Chapter 4
Educational and Learning

Education is a great undertaking of lasting importance and the relentless pursuit of perfection. Being the capital city of Taiwan, the standard of education in Taipei is also indicative of the general level of domestic education. In 2007, the Taipei City Department of Education initiated the “Mentor Teacher Program” in the hope of elevating teachers’ proficiency in teaching and academic administration skills to achieve excellence in education quality. In addition, substantial resources were invested in the installation of quality IT equipment to bring 100% wireless internet coverage to the campuses in Taipei. Other steps taken by the Department of Education include the construction of an ideal environment to facilitate education (i.e., establishment of the Taipei Family Education Center to reinforce family education and facilitate the systematic development of family education in Taipei and shape the outline of a refined educational culture), the hosting of joint sport events for elementary and junior high schools to promote the spirit of sportsmanship among young students and in turn increasing the public’s awareness of the benefits of taking up sports. It is also a way to present the results of innovative education. Through the interaction and dedication of contributors, and the involvement and hard work of relevant parties, Taipei City has demonstrated a unique and professional spirit in the face of challenges from internationalization and rapid progress in technological advancement in becoming an international metropolis connected to the rest of the world.
Education has become an essential factor in the process of cultivating individual talents to achieve economic benefits and the key of Taiwan’s competitiveness in the international arena as the era of the knowledge economy dawns. The Taipei City Department of Education emphasized that 2007 would be the “Year of Educational Expertise” and has worked hard to promote quality education in order to provide a fair, just and appropriate environment for education. In addition, the Department of Education has continuously striven to create rich and diversified activities for education and has gathered the support of communities and parents to contribute to the development of education for future generations.

Part 1  A High Quality and Sophisticated Learning Environment

Taipei city’s educational resources rank first among all the counties and cities in Taiwan. With 27 post-secondary colleges, 63 senior high schools, 27 vocational high schools, 87 junior high schools, 153 elementary schools and 337 kindergartens, Taipei has the greatest number of schools of any city in Taiwan.

1. Improving the Quality of Higher Education

There are 2 municipal colleges in Taipei with 187 classes and 6,352 students. The primary mission of the Taipei Municipal University of Education is to train teachers for elementary schools and kindergartens and qualified staff for education administration and evaluation. In 2007, the university featured 3 institutes, 14 departments, 22 masters programs and 2 doctoral programs with 4,264 students in total.

The primary aims of the Taipei Physical Education College include developing outstanding athletes, sports coaches and social sports personnel. The campus was relocated to Tianmu in 2006, and currently has 9 graduate schools (including a doctorate degree program), 8 departments and a total of 2,088 students.

(1) Promotion of Transformation for the Existing Municipal Universities

The Taipei Municipal University of Education has been aggressively pursuing transformation by incorporating liberal arts into the curriculum while insisting on the spirit of reflecting upon the past and striving for innovation in a practical and open approach. Not to be outdone, Taipei Physical Education College has been actively training promising athletes who have made impressive records and brought glory to Taiwan in the international community by excelling in international sports events. The college is worthy of its status as “the cradle of professional sports talents in Taiwan”. In recent years, both institutions have been in the process of upgrading themselves to a university status.
(2) Active Development of Unique Faculties and Degree Programs

Apart from changing some of its existing graduate degrees to cross-school/faculty/department degrees, the Taipei Municipal University of Education has also initiated new degree programs to offer students specialized knowledge of particular benefit to them. In 2007, a new information science department was established and new master degree programs such as child development, Chinese language teaching and digital learning instruction have been added to the list of graduate school programs offered. As for Taipei Physical Education College, more emphasis has been placed on faculty development and the cultivation of students' diverse talents in order to promote academic research and collaboration between industries, government and academia conducted by general research teams.

(3) Active Promotion of International Academic Exchange Events

The Taipei Municipal University of Education has been actively reaching out to foreign universities and academic institutions to form sister school relationships and to enter into academic exchange agreements while assisting instructors to further their academic pursuits or teach abroad. On the other hand, Taipei Physical Education College has focused on the promotion of its development along the path of internationalization and has engaged in numerous cultural and sports performance exchanges with foreign organizations.

