

Ministry of Education White Paper on Education

Policy Overview

The following is a policy overview for the Republic of China's *Golden Decade* in Education and the Ministry of Education's Ten Educational Development Policy statements.

I. The Promotion of a 12-year Compulsory Education Program and Integration Program for Kindergarten and Nursery School Children

- *To institute a 12-year compulsory education program**
- *To implement the policy of free tuition and entrance exam exemption within the 12-year compulsory education program**
- *To implement the policy of free preschool tuition for 5-year-olds with the goal of including 3 and 4 year-olds if the future financial situation permits**
- *To establish legislation regarding nursery and kindergarten integration with regards to quality preschool education development programs**

II. Improving the Education System and Education Resource Fundamentals

- To modify the “Educational Fundamental Act” with the establishment of the “Principals’ Act” and the “Student Counseling Act”**
- The establishment and implementation of the “Education Policy Advisory Council”**
- The establishment and implementation of an education and school administrator training and certification system**
- To modify the “The Compilation and Administration of the Education Expenditures Act” and to establish mechanisms for fund distributions by local governments**

III. Refining Teacher Education and Professional Development

- To promote the contents of “The White Paper on Teacher Education”
- To establish criteria for “teacher professional standards” and “teacher performance indicators”
- To amend the Teachers’ Act and to update and make improvements relating to primary and secondary school teacher evaluations
- To reward and recognize outstanding teachers and to establish initiatives to re-assess incompetent teachers.

IV. Facilitation Transformation and Development within Higher Education

- To promote autonomy at national universities and the governance pilot program
- To promote and encourage adults to attend university programs
- To shorten the tuition gap between public and private universities
- To develop higher education centers within East Asia
- To establish ‘result-oriented’ mechanisms for university evaluation

V. Nurturing Knowledge Economy Human Resources and Talent and the Promotion of the Innovative Education Industry

- To promote off-campus college internship programs and strengthen teacher practice learning experiences
- To promote industry-oriented interdisciplinary programs
- To strengthen mechanisms related to school intellectual property and outcomes related to value-added technological innovation

VI. Developing Modern Multi-literacy Opportunities for Citizens

- Activating friendly campus environments for the purpose of fostering and raising the consciousness of students about their social responsibilities
- To improve systems of artistic and aesthetic education

- To promote the sustainable development of environment education
- To promote youth travel educational experiences

VII. Promoting Sports and Healthy Living

- To promote student health literacy and standards for healthy living
- To improve the national fitness of citizens and students and to cultivate regular habits of exercise and healthy eating
- To promote and develop sports talent through a direct system of professional training and educational programs
- To develop professional international athletes

VIII. Promoting Societal Respect for Cultural Diversity, the Rights of Special Education and Disadvantaged Groups

- To revise the “Five Year Indigenous Education Development Program”
- To promote an education improvement program for ‘new immigrant children’.
- To consolidate the promotion of the “School Education Savings Account Project”
- To strengthen measures for assisting disadvantaged students
- To deliberate on the establishment of the “Special Education Research and Development Center”

IX. Expanding Cross-strait Exchange, International Education and Overseas Compatriot Education

- To set up norms for the establishment of the cross-straits university system
- To establish and implement the recruitment program for mainland Chinese students
- To create a White Paper regarding the “Implementation of International Education for Primary and Secondary Schools”

- To promote the participation of international student youth for the creation of international learning and service opportunities and networks

X. Expanding Support for Lifelong Learning and a Learning Society

- Modify the “Lifelong Learning Act” for the improvement of lifelong learning mechanisms
- Establish and promote learning-type indicators for cities and towns
- Promote Elder Learning Education and Self-learning Programs for the Elderly
- Promote educational programs, which support the re-establishment of family values and functions

In today’s global community, the word ‘change’ is synonymous with 21st century living. For Taiwan’s society, these changes greatly influence all aspects of its societal fiber.

Consequently, President Ma Ying-jeou has proposed six future directions of development; innovation for national empowerment, the rejuvenation of national pride and culture, protection of Taiwan natural landscapes and environment for future generations, a constitution for national consolidation, welfare for a peaceful society, and national protection for a peaceful society.

Regarding education, President Ma Ying-jeou’s plan stresses that education is the basis for the development of a nation and its society. Therefore, it needs to be forward looking in its responsive measures to social change, educational trends and opinions from the public.

On August 28-29, 2010, the Ministry of Education called on the Eighth National Conference on Education to present resolutions for drafting the *Republic of China’s Education Report*.

