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Developing 21st Century Competencies for Our Next Generation



**A WHITE PAPER ON INTERNATIONAL EDUCATION
FOR PRIMARY AND SECONDARY SCHOOLS**



THE MINISTRY OF EDUCATION
REPUBLIC OF CHINA (TAIWAN)

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Chapter I : Introduction

Our Challenges

The twenty-first century is known as the “era of globalization” and this concept of “a global community” is transforming the world. Global citizens understand the necessity of their responsibilities and the importance of international cooperation. Cutting-edge information technology has further connected global communities, thus providing instant information to people around the world.

Taiwan continues to successfully undergo internationalization reform. Known throughout the world as a nation that actively supports educational and multicultural achievement, Taiwan is a land of diversity.

Beginning in the 16th century, when the Portuguese first encountered “Formosa, the beautiful island”, Taiwan has tried to embrace the best from its long multi-cultural heritage, especially in terms of migration shifts within global population.

For example, by the end of 2009, the number of immigrants was 429,495, while the number of registered immigrant school children reached 155,326. Such situations require cooperative government effort to foster mutual respect and acceptance throughout Taiwan’s society, for all cultures, including Taiwan’s indigenous tribes. Education, particularly international education, is unquestionably an essential key to achieving positive results.

To better prepare our children to meet the challenges of the 21st century, Taiwan recognizes the need to implement educational reforms targeting international education for its primary and secondary schools. Providing educational opportunities and an integrated global curriculum will allow children to become familiar with the role that Taiwan plays on the international stage and within the international community.

Policy makers, educators, and parents need to work together to build a strong foundation for international education at the primary and secondary levels, so as to empower our youth with useful and creative skills and methods to respond to the opportunities and the challenges that will come before them in the future. This is our common goal.

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Our Goals

Currently, the global market approach to competition has shifted from cost efficiency and mass production, to fostering human resources and creativity. For a nation like Taiwan, which builds from its traditions, this new mindset is a welcomed one, especially given Taiwan's past success in the areas of international education. Therefore, Taiwan's next stage of its globalization vision (2012 to 2022) is to continue to lay a strong, workable foundation for its 21st century youth.

Goal 1 - National Identity

It is our goal, through the exposure of international education, that our youth will be able to further develop a strong national identity. Securely grounded in their own cultural history, our young people will be able to relate to their historic and cultural roots, which make them so unique. Becoming more aware of Taiwan's place, in history and within the international community, will enable them to better understand the responsibilities that they have regarding Taiwan and its future.

Goal 2 – International Awareness

It is our goal to educate students to become globally literate and proficient citizens, especially in their understanding of the various cultural and global issues that they will have to face. We would like them to respect and appreciate cultural diversity and to be equipped with knowledge and skills needed for effective and successful cross-cultural communication.



Goal 3 – Global Competitiveness

It is our goal that through cross-cultural and international education learning opportunities, students will be able to make cross-cultural observations and to reflect on cultural diversity and cross-cultural communication.

Through the promotion of international education, schools will be able to assist their students with foreign language learning and proficiency, multicultural knowledge and effective cross-cultural communication skills.



Goal 4 – Global Responsibility

It is our goal to promote among Taiwan's primary and secondary students, respect towards diverse ethnic, geographic and cultural population through an international education. Schools can assist students in cultivating a sense of responsibility towards the global community. Our primary and secondary students should be aware of their responsibility to assist and to maintain world peace, support and protect human rights, and to conserve our natural resources.

Chapter II : Concepts and Strategies Regarding International Education for Primary and Secondary Schools

Core Concepts

The three core concepts, which serve as the foundation for primary and secondary schools' to implement strategies regarding international education include the concepts of: adopting a school-based approach, integrating international education into schools' current curricula, and highlighting the local governments and schools.

1. Adopting a School-based Approach

The implementation of international education for primary and secondary schools will require a school-based approach, administrative support and teaching resources, in order to create an environment for curriculum reform, international activities, teachers' professional development and the internationalization of schools.

2. Integrating International Education into Current Schools' Curricula

The integration of instructional and resource materials specific to international education instruction at primary and secondary schools will include foreign language teaching, cultural activities and international issues. Giving a top priority to strengthening interdisciplinary collaboration, material integration at different levels and content areas, and overseeing that teaching materials and activities will meet the general needs of schools. Additional priority will be given to the special needs and requirements associated with environmental and socio-economic diversity of schools and students.

