

# Senior Secondary Education



## Enhancement of Global Competitiveness

The MOE has taken two important steps to infuse the principles of global competitiveness into senior secondary education. Firstly, the Ministry designed a global learning environment in 2002 that included well-structured English courses. Secondly, the MOE encouraged high school students to participate in International Mathematics and Science Olympiads.

Moreover, in 2005, the Ministry introduced policies intended to increase the number of international students studying in Taiwan. In 2009 the Secondary School Exchange International (SSEI) programme was launched to provide a win-win learning environment. The SSEI has two approaches: “Visiting Taiwan”: international students coming to Taiwan to study; and “Visit Tours from Taiwan”: students from Taiwan going to study abroad.

## Dual-Stream High School

For students who are undecided on whether to follow an academic or a vocational track in their secondary education, the MOE, in 1996, established several experimental dual-stream high schools that offer the usual secondary school academic content and vocational skills courses. Students study a first and second foreign language, mathematics, social and natural sciences, the arts, marine science, physical education and vocational skills; they are also encouraged to be active in extracurricular activities.

Students who complete 160 credits could decide to continue their studies in four-year technical colleges, two-year junior colleges, or in universities. They could also decide to start working as they would have gained adequate vocational training.



## Nurturing Diversified Talents

Education in Taiwan is now focused on nurturing versatility. Hence, over the past few years, senior secondary schools and higher education institutes have adopted more diversified and internationalised curricula. With a more flexible college/university entrance system, high school students are encouraged not only to pass the entrance exam with high scores, but also to cultivate versatility in ways such as strengthening their language capabilities.



In 1999, the Ministry designed the five-year Senior High School Second Foreign Language Education Plan. During the first phase of this plan, the MOE focused on training qualified teachers, enhancing course designs and improving teaching facilities. More foreign languages, such as Korean, Vietnamese, Japanese, French and Spanish were included in the plan.

## Senior Vocational Education Technological and Vocational Education

Technological and Vocational Education is offered at senior vocational schools, junior colleges, colleges and universities of technology.

Students who graduate from senior vocational schools or junior colleges are, in principle, equipped to start a business, take up employment or pursue a degree at a university of technology.

## Industry-Academia Partnership Programme

The MOE, in accordance with the Human Resources

**T**he senior secondary education system encompasses senior high school and senior vocational school for students aged fifteen to eighteen years old.

Students can cultivate their academic knowledge and develop their personalities through both streams offering a great variety of educational content and extracurricular activities.

## Senior High Education

The three-year high school is part of Taiwan's mainstream educational system. Over the past several years, the Ministry of Education has pushed forward plans to include senior secondary school as part of compulsory education with the aim of relieving study pressure on high school students and narrowing the gap between rural and urban schools.

Prior to the implementation of multi-channel admission into colleges and universities in 2001, senior high schools were primarily focused on preparing students to pass the Joint University Entrance Examination (JUEE). These days, admission into colleges or universities can be gained through recommendation by senior high schools, after taking a test set by the various departments of colleges and universities, or by taking the JUEE. Senior high schools now encourage their students to take part in extracurricular activities, such as student councils, non-governmental organisations and international competitions. Admission into better universities now partly depends upon involvement in such activities.





Programmes passed by the Executive Yuan in 2005, plans to expand the industry-based content of school curricula in order to derive more value from the increased cooperation between private firms and schools. Thus, the Industry-Academia Partnership Programme was born in 2006.

The programme is meant to enhance industry-academia cooperation by means of several options. They are:

the “three-in-one” programme (senior vocational schools + colleges + partner enterprises), the “three plus two” programme (senior vocational schools + two-year colleges), the “three-two-two” programme (senior vocational schools + two-year colleges + two-year technological institutes), or the “three plus four” programme (senior vocational schools + four-year technological institutes).

Such a programme, based on the vertical continuation principle, will help students to find a job in the partner companies after receiving complete professional training.

The MOE also plans to revise the Education Personnel Employment Law by loosening restrictions on a professor’s temporary employment in industry in the computation of their years of service. This could help teachers to undertake further research and benefit students’ learning prospects.



**Pulling for a better future: Taipei Jingmei Girls High School’s tug-of-war team**



**Wang Jo-tsun, 17**

### **3rd-grader, Taipei Jingmei Girls High School**

On February 27<sup>th</sup>, Taiwan’s national tug-of-war team from Jingmei Girls High School won the title in the 540-kilogram class at the World Indoor Championships 2010 held in Italy, beating rivals from China, Japan and Switzerland.

Hailing from rural Nantou, current team leader Wang Jo-tsun said that beyond the hard physical effort demanded of the individual, tug of war is also a sport that requires the highest order of self-discipline and teamwork.

Practice makes perfect. Still, frustration is inevitable. “Even as we’re becoming more familiar with this sport, we feel even worse when we fail to achieve a better performance,” said Wang.

Unfolding her hands, both of Wang’s palms are inscribed with the traces of a considerable amount of training—swollen joints, calluses and ground-in dirt, gradually built up through hours of rope-pulling technique training day after day.

Not long afterwards, the young pullers marched off to South Korea, where they once again out-pulled their rivals to claim another victory at the Asian Cup Tug-of-War Championships on April 9<sup>th</sup>.

The award-winning team, joined with players from Taipei Municipal University of Education, National Taiwan Sport University and National Taiwan Normal University represented Taiwan to compete in the 500-kilogram class at the World Championships in South Africa in September 2010 and brought home the first-ever outdoor game gold.

For these young tuggers, they are driven by the knowledge that they are pulling on ropes that will not only win them shiny gold medals and glory, but also realise the hopes of a better future.





# Jacqueline Hung, 18, Boston

Secondary  
education equips  
Taiwanese  
students with  
global  
competitiveness

## **Alumna of Taipei First Girls High School Department of Electrical Engineering and Computer Science, Massachusetts Institute of Technology**

Her three years of study at Taipei First Girls High School helped Jacqueline Hung to develop diverse interests, equipped her with global competitiveness and gave her chances to explore the world.

This May, nine Taiwanese students snatched seven Grand Awards in the 2010 Intel International Science and Engineering Fair (Intel ISEF), one of the world's largest pre-college science fair competitions. Hung and her classmate Lin Chi-chieh won first place for team projects in chemistry, sharing a US\$ 3,000 prize from Intel ISEF and NT\$ 200,000 from the Taiwanese government.

Prior to the competition, the duo spent much time on the synthesis and analysis of a new superconductor for their project. Hung said that they had clinched this victory with the help of post-doctoral researchers at Academia Sinica.

During her studies in Taiwan, she had participated in various activities, such as summer computer camps, oil-painting competitions, debates, English speech contests and street dances. She also founded an investment club at her high school, arranging some visits to financial institutions including Taishin Financial Holding Co. and the Industrial Bank of Taiwan.

"Most students in our school helped each other with their homework and were mature enough to discuss future plans," said Hung, who gained admission to Massachusetts Institute of Technology this August and has met her classmates from MIT through Facebook.

She plans to undertake a double major in computer science from MIT and in finance from Harvard University and to set up her own business in the future.