3,871	3,871
Studying Mandarin Chinese	10,651	11,612	12,555	14,480	13,898	15,510
Subtotal of Overseas Chinese Students	2,998	4,757	7,599	15,281	21,499	29,228
Mainland China Students (Studying for a degree)	-	-	-	928	1,864	3,554
Mainland China Students (to take short-term courses or attend meeting)	1,321	2,888	5,316	11,227	15,590	21,233
Short-term Courses	1,258	1,307	1,604	2,265	3,163	3,163
Overseas Compatriot Youth Technical Training Classes	419	562	562	679	882	1,278

Ratio of Educational Expenditure to GDP

Fiscal Year	Educational Expenditure (US\$million)			GDP (US\$million)	% to GDP		
	Total	Public Sector	Private Sector		Average	Public	Private
1970-71	281	227	54	6,213	4.52	3.65	0.87
1980-81	2,055	1,671	384	46,430	4.43	3.60	0.83
1990-91	11,052	9,088	1,964	171,668	6.43	5.29	1.14
2001	17,464	12,997	4,467	293,712	5.95	4.42	1.52
2006	21,586	15,887	5,699	376,375	5.74	4.22	1.51
2008	23,169	16,941	6,228	400,132	5.79	4.23	1.56
2009	23,921	17,986	5,934	377,529	6.34	4.76	1.57
2010	24,598	18,460	6,138	428,186	5.74	4.31	1.43
2011	27,076	20,481	6,595	465,187	5.82	4.40	1.42
2012	28,070	20,992	7,078	475,257	5.91	4.42	1.49
2013	28,123	20,594	7,530	489,256	5.75	4.21	1.54

Reading, Math and Science Scores of 15-year-olds on the PISA 2012

Rank	Reading			Rank	Mathematics			Rank	Science		
	Country	Mean	SD		Country	Mean	SD		Country	Mean	SD
1	Shanghai-China	570	80	1	Shanghai-China	613	101	1	Shanghai-China	580	82
2	Hong Kong-China	545	85	2	Singapore	573	105	2	Hong Kong-China	555	83
3	Singapore	542	101	3	Hong Kong-China	561	96	3	Singapore	551	104
4	Japan	538	99	4	Taiwan	560	116	4	Japan	547	96
5	S.Korea	536	87	5	S.Korea	554	99	5	Finland	545	93
6	Finland	524	95	6	Macao	538	94	6	Estonia	541	80
7	Ireland	523	86	7	Japan	536	94	7	S.Korea	538	82
8	Taiwan	523	91	8	Liechtenstein	535	95	8	Viet Nam	528	77
9	Canada	523	92	9	Switzerland	531	94	9	Poland	526	86
10	Poland	518	87	10	Netherlands	523	92	13	Taiwan	523	83

SD: standard deviation

Trends in International Mathematics and Science Study 2011

Rank	Eighth Grade Science			Eighth Grade Mathematics			Fourth Grade Science			Fourth Grade Mathematics		
	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD	Country	Mean	SD
1	Singapore	590	4.3	S.Korea	613	2.9	S.Korea	587	2.0	Singapore	606	3.2
2	Taiwan	564	2.3	Singapore	611	3.8	Singapore	583	3.4	S.Korea	605	1.9
3	S.Korea	560	2.0	Taiwan	609	3.2	Finland	570	2.6	Hong Kong-China	602	3.4
4	Japan	558	2.4	Hong Kong-China	586	3.8	Japan	559	1.9	Taiwan	591	2.0
5	Finland	552	2.5	Japan	570	2.6	Russia	552	3.5	Japan	585	1.7
6	Slovenia	543	2.7	Russia	539	3.6	Taiwan	552	2.2	Northern Ireland	562	2.9
7	Russia	542	3.2	Israel	516	4.1	United States	544	2.1	Belgium	549	1.9
8	Hong Kong-China	535	3.4	Finland	514	2.5	Czech Republic	536	2.5	Finland	545	2.3
9	England	533	4.9	United States	509	2.6	Hong Kong-China	535	3.8	England	542	3.5
10	United States	525	2.6	England	507	5.5	Hungary	534	3.7	Russia	542	3.7

