

# 4

## ● Chapter 4 Education and Learning

*In 2010, the Taipei City Government continued with the planning of the One Outline, Multiple Textbook Edition Projects, in developing and building the new Taipei Children's Entertainment Center, and with promoting biological education. Furthermore, the Taipei City Government facilitates safe and healthy school campuses and green buildings, and focuses on long-term campus development. The promotion of high-quality education such as science and arts education continues to achieve the goal of education 111.*



# Education and Learning

**T**he Department of Education, Taipei City Government declared 2010 to be the Year of Educational Environment. The administrative direction and focus was placed in continuing the foundation thus far, as well as to adopt systemic, holistic, and comprehensive planning and implementation of various educational projects and activities. The three major development themes were “Equal emphasis on five main goals of education to promote excellent quality of learning; to encourage education suited for the student to induce a wide range of achievements; to encourage creativity and to meet international trends.” Through several important educational projects, we strive to meet the goals and theme of “creating Taipei’s outstanding new education, and cultivating modern citizens with humanities and scientific knowledge.”

## Part 1 High-quality, Sophisticated Learning Environment

Taipei City’s educational resources are the most outstanding in the entire nation. In 2010, there were 27 public and private universities and colleges, 50 high schools, 17 vocational schools, 62 junior high schools, 153 elementary schools, 296 kindergartens, 4 special education schools, and 2 independent studies schools. The number of schools in Taipei is the most in the nation.

### 1. Raising the Quality of Higher Education

Currently Taipei City focuses on cultivating high-quality educators and sports teaching staffs. The Taipei Municipal University of Education and Taipei Physical Education College show the Taipei City Government’s emphasis on higher education as an international metropolis.

### 2. Developing Excellent High School Education

There are two national high schools, 26 City-run high schools (including complete high schools and composite high schools) and 22 private high schools in Taipei City. The total number of classes is 1,893, and there are 74,717 students in all. For junior high school, there are 59 municipal high schools 13 complete high schools (of which two are national high schools) and 3 are private junior high schools. The total number of classes is 2,929, and there are 95,287 students in all.



Parents’ Panel Discussion of Taipei, New Taipei City, Keelung City Joint Examination.

#### (1) One Outline, Multiple Textbook Edition and the Taipei, New Taipei City and Keelung Joint High School Entrance Exam

In order to reduce the pressure of studies for students, the Taipei, New Taipei City and Keelung City governments strived to reach the educational goal of jointly holding the Taipei, new Taipei City

and Keelung Joint High School Entrance Exam starting in 2011. On May 24, 2010, the Department of Education, Taipei City Government finished the evaluation and selection of the 2010 and 2011 official textbooks for the 7th graders, and recommend that they be used by Taipei City's junior high schools according to the "National Education Act." In order to publicize the Taipei, New Taipei City and Keelung Joint High School Entrance Exam policies, the Department of Education has held parent discussion panels in the 12 districts to facilitate more two-way communication and to help parents understand the Taipei, New Taipei City and Keelung Joint High School Entrance Exam and its meanings in more detail.

## (2) To hold High School and Junior High School Talent Competitions

In order to motivate students to enjoy the pleasures of reading and creative writing, the Department of Education, Taipei City Government holds regular Chinese language and local dialect competitions, as well as Taipei Teenagers Literature Festival competitions. Through the three stages of initial selection, creative writing camps and final competitions, students' Chinese language expressive abilities have been elevated. In addition, in view of the trend of globalization, the English speech contests and second foreign language competitions are also held. Furthermore, to work with the curriculum of the school, the Department of Education also holds mathematics abilities, poetry reciting, life skills and home economics competitions to provide students with a venue for displaying their learning results.

## (3) Character education and Friendly campus

To facilitate ethics education and to create a friendly campus ambiance as well as to ensure enforcement of human rights, legal and character education, the "Leadership Training Camp for Junior High School Students" was held from July 7 to 9 in 2010, with 250 students in attendance. From October 23 to 25, the Leadership Training Program for Taipei Senior High School Students was held, with 250 students in attendance. On November 19, the 2010 Taipei Youth Summit was held, with 153 students in attendance. From July 15 to 21, the Taipei 7th Scout Jamboree was held, with 1,339 scouts and 1,204 junior scouts in attendance.



Leadership Training Camp for Taipei Senior High School Students.