3. Highlighting the Role of Local Governments and Schools

Both top-down and bottom-up administrative approaches will be applied for the implementation of international education. From the top-down perspective, the Ministry of Education(henceforth, MOE) will manage and allocate educational and financial resources to support international education administrative activities of the local government and schools. From the bottom-up perspective, schools and local governmental institutions will assist in investigating the needs and executing daily teaching activities of international education. It will be a two-way mechanism to implement international education.

Strategies for Implementing International Education at Primary and Secondary Schools

1. Strengthening the Scope of International Education

Curriculum Integration

In-depth curriculum integration programs for the



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improvement of existing curricula, teaching materials and teaching methodologies for the successful integration into all levels of primary and secondary school education are being developed. The MOE will fund the professional development of curriculum/content area materials and hold professional development workshops for teachers.

International Exchange

International exchange education has been a popular addition to our primary and secondary schools, due to its multi-dimensional approach. Now, we are trying to improve the “quality aspect” of our programs. Currently, the MOE is examining different international exchange models and providing subsidies to assist schools to ensure experiences of quality for students wanting to experience study tours, exchange programs, cooperative learning or teaching projects. The ultimate goals are to cultivate students with international talents that embody the values of their national identities, to have global competency, and skills that give them global competitiveness and an understanding of their global responsibilities.



Administrator / Teacher Professional Development

Administrator / Teacher professional development is an area of vital importance at the primary and secondary levels. The MOE will be working with local governments, school districts and institutions of higher education to provide professional development training through workshops, seminars or certification programs for teachers. Targeted areas will include the development of international education courses and materials, and collaboration with other schools within shared communities to share international education training events that include education seminars and workshops.



School Internationalization

The MOE’s assistance and funding subsidies will support school initiatives that incorporate internationalization, targeting six areas: campuses, human resources, learning environments, administrative structures, curriculum and international partnerships. Additionally, the MOE will continue to assist and promote these benchmarks with schools and their initiatives.



2. Expanding the Horizons of Our World

Students' learning about international education will emerge as the result of our expanded global vision for educating and providing useful geographic understanding and competency for these young people and their future.

Expansion of Students' Geographic Awareness

Taiwan's youth have a good understanding of their own culture, history, politics, economy, and arts, including current political trends. However, it is also important that they develop a greater understanding about the world and Taiwan's place in it. Therefore, the following regions have been selected to provide students with more educational and cultural opportunities to expand their global awareness.

- East Asia and Southeast Asia: Due to the cultural similarities and historic connections that Japan and South Korea, in particular, share with Taiwan, especially their economies and business associations, students will be able to quickly benefit from international educational programs and activities.
- The USA and Canada: Trade and partnerships in education have resulted in longstanding associations between Taiwan and the USA and Canada.
- The European Union is currently Taiwan's 5th largest trade partner.
- Central and South Americas remain important political supporters of Taiwan, and, as a result of these close diplomatic relationships, Taiwan continues to provide technical and economic aid.
- African countries: Taiwan has provided aid to many African countries. Some of these countries used to have diplomatic ties with Taiwan. However, recently some African countries have been experiencing many problems and we feel that they deserve our continued attention and assistance.
- Australia and New Zealand continue to be strong partners in our educational exchange programs for primary and secondary school students.
- Mainland China, Hong Kong and Macao.

Enhancing Students' International Understanding and Skill

International education nurtures understanding and new awareness about:

- Global consciousness: students will have a global worldview, increased international understanding, and intercultural communication skills. They will be able to affirm their own cultural origins and values within a global context and the global community, while practicing cross-cultural understanding, perspectives and values.
- Cross-cultural cognition: students will be able to recognize diverse cultural perspectives. They will respect diverse ethnic, cultural, gender, and social classes and recognize bio-dependence and interdependent co-existence regarding all species.
- Global competency: students will have a deeper understanding of world affairs and issues. They will be able to critically discuss and analyze the impacts of such issues and be able to engage or participate in global activities.