2. Development of an Excellent Secondary School Education

There are a total of 63 senior high schools in Taipei (2 national, 32 municipal and 29 private) with 1,965 classes and 80,072 students. As for junior high schools, there are 87 junior high schools in Taipei (2 national, 70 municipal and 15 private) with 2,939 classes and 98,321 students. Junior high school education is focused on a balanced development of virtue, knowledge, fitness, team spirit and aesthetics in students, while senior high school education is focused on refining the physical and psychological growth of students so that they may grow into healthy and well-developed citizens.

(1) Harnessing the Combined Strengths of Various Parental Bodies to Realize the Vision of a High-Quality Education

The Department of Education abides by the stipulation of self-governance enforced by student-parent bodies of schools across Taipei and joint constitutions of student-parent bodies in elementary, junior high, senior high and vocational schools to promote the interaction between school administrative bodies, teacher organizations and parental bodies to work towards the common goal of improving their schools.

(2) Minimizing the Gap in Learning and Realizing the Goals of Caring for the Disadvantaged Minority

The implementation of “Project Hand-in-Hand: After-School Assistance” was intended to help students...
from families of the disadvantaged minorities who have fallen behind in their academic performance to improve their grades through small remedial classes. Target students include: aboriginal students, students with physical/mental handicaps, children born of parents of foreign nationalities, and students from low-income families. In addition, the scope of assistance has been widened to help students from middle- to low-income families and children of farmers/fishermen (who are exempt from payment of income taxes).

(3) Improving the Teaching Expertise and Quality of Teachers

In order to motivate teachers to reflect upon their proficiency in teaching and establish a mentoring mechanism among colleagues, Department of Education has initiated a trial plan for the evaluation of teachers’ professional development as a means of strengthening teachers’ proficiency and teaching quality. The number of schools participating in this plan has grown impressively from 19 in 2006 to 56 schools in 2007.

(4) Promotion of “Education for All” to Create Student-Friendly Campuses

In an attempt to consolidate student administrative affairs and counseling work across campuses to ensure a fair and just education system that emphasizes human rights, law and order, ethics, life and gender equality, the Department of Education has hosted a number of events such as “Women’s Science Camp” (October 25-26, 2007), “Youth Summit – Ambassador of True Love” (September 2-4, 2007) and “Home Economics and First Aid Camp for Men” (October 17, 2007). In addition, March, April and May were designated as the period for the dissemination of gender equity information in various schools to stress the
importance of equality between the two sexes. In addition, a variety of appropriate programs have been planned to accomplish the goal of making learning environments more student friendly.

(5) Hosting Science Exhibitions for Elementary and Junior High Schools

“The 40th Science Exhibition for Elementary and Junior High Schools” was held on May 12, 2007. A total of 682 entries were submitted by students from various schools. The jury panel selected 43 entries as the winning entries for the prize of excellence. The winning entries also went on to represent Taipei City in “The 47th National Science Exhibition for Elementary and Junior High Schools” held on August 14 of the same year. Out of the 43 entries from Taipei, 31 were chosen for various awards. Taipei City came in first place in the national team category.

3. Development of Effective Vocational School Education

There are 27 vocational high schools (7 public, 11 private and 9 standard high schools offering vocational training programs) covering 5 types and 41 fields, with 1,109 classes and 46,643 students.

(1) Hosting the “School of Excellence” Evaluation

The Department of Education organized and held the “School of Excellence Evaluation” in 2007. 253 entries from a total of 153 schools were submitted. After painstaking deliberation, the jury selected 35 entries from 28 schools to be the recipients of the distinguished award with a passing rate of 13.83%. The number of award-winning entries has grown dramatically compared to previous years, reflecting the substantial growth and the improved quality of management at various academic institutions.