This report was to serve as an important roadmap for Taiwan’s implementation policies for the coming decade through which

respective units would further draft middle-range and long-range policy implementation programs, annual work plans, budgets and a variety of action plans, in order to achieve the policy development goal of Taiwan's national "*Golden Decade*" era.

Taiwan's next "*Golden Decade*" educational development plan is based on the principles of Refinement, Innovation, Justice and Sustainability. These values and consensuses will be consolidated to guide the Ministry's visions for a new century, new education and new commitments. These visions and the goals were created to assist Taiwan's leaders in education to continue to foster the fundamentals of individual development, social progress, the development of the nation and the sustainability of humankind.

Educational Policies for the *Golden Decade*

Education is the foundation of national growth and the quality of education determines the competitiveness of a nation. However, there are challenges that influence education and its development.

Currently, the Ministry of Education is facing a falling birth rate, aging population, the uneven M-shaped distribution of educational resources and the changing ecological environment on school campuses, learning challenges created by the internet, along with global climate changes.

Given these issues, the Ministry of Education will implement the following development items: a 12-year compulsory education and preschool education system; an education system and educational resources; quality teacher education training and professional development opportunities; encouraging creativity, talent and innovation and the education industry; promotion of civic, health, sports and home and the reestablishment of values; respecting cultural diversity, the rights of special education and disadvantaged groups; expanding Cross-straits exchange, international education and overseas compatriot education; expanding support for lifelong learning and a learning society.

Ministry of Education's Ten Educational Development Policies

I. The Promotion of a 12-year Compulsory Education Program and Integration Program for Kindergarten and Nursery School Children

Building a solid foundation for students is one of the most important aspects of education in Taiwan, as it is through this process that the future hopes of the nation can be realized. In recent years, the Taiwanese society has become more open and liberal, while more parents have realized that their children's education needs to support and foster their talents, in addition to their academic abilities.

Therefore, the implementation of a sound 12-year compulsory education and preschool education is based on the concepts of "teaching without prejudice or discrimination, especially in the areas of aptitude, adaptive development and social class.

The following goals have been met: the easing of junior high student pressure for entering senior high schools of their choice, guiding students to develop according to their abilities, narrowing the education gap between city and country by balancing the tuition gap between public and private senior high schools and vocational schools, raising enrollment rate and the number of quality senior high and vocational schools.

Policy objectives include raising nationals' quality, improving national competitiveness, promoting equal educational opportunities, realizing social justice and guiding students to develop their talents and abilities.

With the introduction of 12-year compulsory education, fine nationals can be cultivated, existing problems arising from education can be solved and a satisfactory educational environment for parents, students and teachers can be recreated. Receiving an education is a right, as well as an opportunity.

The 12-year compulsory education program was implemented by the government on April 1, 2014. Responsible organizations will be set up to: modify the relevant laws and regulations, to research and develop primary and secondary school bridging and integration courses, to develop the school admission system and school zoning, to plan and

raise required funds, to strengthen the normalization of junior high school education and the improvement of adaptive counseling, to set up academic quality control mechanisms for primary and secondary school students, to promote senior high school/vocational high school renovation and certification, to advance senior high school/vocational high school teaching human resource development, to expand the *Stars Program for University Admissions* and to create a detailed implementation schedule, so as to engage in active promotions.

To provide equal education opportunities and to reduce the burdens of family childcare regarding preschool children; free preschool tuition for 5-year olds will be fully implemented in 2011. Additionally, active measures will be taken to complete kindergarten and nursery school integration legislation and to establish a comprehensive service system that covers education and care, short commute preschool nursery services thus, allowing preschoolers affordable, high-quality, tuition-free education.

II. Improving the Education System and Education Resource Fundamentals

Education is a key measure for self-realization and the hope for sustained national development. Taiwan has always paid much attention to education and educational reforms.

The Ministry of Education recognizes the importance of effective involvement and management with regard to pertinent government expectations such as policy promotion; closer business resource management; consolidation of human resources, community resources; education resource efficiency; strengthening teaching environments; promoting campus activation and sustainable development through the ideals of transparency and open institutional agreements and provisions.

The following re-organizational items have been established in support of the Ministry of Education's response to improving the education system and educational resource fundamentals and Taiwan's decreasing birth rate: the amendment of the "Fundamental Law of Education", the "Principal Law", the "Student Counseling Law", the "Education Policy Advisory Council", the "K-12 Course and Teaching Guidance and Support System", education and school administrators training,

certification mechanisms, and a school education administrators' personnel system.

