
Other Education

Special Education



The Special Education Law was first announced in 1984 and amendment was completed by 1997. The Special Education Law of 1997 has since then served as landmark and guidepost for special education in Taiwan. Moreover, its related regulations delineate the goals and purposes of special education and suggest materials and methods for instruction.

In response to stipulations in Article 10 of the Special Education Law, the MOE established the Special Education Unit on April 16, 1997, to take care of the needs of the local disadvantaged groups. Its functions cover four areas, including special education policy-making, special education for the physically and mentally challenged students, education for the gifted students, and other related areas.

Only the MOE-designated schools can admit students who are physically and mentally challenged. Special education requires six years in primary school, three years in junior high school,

and another three years in senior high and senior vocational school. Otherwise regular education institutions, including primary school as well as junior and senior high schools, open special classes. At the university and college levels, resource classes accommodate blind and deaf students.

In Taiwan, the variety of student placement includes special education school, self-contained class, resource room, itinerant services, bedside instruction, and regular class.

The special education schools can be classified into various types, including special schools specifically for the visually impaired, for the hearing impaired, for the mentally and physically challenged, and the comprehensive type.

Self-contained classes are often established in the regular school, but these are open only to students with disabilities. Resource room program means students with special needs receive special education there although they spend most of their time in regular classrooms.



Itinerant services represent an alternative offered by the local government in the absence of special education or related services in school.

Students, who are confined in a hospital from three to sixth months and need routine learning, are provided bedside instruction. This is also for those whose illness is so severe that it becomes inappropriate to expect them to attend school on a daily basis. Besides, they are hospitalized and unable to attend regular school.

Education Minister Tu Cheng-sheng said: "Special education aims at providing proper education to students challenged mentally or physically as well as those who are gifted with the purpose of developing their potential, fostering sound characteristics and improving capacity to serve the community."

Special schools have been established for training those with special needs. The Compulsory Education Law and the Special Education Law regulate the admission requirements and the dura-

tion of the learning programs. Different academic programs have been designed to meet the specific needs of the students.

The MOE has been engaged in recent years in carrying out reforms in legislation, administration, and educational institutions. Included are:

- * Preparing the annual budget in accordance with the Special Education Law;
- * Satisfying the educational needs of the physically and mentally challenged children from the age of 3 to 5;
- * Carrying out the 12-year special education placement for students with special needs;
- * Assisting the physically and mentally challenged students to get into higher education;
- * Providing financial assistance, including scholarships (NT\$2,000 ~ NT\$40,000), especially for the physically and mentally challenged students; and
- * Assisting the physically and mentally challenged students to study abroad.

Social Education



Social education strives to offer citizens various accesses to knowledge. Due to the necessity of life-long learning in modern society, government is obliged to build various learning networks with abundant resources to meet self-development needs and social progress on basis on positive values.

In Taiwan, an assortment of learning channels has increased the width and depth of knowledge of extensive fields. These channels include libraries, museums, arts education center, science education centers, four national social education centers, 63 community colleges, 13 tribal community colleges,

and 276 social work stations around Taiwan in 2005. In the future, to construct a learning blueprint for citizens, the MOE is working to promote accreditation for non-formal learning achievement and open learning and distance education. Every one could learn anytime and anywhere.

Knowledge will become more accessible and citizens could better their lives through this learning network. Since 1998" Towards a Learning Society" was announced, the MOE has been devoted to promoting life-long learning to benefit as many citizens as possible.

These include promoting adult basic education,



reducing rate of illiteracy, enhancing service in foreign spouse education, building community education system, integrating governmental and private groups for boosting social learning, and encouraging arts education development.

The planning and implementing of life-long learning policy is centered on the following key concepts:

1. Social education is to offer more opportunities for citizens to access knowledge.
2. The content of social education meets both needs of social development and individuals. The education will also pay special attention

to Taiwanese culture development.

3. More social education institutes will serve the needs of accessing and sharing knowledge. Basic learning centers are located in communities for easy reference.
4. Social education will connect formal education systems by integrating resources from families, schools, and societies.
5. Social education features high accessibility and diversity; with the advantages of internet or multi-media.