(2) Implementation of the Mentor Teacher Program

“The Mentor Teacher Program” was initiated for the first time in Taiwan and its goal is to offer professional assistance and counseling for new teachers in the area of teaching and administration expertise. In 2007, 67 elementary and junior high schools participated in the trial plan, with 253 teachers-in-training taking part in the program. In addition, 10 retired principals with extensive experience in the field of education have been appointed as supervisors to assist the Department of Education in the promotion of various education-related affairs.

(3) Opening Crafts and Skills Classes

The Department of Education has approved applications from six schools, including Nangang Vocational High School (department of mold-making techniques), to offer classes on practical skills in 2007. In addition, collaborative crafts and skills education programs were also initiated for junior high schools. A total of 3,585 students took part in the program in 2007; 626 junior high school students received awards of distinction and outstanding craft and skills in the “Junior High School Craft and Skills Program Demonstration cum Prize Giving Ceremony”. Vocational counseling and training camps during the winter and summer vacations for junior high school students were also hosted to expose students to diverse crafts and skills through activities.
(4) Promoting Vocational Craft/Skills and ISSCC (International Secondary School Culinary Challenge)

In order to help vocational high schools strengthen their basic skills and motivate students to develop and demonstrate their skills of specialization and team spirit through technical competitions, the crafts and skills competition in 2007 was divided into two major categories, “mechanical and electrical integration” and “design and marketing integration”. The 2007 “International Secondary School Culinary Challenge” was held for the first time in Taipei on September 18. Seven student teams from schools in Australia and the Asia-Pacific region participated in the competition. The event proved to be a great opportunity for Taipei to engage in diplomatic exchanges with other cities by means of hosting competitions.

4. Establishment of a Sophisticated Elementary Education

There are currently 153 elementary schools in Taipei (2 national, 141 municipal and 10 private) with 6,227 classes and 172,779 students.

(1) Promotion of Reading Activities

The Department of Education has detailed the second stage of its four-year plan on the “Promotion of Reading Habits for Children in Elementary Schools in Taipei (2007-2011)” with different themes such as “reading arts”, “reading music”, “reading performance arts” and “reading for the new century”. The plan aims to guide students through different stages of reading to create an atmosphere of culture in a school setting.

(2) Promotion of Mother Tongues and the English Language Teaching Plan

To assist teachers in their teaching, the Department of Education initiated a “Day of Mother Tongues in Taiwan” and integrated regional mother tongue proficiency index references for teachers. In addition, schools were encouraged to include more authentic displays regarding mother tongues in the classroom environment in conjunction with family education implementations to stimulate students’ interests in learning. Thematic events such as “Shouldering the Lasting Burden of Culture Project” (March-June, 2007), “Hakka Cultural Week Exhibition” (September-December, 2007), “Hakka Teacher Workshop” and so forth were held to achieve these goals. A theatrical performance by students based on the theme of the “Yimin Spirit” was given at the Wenshan Branch of Taipei Cultural Center on August 21. Furthermore, in order to improve elementary school students’ proficiency in English, two periods of English lessons per week have been included in the elementary school curriculum. As for students from disadvantaged minority families, English remedial classes are also available.

(3) Hosting the Action Research Result Presentation

In an attempt to encourage teachers to strengthen their professional expertise and image as professional educators, the Action Research Result Presentation was initiated in 2000 for interested teachers to share their experiences. The event has now entered its 8th year and the trend of teachers participating in action research presentations to reinforce their professional expertise has been quite popular on campuses.
(4) Promotion of the “Profound Art Education: Inspiring Students to Appreciate Art” Project

The Department of Education has hosted events such as the “Elementary Student Artwork Exhibition” along with periodical galleries held in spring and autumn in order to encourage elementary students in Taipei to cultivate an interest in artistic creation. On a related note, in conjunction with the concept of “The Arts and Humanity” to be incorporated in the 9-year mandatory education, the Department of Education has collaborated with the Department of Cultural Affairs to organize a series of art-related events. These events attracted the participation of 102,616 elementary students in 2007.

5. Developing High-Quality Early Childhood Education

Taipei has a total of 22,937 students in 337 kindergartens (133 public and 204 private). The purpose of early childhood education (ECE) is to facilitate young children’s physical and mental development while insisting on quality, excellence, improvement and innovation to elevate the quality of ECE.