Additionally, the “Education Funding Provision and Management Law” will be modified in order to review the calculation methods regarding local governments' basic educational needs, while making recommendations to adjust the current input model to become more in line with international trends; along with examining the accuracy and fairness of current educational fund allocations to county and city areas of Taiwan.

Given the low birth rate, the need to protect students' rights for receiving an education, community development, cultural preservation, the establishment of new schools and school consolidation, the Ministry of Education is continuing has a full agenda and is striving to find solutions for each of them.

III. Refining Teacher Education and Professional Development

The situation in Taiwan for new graduates in the teaching profession, the tightening teacher employment market, relaxed teacher education channels and the social trend to have few children continues to strongly influence the morale of currently employed teachers.

Information technology continues dominates the realm of education and learning. It has brought changes to how rapidly information is received, the learning styles and patterns of users, the need for teachers to receive continuous professional development instruction and opportunities, especially throughout the different stages of their careers, in order to have the necessary competencies and skills needed to teach and to meet the expectations of their communities.

Additionally, the demand for well-trained teachers and professionals to serve in rural or outlying areas continues to be an issue, especially in the areas regarding disadvantaged populations, child care and adult education.

“The White Paper on Teacher Education” was drafted to provide teachers with access to avenues for career training, recruitment, professional development. Teachers with excellent service and

credentials would be rewarded for their achievements, while teachers with below-average career performance and qualifications would be asked to make professional changes.

Amendments to the “Teacher Education Act”, the “Teacher Act”, the “Education Personnel Employment Ordinance” and the improvements coming from the Department of Teacher and Art Education go a long way in supporting teacher education throughout all levels of society.

Additionally, these measures regulate that teacher education will be supported by local governments and designated local authorities that are in charge of education related items, especially at primary and secondary schools, universities and colleges. Such attention will create an atmosphere of support for teachers, which in turn will foster high-quality teachers, promote professional development within schools, promote professional teacher training, including training which includes the basic fundamentals of teaching.

IV. Facilitating Transformation and Development of Higher Education

The Transformation and Development mission of Higher Education includes promoting autonomy at national universities, the cultivation of specialized talents and the ability to respond to the needs and expectations of society.

In the future, national universities will be selected to carry out a self-governance pilot program, which includes having the organizational authority and autonomy in the areas of finance, accounting, human resources, so as to establish more efficient operational mechanisms. Seeking adult admissions is another priority. To assist in this effort, more flexible university programs, an easing of traditional university entrance qualifications in exchange for innovative entrance pathways, in addition to the current university/college entrance examinations will be implemented.

Future goals

In addition to establishing a fair and competitive environment for public and private universities and in the spirit of university autonomy, universities will be solely responsible for tuition and fee regulation. However, disadvantaged students will receive assistance in order to provide them with equal opportunities to a higher education.

Keeping current with globalization trends and programs, within Asia and Southeast Asia, is another top priority for the Ministry of Education. It hopes to double the number of international students that come to Taiwan to study, thus, further enhancing Taiwan's national competitiveness, along with establishing 'result-oriented' mechanisms for evaluating/assessing university achievements.

V. Nurturing Knowledge Economy Human Resources and Talent and the Promotion of the Innovative Education Industry

Industrial trends and the present knowledge-based economy are having a large impact on Taiwan. These trends have become a driving force for enhancing Taiwan's competitiveness and economic growth.

Locally, Taiwan's universities and colleges have undergone transformation with regards to their mission, goals, business orientation and the 'education industry'.

Upgrading industry's technology continues to drive Taiwan's economic growth, adding additional responsibility for universities and colleges to ensure that industry talent is fostered, new and diverse financial business models and strategies are created and implemented, including the recruitment of teachers with international perspectives are pursued, for the purposes of nurturing and developing talent suitable for a knowledge-economy-based society.

Universities and colleges have responded by promoting off-campus college internship programs and rigorous teacher practice and training experiences. With the establishment of industry-oriented - interdisciplinary programs positive results have been gained with regards to: supporting and fostering relationships with professionals in order to strengthen students' basic learning and skill competencies as

they pertain to industry, cultivate students' desire to embrace continuing education and to promote professional development for teachers.

Innovation is a key to building campus environments that will be beneficial for the success of industry-university cooperation. Government support with relevant laws and regulations that are updated to meet 21st century expectations will provide the necessary mechanisms for school intellectual property and other desired outcomes.

VI. Developing Modern Multi-literacy Opportunities for Citizens

With the continued stress and pressure challenges emerging from domestic and international societal environments, the cultivation of modern citizenship roles and responsibilities is vital to our students' education.