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- Global mobility: Students will be able to affirm their own national identity, beliefs, and value systems while developing multiple perspectives and respect for diversity. They will be able to make correct choices with positive attitudes and abilities to work with people from around the world.

Strategies for Administrating Resource and Support Management Mechanisms

1. Building a National Network

The MOE recognizes the importance of effective involvement and management with regard to the pertinent government organizations and schools. Therefore, the following overseeing and implementation bodies/units have been organized for this purpose:

- The Primary and Secondary Schools International Education Advisory Committee (national level)
- The Coordinating Team (national level)
- The Center for International Education at Primary and Secondary Schools (national level)
- International Educational offices in Education Bureaus (local level)
- International Education Units in Schools (school level)

2. Implementing Mechanisms for the Consolidation of Resources

The MOE will subsidize administrative efforts under the “principle of equality and efficiency” to promote International Education Projects.

- Budget Consolidation – The MOE will provide annual subsidies for international education programs. Local governments will be asked to provide matching budget funding, to assist with international education programs for curriculum development, teacher training, international exchange activities and the internationalization of campuses. Private enterprises, corporations and NGOs will be encouraged to provide funds for the promotion of international education at primary and secondary schools.
- Human Resource Consolidation – Consolidation of designated teacher preparation institutes, universities, local governments and educational bureaus for the systematic preparation of teaching professionals with expertise in international education will be implemented. Additionally, professional communities or forums for teachers and administrators will be established for the purpose of sharing resources and discussion.
- Community Resource Consolidation – The MOE will invite the following groups/organizations to participate in its international education initiatives: international organizations and student unions, immigrants and foreign nationals in Taiwan, universities, overseas government offices, NGOS and representatives from private enterprise. Their involvement and support will include: sponsorship, the development of an international education curriculum, general education curriculum, along with assisting primary and secondary schools to establish international partnerships.
- Resources for Education Priority Areas– the MOE will coordinate resources with local administrative offices to provide special support and consultation services to schools and groups within Education Priority Areas to ensure equality and fair resource distribution.

3. Assessing Performance and Assuring Quality

To provide effective assessment and quality management control to the implementation, three main approaches will be taken:

- Establish a database for primary and secondary schools
- Specify an evaluation index for quality control
- Establish consulting and quality-management mechanisms

Chapter III : Action Plans

Bottom-up Approach – by Local Government and Schools

Based on the shared knowledge of their local environments, area schools and governments will cooperate to provide an integrated approach with regards to the implementation of international education. Schools will stress the inclusion and strengthening of such areas as world affairs, international languages and cultures into their current curriculum. The MOE will additionally subsidize school-based international education proposals related to the following areas.



School-based International Education Curriculum Development Plan

The development of cross-disciplinary teaching model that support the integration of international issues in the curriculum. Funding will focus on the following items:

- The development of information and communication technology (ICT) for the support of international interactions
- Teaching and instructional workshops and seminars on international education for teachers
- Provide new courses to teach about world languages and cultures
- Establish local ICT systems about world languages and cultures
- Local school cooperative activities about world languages and cultures through strategic alliance building
- Integrating international standardized assessment language proficiency tests with the instruction of world languages, which allow students to receive certificates of language proficiency
- Opportunities to participate in the planning of schools that will be established to feature the teaching about world languages and cultures





- Assisting with continuing education programs and projects regarding the teaching about world languages
- Providing assistance to teachers who would like to conduct research on international education curriculum and to actively use their new teaching methodologies within classroom settings

School-based International Exchange Plan

Funding will focus on the following items:

- Student visits and workshops
- Service learning opportunities for international students in Taiwan
- Overseas study
- Sister school exchange activities
- International volunteer programs
- Opportunities for participation in international conferences/competitions
- Educational international forums and exchange
- Teacher/student exchange opportunities
- English Campus Villages
- Participation in international Internet exchange activities

School-based Teacher Professional Development Plan

Fostering professional growth and development for teachers and administrative staff will be a top priority for the promotion of international education and in-service training. Funding will focus on the following items:

- to acquire international education memberships or credentials from professional international organizations
- to participate in seminars or workshops which are conducted according to international education certification/coursework standards, in conjunction with other schools or at a school holding specifically for in-service training for teachers/administrative staff