TAIPEI

Profound Art Education Project: The Driving Force of Art and Cultural Education

The primary objective of the “Profound Art Education: Inspiring Students to Appreciate Art” project is to provide the essential stimulation to “plant the seeds” for elementary students to develop an interest in art while their personalities are still in the formative process. The project is a joint effort by the Department of Education and the Department of Cultural Affairs in compliance with the incorporation of elements of “The Arts and Humanity” in the 9-year mandatory education for art and culture to officially become part of the regular elementary school curriculum. By participating in the project, elementary students in Taipei should be able to acquire a first-hand experience in art, drama and live performance of western and eastern music to complement their fundamental art education. With the project’s implementation, grade three students will have the opportunity to visit the Taipei Fine Arts Museum to appreciate priceless works of art and “discover classical art”; grade five students will have the chance to listen to Western classical works performed by the Taipei Symphony Orchestra and “become acquainted with a symphony orchestra”; grade six students will be able to expose themselves to the wonderful interpretation of Chinese music by the Taipei Chinese Orchestra and “become familiar with Chinese music”. In addition, starting from 2007, grade four students will be able to participate in the program “My First Experience with Drama” whereby they can attend performances by renowned professional children’s performance troupes. The project has received enthusiastic and positive responses from students, parents and teachers alike since its implementation.
(1) Organization of Counseling Services and Demonstrations for Kindergartens

In order to offer pointers for kindergartens to develop their own unique features of education, kindergartens that have been deemed as “excellent” in 2006 have been invited to hold demonstrations to set examples for other schools to follow. A total of nine kindergartens took part in the demonstrations; six were public and the remaining three were private institutions.

(2) Clarifying Misconceptions Regarding Language Learning

Language experts have advised against the idea of exposing young children to English lessons while they are still in the developmental stage. Therefore, the Department of Education has been involved in the active dissemination of appropriate language learning concepts for young children and has shifted the focus of the ECE curriculum towards cultivating children’s interest in English learning and exposing them to other cultures.

(3) Innovating and Enriching the Activities and Contents of ECE

In order to encourage kindergarteners to become more physically active to strengthen their bodies, the “Super Dance Contest for Children”, which included a demonstration of the latest workout routine for children and a “creative street fair”, was held on April 28, 2007. The event was organized to encourage the participation of pupils from all kindergartens across Taipei City. The creative street fair offered a variety of creative games to guide young children to become involved in DIY activities so as to stimulate their potential in various aspects.

(4) Development and Construction of Innovative Video Conferencing and an Educational Gaming Website for Children

The Department of Education has created the “Super Fun E-Amusement Park” (an innovative video conferencing and educational gaming website for children) to provide teachers with a source of inspiration to come up with creative teaching activity designs and resource sharing. Children also benefit from learning through the “Super Fun E-Amusement Park” as it helps them develop their aptitude for creative thinking, problem solving and other critical skills.
Part 2  Diverse Learning and Professional Content

The implementation of education and the facets of learning become diversified as our society diversifies. We not only need to provide all types of students with diverse and suitable opportunities for development but we also need to provide different types of after-school learning programs that promote a balanced development in the lives of our future generations.

1. Offering Appropriate Opportunities for Potential Development

The promotion of special education in Taipei City has always stemmed from the basic principles of “respect basic human rights, and an equal educational opportunity of for all”. Apart from taking the necessary steps to guarantee students with physical/mental handicaps the opportunities for an appropriate education in order to tap their potential, the Department of Education has been hard at work to devise suitable solutions to deliver appropriate education for students with promising talents. Notable results are summarized in the following section:

(1) Consolidating the Promotion of Early Intervention

The Department of Education has gone to great lengths to enhance the functionalities of early intervention facilities by utilizing the resources of the Department of Social Welfare and the Department of Health in order to offer comprehensive early intervention services for special children under three years old. In addition, children requiring special education are given priority in their enrollment and placement in public kindergartens during the admission period between March and May. Apart from offering touring counselor services and assigning qualified personnel to kindergartens, the Department of Education has also collaborated with various social resource systems to offer subsidies for special children who are attending private kindergartens to ensure the consolidation of early intervention.