## 3. To cultivate outstanding technicians

In 2010, there are seven public vocational schools and 10 private vocational schools in Taipei City. Nine high schools have affiliated vocational programs, and there are two independent studies schools with vocational education. The total number of classes reached 1,159, and the total number of students is 47,210.

### (1) The Award for Outstanding Professionals of Technical Education

The eighth volume of Technical and Vocational Education of the Sky "The Cry of Youth, Limitless Dream," was published. On May 13 of 2010 a book-launching party was held at the Taipei City



Technical and Vocational Education of the Sky 1 "The Cry of Youth, Limitless Dream".

Hall Building. The protagonists of the book are twelve successful educational role-models in technical education, including the Deaflympics Gold Medalist Guo Jia-mi, and the National Potter's Association Chairman Su Cheng-li. 48,000 copies of the book were printed and disseminated to all junior high school students, in the hopes that these successful accounts will inspire students to choose what they like to learn and to like what they have learned, and to welcome their future with no boundaries.

## **(2) Taipei City 2010 World Book Day: Vocational High School's Reading Activities and Awards**

Taipei City's vocational high schools cultivate students with a balanced focus on technical studies and humanities, and to develop them into well rounded individuals. On April 23, 2010 the Department of Education, Taipei City Government issued awards to schools and instructors who promoted reading during the school year of 2009. A total of 16 public and private vocational high schools, including 97 students, 28 teachers and 14 schools, received such awards. The Department of Education gave Students with the Most Potential Awards to 5 students from Daan Vocational High School, who wrote more than 40 new book reviews within the school year.

## **(3) Dreams Fly-Love is the Most Beautiful**

In order to instill in youth and students a proper attitude toward life, and to encourage them in carrying out healthy and healthful recreational activities, the Department of Education, Taipei City Government held the Taipei Marching Flag Dance Team and performances on April 24, 2010, at the National Chiang Kai-shek Memorial Hall Plaza. The activity incorporated the Taipei City Government bureaus and departments, the Ministry of Defense, the Taipei District Prosecutors Office, and other civic groups. The main theme of the activity was to promote "a healthy campus, anti-drugs, anti-violence, anti-road rage, and defense of the people" education publicity and activities. In total, the event was attended by 1,158 students from 14 schools, including the Taipei First Girls High School.

## **(4) Technical Skills: Learning to Step into the Future**

In order to realize the content and spirit of technical education, the technical education program for high schools adopts "merit technical skills" and "competition" models. On June 2, 2010, the 2009 Technical Education Program for High Schools Awards Ceremony and Outstanding Student Highlights Event were held, giving awards and honors to a total of 197 students.



Taipei Marching Flag Dance Team and performances.

## **4. Boutique Elementary School Education**

There are a total of 153 elementary schools in Taipei, including two national elementary schools, 141 city-run schools, and 10 private schools. The total number of classes is 5,756, and there are 155,930 students in all.

### **(1) Continued Elevation of Reading Quality and Quantity**

The Department of Education, Taipei City Government adopts the theme of “drawings with sounds, colorful sights, Taipei Loves Reading” and holds a survey on reading and borrowing records, reading creative books, sharing reading reviews online, and hand-bound book workshops. As many as 35,000 students participated.

In order to enrich students’ reading materials, Taipei City selected 30 seed schools and 60 newspaper experimental classes, in order to promote a pilot project to Promote Newspaper Reading in Education, in the hopes of elevating civic consciousness in students and to elevate the students’ analytical thinking abilities.

### **(2) Implementation of a Main Language–Second Language Parallel Policy in Language Education**

In order to successfully implement the Main Language–Second Language Parallel Policy in Language Education in Taipei City, schools actively facilitate local dialect and English classes in addition to Chinese language teaching. Through Native Taiwan Language Day and English Immersion Centers, students are placed in environments where they can realistically use the languages in immersed environments, including English Corners and English Classrooms. Parent-Child learning is also incorporated to elevate the effectiveness of learning.

### **(3) No Child Left Behind**

To ensure that disadvantaged children are properly cared for, the Department of Education stipulates that each elementary school must institute the “no child left behind” program by incorporating resources to help lower-achieving students to catch-up in their learning, which will help to realize the “bring along every child” hope project. In 2010, an estimated 143 schools held 2,833 No Child Left Behind classes, which were attended by 19,183 children.