School-based School Internationalization Plan

Funding will focus on the following items:

- to establish bilingual environments, school websites and promotional advertising materials for the establishment of friendly school international environments
- to establish systems which include an international education office and administrative systems of support for schools
- to develop bilingual administrative services, learning/teaching environments, including counseling and support center for visiting international faculty and students, which include host family and homestay programs
- to provide ICT and computer-assisted teaching for students to assist them in developing self-reliant learning skills and on-line cross-cultural learning opportunities
- to select and integrate important world issues/topics from different content areas, including the development of teaching materials, cross-disciplinary teaching methodologies and study groups
- to develop international partnerships, including the hosting of international school and community activities and/or participation in international organizations

Top-down Approach –Project by the Ministry of Education

The Establishment of the International Education Center

The establishment of the International Education Center under the supervision of the MOE will be responsible for the coordination, supervision, implementation, promotion, consultation and monitoring of programs concerning international education. The Center's duties will include:

- to assist in planning, implementation and monitoring
- to create administrative international education regulations
- to assist in funding and budget planning
- to actively plan, promote, implement and oversee international education projects
- to assist in providing award-granting recognition to individuals or groups that make prominent contributions to international education

Teacher Professional Development Project

The Ministry of Education will actively work with experts in international education to plan and provide human resources development training.

- international education certification programs/certification areas for teachers to enrich their professional abilities in international education
- workshops and seminars to improve and strengthen international knowledge and teaching methodologies/competencies
- professional and social international networks including regular seminar activities
- establishment of an official website for international education resource databases, certification programs and professional networking to include experts in training or support
- local government support regarding the holding of workshops and seminars

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- positions for international education, teaching, language or administrative assistants via recruitment of newly arrived immigrants, international students, overseas Chinese students and students with experience from international exchange programs and training
- overseas subsidies for principals and teachers to attend international education activities or workshops
- free and elective international education classes in Taiwan, which will be available to in-service teachers and students at universities, in conjunction with teacher preparation programs to be held during summer and winter breaks

Teacher Overseas Visits Project

The Ministry of Education will actively initiate overseas visits or study tours for teachers and administrators so that they may experience first-hand new cultural learning and strengthen their cross-cultural ability.

Knowledge and skills of international education and communication will be acquired through the following programs:

- overseas visits to primary and secondary schools
- hosting and coordination of international visits and activities
- documentation of visits and immersion experiences
- forming post-overseas discussion groups and workshops for participants, in order to share new learning, awareness and knowledge
- assessment sessions to examine programs and their implementation

International Education Curriculum Development Project

The Ministry of Education will implement academic standards in the content areas of international education, which include the development of teaching materials, teaching preparation, study seminars or workshops on international education.

- the development of an index for competency regarding international education for primary and secondary schools
- the development of handbooks and resource booklets on international education
- the development of teaching models and strategies for the integration of international education for all teaching content areas
- the creation of an international education curriculum structure for teacher preparation institutes to model through international education curriculum
- to research international education teaching model strategies for the integration of technology and web resources
- to hold training programs for international education





Internet Information Services (Online Resources and Database)

The Ministry of Education has set up an international education internet information services platform for resource sharing and exchange with regards to:

- information exchange and communication
- a public channel for updates relating to international education policies and information
- a global information pool
- an international education database
- an NGO and private organization international education network
- a communication website regarding e-learning and long-distance communication for schools, teachers and administrators, which will serve as a global community platform

International Education Awards Project

The Ministry of Education values the efforts of institutes and individuals regarding their commitment and dedication to the promotion of international education. Award criteria, nomination, assessment and award notification will be explained in the MOE International Education Award Granting Program.



Chapter IV : Conclusion

Primary and secondary education is a vital part of Taiwan's foundation and educational policies for a successful future. Taiwan's prosperity relies on its continuing ability to incorporate innovative changes within its society and education systems.

International education is a new and exciting direction for the global community and for Taiwan. Taiwan's primary and secondary students now have many opportunities and programs open to them. Through these programs, they will be able to meet other students and teachers from other countries, experience new languages, travel to parts of the world to learn more about different cultures, people, and the values that make these cultures so unique.