(2) Improving Employment Transition Services for Students with Physical/Mental Handicaps

The Department of Education has worked with the Department of Labor and the Department of Social Welfare to provide comprehensive employment transition services for students in general vocational skills programs in public/private vocational high schools, and students with physical/mental handicaps in special education schools. Events such as “Employment Transition Services for Students in Vocational Senior High Schools”, “Transition Placement Seminar for Parents”, “Visitation to Institutions Offering Transition Counseling Services”, “Visitation to Facilities Offering Personnel Training”, “Training Program for the Utilization of Vocational Proficiency Assessment Tools for Seeded Teachers” and other relevant activities have been held regularly.

(3) Offering Appropriate Courses and Effective Education

Special education courses have been blended into the standard community and school curricula to cater to students with physical/mental handicaps according to their unique personality traits and individual differences. By combining community resources with existing resources, teachers are able to assist these students to cultivate healthy personalities and proper attitudes. On the other hand, due to the increasing number of students enrolling in gifted programs, schools have provided diverse opportunities for learning to help students view themselves positively and cultivate the ability to plan their careers to facilitate effective learning and adjustment.

2. Establishing an Excellent Environment of Information Education

By utilizing existing IT equipment and wireless network environments available at various schools in the city, the Department of Education has successfully applied the concepts of “Wireless Taipei & Endless Opportunities” into the domain of education to provide teachers and students with a vast source of materials for teaching and learning.
(1) Constructing a Suitable Environment for IT Education
A. The Department of Education has completed the construction of wireless network environments in various schools to raise the campus wireless signal coverage rate to 100%. At the same time, relevant applications related to campus safety, education, administration and students’ daily lives are being vigorously promoted to make wireless network a part of teachers’ teaching activities and students’ daily lives at school.
B. The Department of Education has issued approximately 400,000 digital student passes to schools throughout Taipei. The digital student pass combines the features of an Easy Card and a library card to offer students services of maximum convenience.
C. The installation of digital surveillance systems has made it possible for security personnel to monitor campuses in real time and eliminate blind spots in order to strengthen campus security. So far, the installation of digital surveillance systems has been completed in 135 schools.

(2) Innovating Diverse Models of Teaching
A. The Department of Education has conducted a number of experimental plans including mobile learning, the incorporation of IT in physical education, electronic whiteboards, real-time classroom evaluation, real-time distance learning, et al., that will be officially implemented in the future.
B. The construction of the “Campus Digital Weather Network for Schools in Taipei City” has provided 60 schools with the resources to build their own “Campus Weather Stations” for students to learn more about weather and climate changes through appropriate incorporation into their curriculum.
C. A digital remotely-controlled observatory has been installed at Taipei Municipal Nanhui High School to allow students to control the angle of the telescope through the internet. In addition, teachers may also connect the device to a display for a real-time lecture to help students learn more about astronomy.

(3) Incorporating the Mechanism of Online Learning
A. The Department of Education has purchased several online databases for schools in Taipei to provide teachers and students with a rich source of diverse digital learning resources. In 2007 alone, a total of 17 databases were purchased.
B. In addition, the Department of Education has hosted a series of online course selection activities for elementary and junior high schools to encourage teachers to create their own online learning courses. Award-winning courses will be shared through the Taipei Multimedia Teaching Resource Center’s online platform without additional costs to teachers to enrich their pool of digital teaching materials.

3. Promoting School Hygiene and Student Health

The Department of Education emphasizes campus hygiene and student health and is committed to creating a healthy, safe and friendly campus environment for students to grow and learn.

(1) Launching the “School Health Promotion Plan”

The Taipei City Government’s effort to incorporate the “School Health Promotion Plan” into the existing school education plan is now in full force. It allows schools to demonstrate their spirit in creativity and autonomy so as to turn their teaching environments into safe and hygienic venues for students. The Department of Education received the “Outstanding city for 1st School Health Promotion Plan for 2006: The Bedrock of Health Award” from the Ministry of Education for the plan’s impressive results in 2007.