### **(4) Summer Camp Studies**

In 2010, 29 schools in Taipei City held 43 summer camps. Each camp facilitated opportunities for economically or culturally disadvantaged children to participate in various activities. Each camp enlisted 3 to 6 children known to be in need of active care (including children of new immigrants and disadvantaged minority groups, low-income households, single parents, and families that encountered severe traumas). In order to increase cooperation between the city and county, a total of 5% additional slots were left for Taipei County and Keelung City students. A total of 2,800 students participated in the event.

### **(5) Environmental Protection Art Classroom**

The Department of Education, Taipei City Government instituted Environmental Protection Art Classrooms at 31 schools in 2010, utilizing the core



Summer Camp - river tracing.

concept of “learning” to enliven the school grounds. Through the management ideal of continued environmental development, and through creative processes including viewing, thinking, creating and sharing, students can learn to integrate the concepts of arts and humanities, and to further learn to cherish all resources, thereby improving the quality of learning.

## 5. Development of Excellent Pre-school Education

Taipei City leads pre-school education with a vision of a lively, humanitarian, healthy, and happy childhood for children. In 2010, there were a total of 135 kindergartens and day care centers; with 460 classes and a total of 11,621 children (including 286 special education children). In addition, there were 161 private elementary schools, with 9,996 students.

### (1) Taipei City’s “Have a Care-free Pregnancy-Free Schooling Subsidization before five” Program Implementation

In order to encourage Taipei Citizens to have children, and to actively reduce their economic burden as a result of having children, Taipei City began implementing free tuition before five programs, subsidizing each five-and-under child with NT\$12,543 each semester. In addition, to continue the efforts of the Ministry of Education in helping the parents of five-and-under children with educational costs, each semester each child under five is subsidized from NT\$2,500 through NT\$30,000 according to the child’s attendance of a public or private kindergarten, the number of siblings, and household income.

### (2) Showing the Rich Results of Kindergarten Learning, Creating Healthy Kindergarten

In order to provide children with a happy environment to prosper in, the teaching facilities in kindergartens emphasize children’s safety. In 2010 various safety education management businesses were carried out to ensure that each kindergarten was built and run in accordance with safety guidelines so as to provide children with a happy and healthy learning environment.

On October 16, 2010, the Kindergartener Exercises and Performances and the 2010 Taipei International Flora Expo Parent-Child Walking event attracted over 7,000 people in attendance from kindergartens throughout the city.



Elementary School Environmental Preservation Results Display.



Gymnastic exercises together.



We have gone wild—windmills turning.

### (3) A Blueprint for Integration of Kindergarten and Day-care Centers

The Department of Education, Taipei City Government has selected eight kindergartens to participate in the trial “kindergarten-day care centers” plan, serving as a pilot program for a model of future kindergartens.

## Part 2 Healthy and Safe Schools

### 1. Evaluation and Selection of Quality Schools

Taipei City evaluated and selected quality schools in 2010. A total of 33 schools won 43 awards for being outstanding schools. Department of Education, Taipei City Government held the awards ceremony on June 26, 2010 at Daan Vocational High School. Taipei City has been holding such evaluations since 2006. Over the last five years, a total of 102 schools have won 211 awards for outstanding achievements. In 2010, the selection of outstanding schools went through three stringent processes of initial evaluation, second-round evaluation and final evaluation. Of the 163 applications, 43 awards from 33 schools were finally given. The award winning rate reached 26.38%, topping records from past years. This shows the schools’ value and efforts in becoming quality schools.



Quality school awards ceremony.

### 2. School Improvement Projects

Department of Education, Taipei City Government strives to build an outstanding and friendly school environment, and tries to achieve it through the “brighten the school barrier” project. The project aims at breaking the barrier of concrete walls to allow schools to become transparent and safe, and to extend the green scenery of school grounds into the community, and to integrate the community with the school environment. Not only so, this project aims at forming the school into a living environment where nature, humanities and learning are blended.

In addition, to improve old specified classes for different subjects, and to improve the learning environment, Department of Education staged a trial elite project for improving the subject-specific classrooms for elementary schools for the school year 2008. In 2010, 74 elementary schools participated in this environment improvement project, including 61 natural sciences classrooms, 59 arts and crafts classrooms, and 29 music classrooms, and 24 self-sufficient special education classes, and 73 resource classrooms.



The lively school grounds scene of Jingsing Elementary School, Wenshan District, Taipei City.