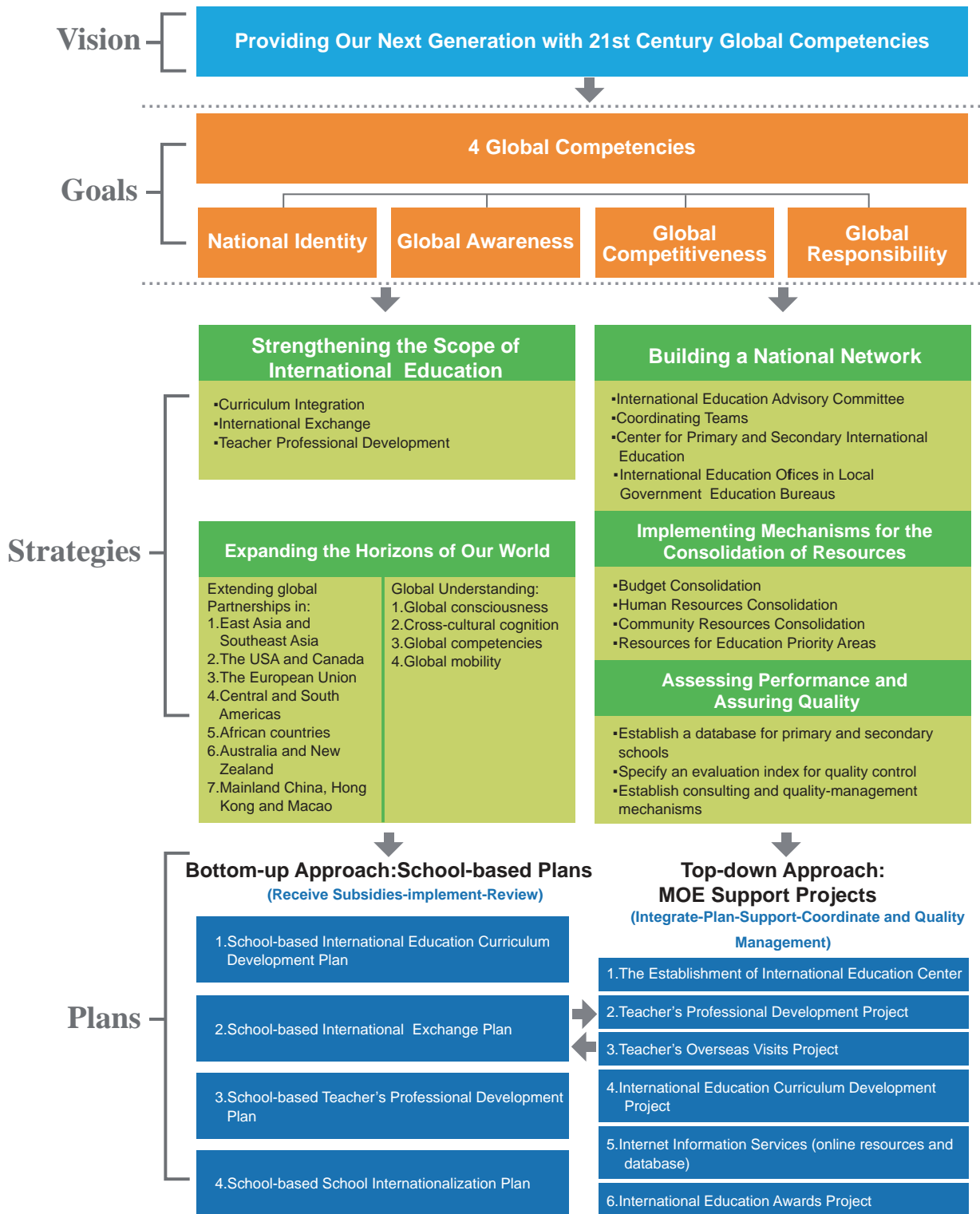
However, our children need to be skillfully guided in their learning and understanding of different cultures and their rich, historic cultural diversities. Such understanding will cultivate their global awareness and global competency, allowing them to successfully interact with other members from the international community in the future.

The Ministry of Education is confident that with the support from local governments, schools, administrators, teachers, parents, community members and organizations, students from the primary and secondary school systems will be positively influenced by their international educational experiences, which they will have gained from new awareness of their national identity, global responsibilities, and, hence become globally competitive.