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

Year	2010	2011	2012	2013	2014	
Total	26G 14S 9B 10H	27G 15S 6B 3H	28G 12S 6B 5H	26G 12S 9B 3H	...	
Asian Pacific Mathematics Olympiad	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	1G 2S 4B 3H	...	
Asia Physics Olympiad	Host Country No. of Participants Medals Rank	Taiwan 16 Countries 5G 1S 4B 6H A team 1 st B team 4 th	Israel 16 Countries 3G 4S 1B 2 nd	India 21 Countries 6G 1S 1B 2 nd	Indonesia 20 Countries 5G 3B 4 th	Singapore 27 Countries 1G 5S 2B 3 rd
International Mathematics Olympiad	Host Country No. of Participants Medals Rank	Kazakhstan 96 Countries 1G 3S 1B 1H 19 th	Netherlands 101 Countries 2G 4S 8 th	Argentina 100 Countries 1G 3S 2H 14 th	Colombia 97 Countries 2G 4S 8 th	South Africa 101 Countries 4G 2B 3 rd
International Chemistry Olympiad	Host Country No. of Participants Medals Rank	Japan 68 Countries 2G 2S 4 th	Turkey 70 Countries 3S 1B 8 th	U.S.A. 72 Countries 3G 1S 2 nd	Russia 73 Countries 3G 1S 1 st	Vietnam 75 Countries 2G 2S 2 nd
International Physics Olympiad	Host Country No. of Participants Medals Rank	Croatia 82 Countries 5G 3 rd	Thailand 84 Countries 5G 1 st	Estonia 82 Countries 5G 2 nd	Denmark 83 Countries 3G 2S 6 th	Kazakhstan 85 Countries 5G 2 nd
International Informatics Olympiad	Host Country No. of Participants Medals Rank	Canada 84 Countries 1G 3S Nil	Thailand 82 Countries 3G 1S Nil	Italy 82 Countries 3S 1B Nil	Australia 80 Countries 1G 2B Nil	R.O.C. 81 Countries 1G 3S Nil
International Biology Olympiad	Host Country No. of Participants Medals Rank	S.Korea 60 Countries 4G 3 rd	Taiwan 58 Countries 4G 2 nd	Singapore 59 Countries 3G 1S 3 rd	Switzerland 62 Countries 2G 2S 5 th	Indonesia 64 Countries 4G 1 st
International Earth Science Olympiad	Host Country No. of Participants Medals Rank	Indonesia 19 Countries 3G 1S 1 st	Italy 26 Countries 3G 1S 1 st	Argentina 17 Countries 3G 1S 1 st	India 27 Countries 3G 1S 1 st	...
International Junior Science Olympiad	Host Country No. of Participants Medals Rank	Nigeria 33 Countries 4G 2S 1 st	South Africa 40 Countries 6G 1 st	Iran 27 Countries 6G 1 st	India 48 Countries 6G 1 st	...

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

Annual Papers and Rank by Nationality in SCI

Country	2009		2010		2011		2012		2013	
	No. of theses	Rank								
U.S.A.	341,576	1	349,723	1	361,686	1	354,269	1	315,358	1
China	126,409	2	139,216	2	162,510	2	178,716	2	207,965	2
Germany	88,005	4	91,089	4	95,348	4	95,192	4	90,696	3
England	92,838	3	96,096	3	99,996	3	99,237	3	87,875	4
Japan	76,611	5	75,332	5	77,021	5	74,401	5	73,810	5
France	64,226	6	65,255	6	67,128	6	65,685	6	64,659	6
Italy	51,418	8	52,475	8	54,917	8	55,121	8	56,451	7
Canada	55,292	7	56,704	7	58,523	7	57,920	7	53,393	8
India	39,645	10	42,736	10	46,566	10	45,639	12	48,878	9
Spain	43,865	9	46,242	9	50,412	9	51,058	9	48,509	10
Taiwan	23,784	16	24,863	16	27,197	16	26,360	16	24,860	16

Annual Papers and Rank by Nationality in EI

Country	2009		2010		2011		2012		2013	
	No. of theses	Rank								
China	174,307	1	206,099	1	251,977	1	255,120	1	250,110	1
U.S.A.	99,235	2	123,774	2	128,389	2	131,732	2	158,758	2
Germany	29,273	4	32,515	4	36,185	4	37,851	4	49,948	3
Japan	41,297	3	44,097	3	45,864	3	45,512	3	48,638	4
England	24,172	5	26,709	5	28,285	6	29,164	6	40,668	5
France	22,383	6	24,366	7	26,437	8	27,196	8	38,659	6
India	20,820	8	25,040	6	31,693	5	36,189	5	37,661	7
S.Korea	21,850	7	24,339	8	27,150	7	28,887	7	32,557	8
Italy	17,249	11	19,049	11	20,358	11	21,810	10	29,434	9
Canada	18,826	10	20,129	10	21,023	10	21,848	9	27,246	10
Taiwan	18,869	9	20,302	9	22,819	9	20,729	11	20,975	12

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