### 3. Promotion of School Hygiene

#### (1) Health Management and Promotion

To enforce the student health check up mechanism, the Department of Education, Taipei City Government disseminated the Student Health Checkup Pamphlet, and the Parent Consent Form. In addition, to ensure the mechanism for reporting cases of contagious diseases, the Department of Education and Department of Health, Taipei City Government work together to establish the Taipei City School and Government Organization Epidemic Reporting System website, to ensure timely measures.

The Taipei City Government disseminates the School Health Promotion Facilitation Plan, focusing on nine particular items: “vision health, oral hygiene, healthy body, smoking restriction, accident prevention, sex education, emergency education, AIDS prevention and proper usage of drugs.” In 2010, Xinyi Elementary School, Heti Elementary School, Shuanlian Elementary School, Xinghua Elementary School, Yucheng Elementary School, Chingshin Elementary & Middle School, and Neihu Vocational High School, were named WHO international safety schools.

#### (2) Healthy eating and healthy body

Lunch education was established, a lunch newspaper was issued and speeches were held. Weight control and brain health lunch activities were held to facilitate health education. Measures were also taken to strengthen kitchen management for staff, ingredients, and facilities.

In order to help students grow healthily, the newly issued Taipei City Obese Student Tracing and Management Plan, was issued to help students establish good living habits, healthy eating, exercise measures, and to ensure students' good health.

#### (3) Environmental Hygiene

Through the Environmental Soldier Cultivation Program, the students are taught to prevent Dengue Fever, and to maintain a clean school environment to eliminate campus sources of epidemics. Students are also encouraged to participate in the home-to-school environment survey care program.

## Part 3 Suitability Developments Multiple Achievements

Taipei City promotes diversity development in education, providing students with diverse and suitable opportunities to cultivate well-rounded citizens.

### 1. Provision of Suitability Education Service

Taipei City promotes special education based on the ideology of “respect for basic human rights,



Concentrated Elementary School Special Education Recreational Activities.

equal educational opportunity” to ensure that physically or mentally challenged students be given suitable educational opportunities. Several of the most important achievements are as follows:

#### (1) Warming and Diverse Special Education Student Activities

Planning All-City entertainment and learning activities, including elementary school special education and recreation activities; Junior

high school special education students' weekend and holiday sports activities; talent and display activities for especially talented students in arts in different age groups; science creativity competition for junior high school and elementary school students; providing special education students with a diverse learning environment.

## (2) Complete Special Education Support and Services

Integrating medical services, social services, labor services and resources from civic organizations; to establish support service systems, and to establish pre-school, visually impaired, hearing impaired, home visits to sick students, emotional support and problematic behavior professional support groups; providing various special education students with needed assistance, as well as school visits by special education professionals, and teacher assistants to help with teaching and caring of students; administering special education cases for social workers; providing students who cannot go to school and go home by themselves with transportation services.

## 2. Information Learning and Science Education

### (1) Equal Digital Opportunity

The Department of Education, Taipei City Government wants to train students and teachers for information literacy and ethics, and so held four training workshops for principals and 95 workshops for teachers; 7,920 people participated in the training workshops.

To enhance public information literacy and abilities, school and library information systems were integrated to provide people with environments to learn web applications; additionally, the Taipei Public Library held free three-hour computer workshops, totaling 234 events, with 6,100 participants.

128 computers were donated to the low-income households in Taipei and teachers and volunteers were recruited to counsel and track students' after-school learning; six computer studies courses with parent-child sessions were offered to enhance computer skills.

### (2) Innovative Teaching Model

In order to develop a high quality digital educational environment, the Department of Education built in various schools multi-function e-training classrooms and digital classrooms, and set up the future classroom trial project.

Also, working with the Ministry of Education's electronic (E-Schoolbag) experimental design, the Trial of Division-wide paperless electronic teaching combined with material providers for e-teaching work to enrich the education of electronic content.

### (3) Promote Science Education

To provide high school students with scientific potential adaptive development opportunities, in 2009 the Taipei Municipal Jianguo High School held science classes. A special scientific education program was created to foster the ability of students to engage in individual research and creative projects, thereby strengthening national level talents.

From July 26 to 30, 2011, Taipei participated and won first prize at the 50th National Science fair of secondary schools and primary schools, second category (10 pieces and above).