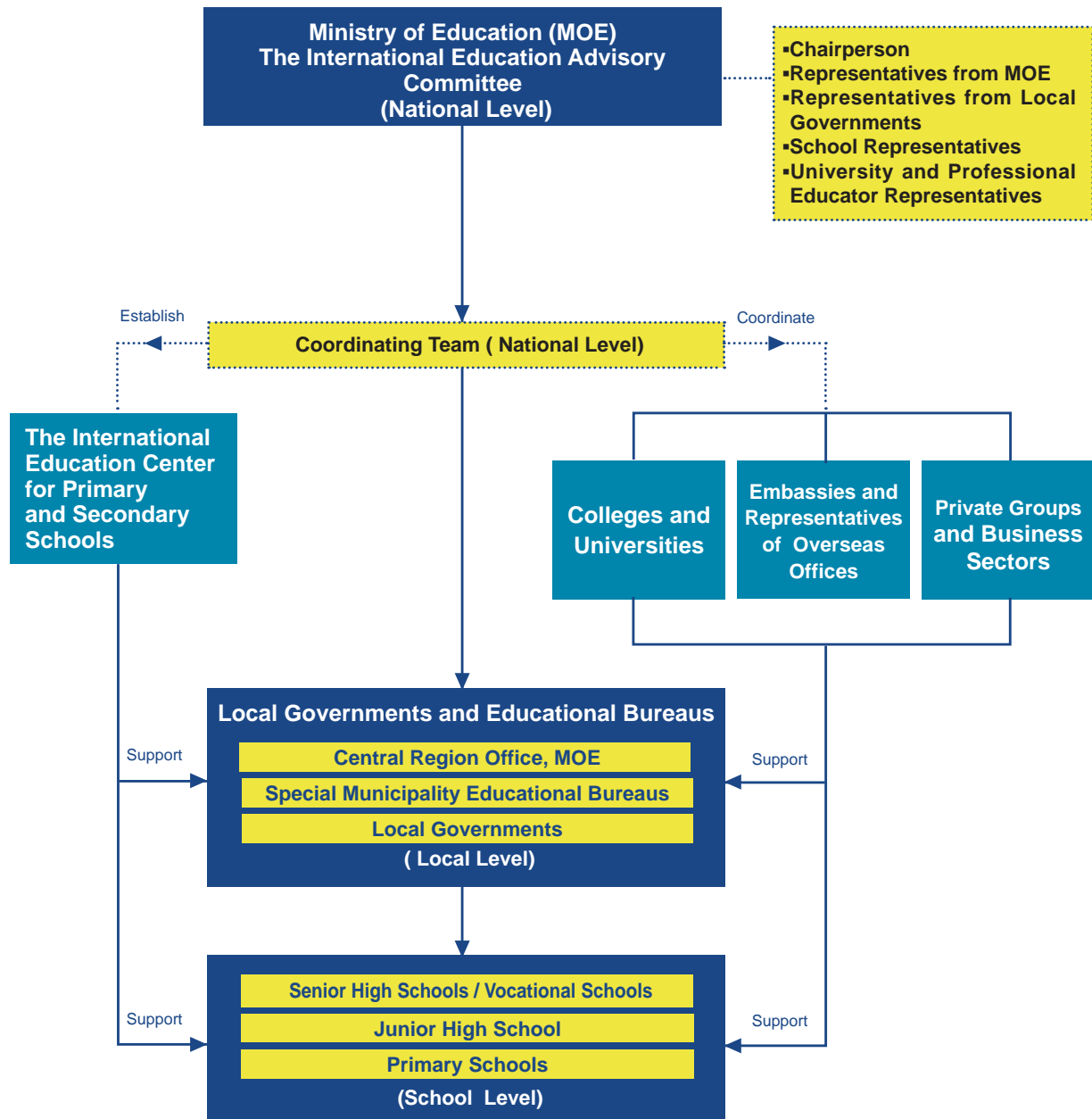
Appendix 1

An Overview Chart of International Education Policy



Appendix 2

An Organizational Chart of the National Network



Appendix 3

An Organizational Chart for Implementing the policy of International Education