The development of modern citizenship requires clearly defined policies especially in the areas of social trends and education for multi-literacy. With this and the reorganization of the Ministry of Education, the Ministry is activating friendly campus environments for the purpose of fostering and raising the consciousness of students about their social responsibilities.

Additionally, the Department of Youth Development and the Department of Information and Technology are expected to be established by 2012, along with an Art Education Division under the newly created Department of Teacher and Art Education and the Art Education Association. Further updates will be presented in a "White Paper on Environmental Education".

The Ministry of Education is promoting its program for multi-literacy by setting up educational policies through general education at universities, colleges and organizations promoting social education, life education, moral/character education, human rights education, law-related education, gender equity education, teacher media literacy and personnel certification systems for environmental education, parent and citizen programs to name a few.

Also, the creation of service-learning activities, voluntary services, travel-study experiences for students will assist the nation to cultivate responsible and caring citizens for today's global environments.

VII Promoting Sports and Healthy Living

It goes without saying that students living styles will affect their studies, daily and long-term outlook on health, social and interpersonal interactions, cognitive and emotional responses to life.

To promote student health literacy and standards for healthy living, the MOE is asking that physical education have a diversity of courses and activities to stimulate motivation to partake in sports and sport activities.

The term LOHAS is a concept for lifestyle and health sustainability and for improving the welfare of one's environment and in this case to improve on-campus health services and to optimize user-friendly sports environments.

In the future, more school nursing personnel, dietitians and other human resource professionals will be recruited monitor and improve the quality of student health check-ups, student health centers and their functions, self-management health instruction for students, healthy diet education and safe campus environments. Improvements will be made to improve the national fitness of citizens and students and to assist them to cultivate regular habits of exercise and healthy eating. Sports education and the development of sports talent will be fostered through a direct system of professional training and educational programs, for the development of professional international athletes.

VIII Promoting Societal Respect for Cultural Diversity, the Rights of Special Education and Disadvantaged Groups

There is an increasing global awareness and movement to exhibit educational and social support for cultural diversity, the rights of individuals requiring and seeking special education and the disadvantaged.

The Ministry of Education is intent that all children in Taiwan have the right to an education and that society embraces the concept "not to give

up on any child.” Consequently, revisions to the “Five-year Aboriginal Education Development Program” (2011-2015) will be forthcoming in the “White Paper on Aboriginal Education Policy”.

The number of immigrant children now living in Taiwan has prompted the Ministry to promote an education improvement program for newly arrived immigrant children, especially in the areas of parent, student and teacher counseling and communication.

Hardship conditions plague many students and the Ministry would like to strengthen measures for assisting such students in need, especially students living in disadvantaged areas. For junior high school students who are not continuing with their high school education nor are employed, the Ministry will combine non-profit organizations and resource organizations so as to provide innovative career training and employment solutions for these students.

Special Education in Taiwan requires strong revisions to provide for the needs of special education students and barrier-free learning environments.

IX. Expanding Cross-strait Exchange, International Education and Overseas Compatriot Education

The Ministry of Education in keeping with the international trends to be forward thinking, flexible and resourceful continues to rethink its position and policies on education.

Currently, the Ministry has plans to invest resources for the promotion of international, cross-strait and overseas compatriot education, thus providing multiple international learning and service opportunities for students.

The Ministry will establish and implement a recruitment program for mainland Chinese students. Implementing international education for primary and secondary schools will further provide opportunities for the next generation to acquire a true sense of their national identity, international literacy, global competitiveness, global networks and social responsibility. A White Paper regarding the “Implementation of

International Education for Primary and Secondary Schools” will be issued.

X. Expanding Support for Lifelong Learning and a Learning Society

Taiwan attaches great importance to the concept of ‘life-long learning’ and this includes all aspects of learning; community/university linkages, education for seniors, non-formal education courses, adult recurrent education and the promotion of family education.

The Ministry of Education will make amendments to the Lifelong Learning Act, so as to provide the public with more diverse learning opportunities and to improve lifelong learning mechanisms.

Additionally, the Ministry will establish and promote learning-type indicators for cities and towns; promote Elder Learning Education and Self-learning programs for seniors, as well as family education programs.

The Future

The concept of “children are our hope and investment in our country’s future” supports the Ministry of Education’s series of policy reform and concern to provide healthy learning environments, holistic education, life education, lifelong education, mastery learning and diverse educational opportunities for all members of its society.

Looking ahead, the Ministry of Education will strive to implement an innovative milestone 12-year compulsory education plan, make needed adjustments to its educational system, up-grade teacher education and professional development offerings, address concerns for special education, the promotion of cross-straits and international exchange, the establishment of a life-long learning society, to name a few.