Mayor Hau Lung-bing Opening the Classroom of the Future.

## 3. Art Activities and Competitions

### (1) Art Education In-depth program

The Department of Education, Taipei City Government collaborated with the Department of Cultural Affairs in holding the Taipei Fine Arts Museum “Memory of a Journey: Permanent Collection of TFAM” and the “Taipei Biennial 2010,” as third-grade students learned the beauty of art and the etiquette required for attending a show; fourth-grade students attended the One-Dollar Theater, and the children’s theater troupe; the Taipei Symphony Orchestra also staged an event for fifth graders to gain understanding of musical instruments and to arouse students’ enthusiasm in the Symphony Orchestra; the Taipei Chinese Orchestra arranged traditional music performances by music arrangements, musical instruments to introduce sixth-grade students to Chinese music.

In all, 430 art-related guided tours, 63 field concerts, 55 theater performances were held and a total of 108,932 elementary school children received their Baptism of Art. 350 teachers participated in training activities.

## (2) Promotion of School Drama Activities

The Taipei Cultural Center Wenshan Branch Center held “the theater fun” activities, and arranged in the professional theater a Q & A session for the company to interact with students, accounting for 40 performances, with 7,185 participants.

To establish a clear concept of drama for students, the Wenshan Branch Center planned “mystery theater” small-scale performances and exhibition tour, allowing students to focus on drama and interact with the actors, from behind the scenes to the front of the stage throughout the production process, allowing students to immerse in the theater environment. A total of 67 events with 3,589 participants were held.

## (3) Artistic Experience of Learning

The Taipei Symphony Orchestra held its “Summer Youth Music Camp” from July 12 to 20, 2010, with Conductor Luke Dollman leading students in different musical pieces; on July 21 a showcase concert was held, with 75 participants.

The Taipei Chinese Orchestra held its “National Music Camp” from July 13 to 18. Programs included guidance in individual technical skills, training and music appreciation ensemble.

The Taipei Fine Arts Museum held three sessions of “Take the Cloth, Take the Cloth - Stage Costume Design Camp,” on July 12 to 17 to show costumes and costume design by children. 90 elementary school students participated.

The Taipei Cultural Center Wenshan Branch Center held 4 arts workshops, with visual arts, drama, dance, writers and other courses, using various types of media teaching, allowing students access to art practice. 393 students participated.



Taipei Symphony Orchestra performance with superb attendance.



Kids working on designing the set and furniture.

#### (4) Art Contest And Activities

Taipei City is to promote a diverse range of arts and promote international student exchanges each year in five areas (music, dance, art, songs and creative local students Puppet Theater). It also promotes art competitions, and has organized activities for the National Student Music Competition Exhibition of Outstanding Music and Traditional Arts Team Education Exhibition.

#### 4. Family Education

In order for schools to provide family education counseling, the Family Education Center, Taipei City has provided assistance to eight family education model schools, and subsequently built three family counseling demonstration schools, and a great-grandfather co-learning school.

In May the Family Education Center held the “Model filial piety family awards”, “Recognition and selection of outstanding families and individuals” and “International Seminar on family values” and other activities to promote filial piety in everyday life. In order to promote the concept of family education, on March 27, 2010 the “Family Resilience Seminar” was held, with a total of 145 participants; from October 23 to November 14, eight sessions of Family Education TV Talk were held.

In an aging society, the role of grandparents becomes increasingly important. The Family Education Center held the 1st “Grandparents Day” event; on August 29, 2010, the Taipei County Government held the “grandparent-grand-child interaction sends love; From generation to generation-Fun Learning Carnival”; in addition, the “Big hands holding little hands”. Grandparent-grandchild to school-Taipei first day of school event was held on August 30.



Family Education TV Program Publicity Poster.

## Part 4 Rich Social Education and Learning

Taipei provides the public with diverse social education institutions, rich social education and lifelong learning opportunities, in building a learning city.

#### (1) Taipei Public Library

Actively engaged in the promotion of cultural movement, the Library set up 42 branches, 11 public library reading rooms and 2 smart libraries, so that people enjoy more library resources and services. Important activities in 2010 are as follows:

1. On February 10, the Jiuzhuang Branch Library was officially opened, and the American Institute in Taiwan donated 283 books in English.
2. On April 23, the "2009 Best Children's Books Prize Ceremony" attracted a total of 158 participants.

#### (2) Taipei Children's Recreation Center

With the "2010 Taipei International Flora Expo" renovation project, from April 20, 2009



Children's World Ground Breaking Ceremony.

the Yuanshan Park suspended operations to the outside world, and joined with the Taipei Zoo Service Complex. The " Taipei Children's Recreation Center, Wenshan Park" was built and established. On October 9 to 28, 2010 the new Yuanshan Park Recreation World ran a trial operation with the opening of the 2010 Taipei International Flora Expo.

The City Government planned to build a new children's park in Taipei and commissioned the Department of Rapid Transit Systems, Taipei City Government to select the architect and contractors. Then on November 10, 2010, Deputy Mayor Lin Chien-yuan held the new park's groundbreaking ceremony.

### (3) Taipei Astronomical Museum

With high-quality educational displays, sophisticated audio-visual services, excellent space exploration facilities, and innovative promotions, people can come to enjoy and observe the mysteries of the universe. 2010's important activities are as follows:

- A. July 10 to October 10, a "Special Exhibition of the Hubble Space Telescope", with a total of 69,896 visitors.
- B. September 21 and 22's "flowers are the full moon to the Taipei Astronomical Museum-activities "and observations of Jupiter attracted 8,953 participants.



Discovering Taipei-Full Moon at the Taipei Astronomical Museum.

### (4) Taipei Zoo

With "respect for life, care for nature" as the core values of the service work, Exploration, Experience, Moving and Enlightening are the themes of the park's biodiversity conservation education. 2010's important activities and achievements are as follows:

- A. The Taipei City Government's "2010 total evaluation of public toilets in Taipei Outstanding Class Recreation" was received.
- B. The Zoo publication, "*Back to the Wild-Protected Species and Ex Situ Conservation Actions in Taiwan*" was selected by the Executive Yuan 2nd National Publishers Awards as as an Honorable Mention, "*Zoo Poo Poo-All about Feces*" was nominated for an award.



Yeh Chieh-sheng, Director of Taipei Zoo, accepting the National Publication Award.

### (5) Taipei Youth Activity Center

With youth education and recreation as the main features, 2010 events and competitions are as follows:

- A. On May 2, "Y17 Cup National Youth Chinese Chess Competition."



Competition Participants focusing on their next move.

B. On July 27 to August 2, "The 24th Tsuen Wan Arts Festival, and Arts Camp for Youth" was held with a total of 50 students participating in music performing in Hong Kong.

## 2. Life-long Education

### (1) The Selection And Recognition of Volunteer Service

In order to encourage excellent volunteer services and promote public participation in volunteer work, in 2010, volunteer organizations and schools submitted a total of 472 Evergreen volunteers. Among these, three Song-He awardees, five Song-Bo awardees and 46 Song-Ching awardees were chosen.

Guidance counselors or volunteers are students' guardians in everyday schooling environment. In 2010, the Department of Education, Taipei City Government received nominations for 73 "Outstanding guidance counselors or volunteers" and 22 "Outstanding guidance counselors or teachers." 15 counselors at all levels of schools were recommended, and the top two received the National Gold Award, and the 3-15th nominees received the Taipei Golden Wheel award.

### (2) Active Aging Learning Resource Center, Taipei City

Since 2008, Taipei has been establishing Active Aging Learning Resource Centers in Daan District, Shilin District, Songshan District, Beitou District, Neihu District, Datong District, and Zhongshan District. In 2010 the Taipei Xinyi District Yongchun Elementary School Learning Centers set up a multi-functional community (including the Xinyi District, Active Aging Learning Center). In 2010, a total of 1,958 open courses and seminars were held. A total of 45,840 elderly people participated.

### (3) Promoting Adult Education and Encouraging Job Training

In 2010, 30 primary schools held an "Adult Basic Education Workshop" to recruit people and new immigrants who had left school early. A total of 2,768 people participated. Seven public and private high schools for "adult education classes, were established. 98 class courses were offered and 1,675 people participated. In addition, the Taipei Public Library and the Taipei School for the Visually Impaired provided "Workshops to promote the universal English" with 11 classes, in which, 205 people participated.

### (4) Seniors Lifelong Education

Based on the principles of localized community education, the elderly can get to the nearest access learning resources. Taipei City set up 12 district Evergreen Academies. Using the community as the location of study activities, there are now 13 multi-service centers, two Social Affairs Subsidiary bodies (Taipei Municipal Haoran Senior Citizens Home for the Elderly, and Taipei City Nursing Home), eight universities and tertiary institutions to provide the morning, afternoon, and evening activities for around the clock learning for silver-haired citizens. Learning sessions to choose from are fully considered to meet the diverse needs of the elderly, creating a friendly learning environment.

Those domiciled in Taipei City over 60 years of age or older are eligible to participate. The curriculum



Active Aging Learning Resource Center Outing.



Adult Education.

of the elderly arts and recreation includes leisure, arts, literature, education, etc., and are available in spring (February and July each year) and autumn sessions (August and December each year). The classes aim at enriching the spiritual life of the elderly, with classes offered in 27 locations; the actual number of classes is 194 for 6,489 people. An overall total of 129,780 people have benefited from these classes.

### **(5) Diverse Supplementary School Education**

Taipei City has supplementary schools as part of its formal educational system, as well as supplementary schools of languages and different technical skills. The legally registered supplementary schools are 2,849 in number.

## **3. Promoting Indigenous Language Learning, Language and Culture**

On July 21, 2010, Taipei City stipulated and released the "Taipei Indigenous Peoples Cultural Development of Self-preservation Regulations," in which, Article 6 made specific requirements on future policies towards indigenous language learning, and premises provided, as well as ethnic languages promotion. Therefore, the Indigenous Peoples Commission, Taipei City Government focuses on the utilization of "language nests teaching" as an important policy to promote language restoration. This serves to strengthen the creation and implementation of a family of indigenous languages, and a indigenous languages community. It also actively encourages parents to use ethnic languages at home, thereby increasing the formation of communities of indigenous languages, and creating a friendly space and culture for such languages to grow.



Bei-Nan Language class.

### **(1) Promote Indigenous Language Learning, and Language Culture Inheritance**

- A. To create an ethnic language learning environment, the Department of Education, Taipei City Government has created local language courses at all levels of schools. In addition, the Indigenous Peoples Commission, Taipei City Government, also set up 12 administrative regions of the 35 language nests, hiring teachers to teach indigenous languages and traditional culture. Educational institutions held competitions in various languages and these language teachers served as teachers, members of propositions or review, and jointly promoted the cultural heritage of indigenous languages, making great achievements.
- B. Language Nests: over the years the effectiveness of teaching students from language nests in a given indigenous language and culture was proven by a proficiency test with an average passing rate of 94% or above; in adult language learning, the Taipei University of Aboriginal Language and Cultural Life and Language Program can add several times the number of people speaking different languages. The current indigenous language teachers is 120. They are important human resources for revitalizing indigenous languages.

### **(2) Encourage Community Participation in Language Revitalization Efforts, and Create a Community of Indigenous Language Speakers**

- A. To encourage the revitalization of civil society and to work together to promote indigenous languages, the Indigenous Peoples Commission, Taipei City Government, and the Taipei City Aboriginal Teachers Association provided grants on June 5 for the Taipei Municipal Indigenous Reading Games Competition at Dunhua Junior High School, with a total of 147 students taking part in the competition. The Ma Li Cultural Troupe also held 12 study sessions of native arts and cultural heritage activities from May-July at the Taipei Public Library Daofan branch. The camp encompasses cultural history, native culture,

dance and culture. The City Government also subsidized the Donghu Elementary School in Taipei on May 14 for indigenous languages in teaching workshops, inviting all interested Taipei City Aboriginal teachers to participate.

- B. Indigenous language translation of the Bible retains much of the vocabulary in indigenous languages, and it is closely associated with aboriginal life and culture. The Indigenous Peoples Commission, Taipei City Government, worked with Yucheng Presbyterian Church, the Catholic Church and Taiwan Bible Society and held the Aboriginal language Bible reading competitions on October 31 at Taipei's Neihsu Vocational Industrial High School, so that communities and families could renew emphasis on ethnic language learning. The family Bible reading time using the indigenous languages also creates a learning environment of ethnic language and cultural heritage. The six main tribal languages such as the Amis language family Atayal, Paiwan, Taroko language, Bunun language, and Rukai indigenous languages, were showcased, following the categories of elderly, youth groups and student group competition. A total of 102 numbers of applicants participated. The indigenous languages in the Bible let people feel the beauty and richness of the language.



Native Taiwanese Language Bible Reading Competition.

#### 4. Hakka Cultural Diversity, Language Learning and Experience

##### (1) Learning of Hakka Language and Culture

In 2010, the Hakka Affairs Commission, Taipei City Government, went to each school as part of "Hakka culture to the school services" to promote the "Beep Boo-Hakka Flower Rights Day." Five creative activities related to Hakka culture served as the main axis, with the "2010 Taipei International Flora Expo" as a complementary theme. A game involving the four major festivals was held, so that students could gain an understanding of Hakka culture through major festivities. A total of up to 5,049 participating students attended the events.

##### (2) Training of Hakka Language Teachers

The Hakka Affairs Committee, Taipei City Government commissioned Guting Elementary School to hold an elementary and kindergarten Hakka teacher training camp in Taipei, from July 26 to 31, 2010. The training content included: A. the Hakka in Taipei; B. writing stories, telling stories; C. group dynamics; D. Hakka beliefs and ceremonies; E. the use of drama in teaching; F. creative use of teaching materials and teaching techniques; G. fun in teaching; H. Hakka nursery rhymes; I. teaching and group creative Hakka folk songs; J. cases of group teaching implementation. Total attendance was comprised of 46 elementary school teachers and 34 kindergarten teachers.

##### (3) Promotion of Hakka Language Nationwide

- A. Continued addition of the Hakka Education Center: the preservation of Hakka culture and the spread of the culture call for the main language heritage as the key. Taipei City set up the "Hakka Language Education Center" which grew to 76



2010 Hakka Culture to School Poster.



Hakka Education Center Results Review.



College Town Hakka Culture-learning from Miaoli's Yong Chang Temple elders.

learning bases in 2010 (including folk classes, traditional Hakka folk songs, etc.), and created a custom language learning environment. This helped to promote Hakka language learning among general public. The 2010 teaching results were displayed, with each class offering the most sophisticated programs to watch each other and jointly improve the quality of Hakka heritage. On October 24 six blue-chip 6 classes, 6 winning classes, and masterpiece classes were chosen at the Songshan Tobacco Plant.

- B. Diversified Hakka College Courses: in 2010, 23 sections of "Taipei Hakka Academy" courses were offered, including six major categories (language education, arts learning, Hakka music, Hakka food, administration, traditional crafts) and 16 different courses, helping citizens in learning the Hakka language and for the public to enjoy the Hakka culture

#### (4) Others

- A. Continuing with the Collegiate Hakka Culture Panorama Exhibit Circuit Bus Project: In 2010, five schools including Taipei Medical University expanded their scope in such activities and jointly held 10 workshops; with 36 students from 11 schools participating in the "Hakka Towns Visited-Youth Hakka Studies Camp" activity. The first team was dispatched to attend the Martyr's Memorial Festival Rice-offering. On December 13th, the Night of the Collegiate Hakka Culture was held at Taipei Medical University. A total of 1,500 people attended activities throughout the year, raising awareness and a sense of belonging among Hakka descendants who have attended universities. This also induces a sense of responsibility in preserving and passing down the Hakka language and culture.
- B. Hakka Broadcasting Program: In 2010, the Hakka Affairs Committee, Taipei City Government entrusted the Taiwan Hakka Broadcasting Station in producing and broadcasting the Hakka Taipei Broadcasting Program, including every-day Hakka and idioms learning, so that people can hear and learn Hakka language all the time, and so that Hakka can be as widely understood as Mandarin in our nation.
- C. Establishing the E-Hakka System: The Hakka Affairs Committee, Taipei City Government website: the "Hakka E School" has e-files of Hakka learning materials. Currently there is a Hakka drama and music voice database, serving multiple applications and publicity purposes for the Hakka culture, drama, songs, and touring sites. Citizens can go online to conduct research and interact.
- D. The Hakka Language and Culture Workshop: In order to increase the Hakka language capability of Taipei City Government employees, the Department of Civil Servant Development, Taipei City Government held the beginner and advanced Hakka Language and Culture Workshop in June and November.

### Conclusion

In view of the globalization trend, the Department of Education, Taipei City Government actively works on strengthening the basic aptitude abilities of students, and to raise the international competitiveness of our student body. The Department will work on implementation of important educational policies, focusing on safety education, conservation education and life education, establishing a comprehensive lifetime learning system, so that Taipei City's education will grow steadily, seamlessly, and continually.