(2) Launching the “Campus Food & Nutrition Education Plan”

The Department of Education established the “Campus Food Advisory Committee” in October 1996 and assembled a “Campus Food Sampling Inspection Team” to visit every school in Taipei City and assess the implementation status of food management in schools. Starting from 2007, representatives from the Teachers’ Association and Parents’ Association are invited to take part in the inspection process and contribute to safeguarding the quality of students’ diets.

Beginning from 2007, a series of materials on the theme of “Good Morning! Breakfast!” has been created for schools, teachers and parents as a reminder of the importance of maintaining balanced diets and promoting the proper dietary habit among children of eating a nutritious breakfast.

(3) Hosting On-the-Job Training (OJT) for School Nursing Personnel

In light of the changes of common illnesses amongst school children and the demands for improvement in the proficiency of medical personnel, the Department of Education established the “Summer OJT for Nursing Personnel in 2007”. All current campus nursing personnel are required to take part in clinical OJT training to enhance their professional skills and their ability to administer adequate care.

(4) Improving the Proficiency of School Nutritionists

In order to improve school nutritionists’ knowledge of and capacity for practical applications hygiene management and in the preparation of nutritious meals in schools, the Department of Education assembled a task force comprised of 33 school nutritionists in Taipei City for the promotion of lunch management affairs and to safeguard the quality of food served to students.

(5) Promoting the “Classroom Lighting General Inspection Plan”

In order to ensure that current classroom light fixtures in schools are in compliance with regulations and to eliminate glare, the Department of Education launched the “Classroom Lighting General Inspection Plan” as a measure to prevent students’ eyesight from worsening.

(6) Preventing Infectious Illnesses on Campuses with the Launching of “Public Short Message Service (SMS)” Services

According to data collected from the Center for Disease Control’s fixed monitoring systems and information from school surveillance notification systems, the number of cases of influenza, enterovirus and pinkeye increased in October 2007. In order to prevent the situation from worsening on campuses, the Taipei City Government issued Taiwan’s first public SMS notification titled “Reminder for pinkeye prevention” on October 12, 2007 to increase public awareness. Up to 2.22 million messages were sent out to remind the public to work together and prevent the illness from spreading.
Offering Lunch Subsidies to Students from Low-Income Families

In order to assist students from low income families and families facing financial problems due to unexpected incidents, lunch subsidies of NT$ 900 per student per month were provided to elementary school students in Taipei City (and students studying in other cities/counties with a registered permanent address in Taipei City). In the first semester for 2007 (September-December), 8,764 students benefited from the subsidy.

Part 3 Rich Social Education

The social education institutions under the jurisdiction of the Taipei City Government include the Taipei Zoo, the Taipei Astronomical Museum, the Taipei Children's Recreation Center, the Taipei Public Library, the Taipei Youth Activity Center (Y17), the Taipei Family Education Center, the Taipei Children's Museum of Transportation and Communication and community universities (the management of the Taipei Youth Activity Center and community universities were entrusted to private companies).

1. Facilities for Diverse Learning

Apart from the social education institutions directly under the jurisdiction of the Taipei City Government, each district has its own community college that provides a venue for social education and learning, promotes lifelong learning among the general public, provides consultation services and diverse forms of recreation, and helps the public to develop proper concepts of recreation.

(1) Taipei Public Library

A. Starting from August 1, 2007, the Taipei Public Library commenced the “Library Card + Easy Card Two-in-One Integrated Services” program. Book lovers can now borrow their favorite books from the library with their Easy Cards and realize the dream of “traveling ten thousand miles and reading ten thousand books with a single card”.

B. To celebrate the Taipei Public Library’s 55th anniversary, the “International Symposium on Public Library Management and Service Trends” was held at the main branch of the Taipei Public Library. The event took place in the library’s International Conference Hall on the 10th floor and lasted for three days (October 24 through 26). The goal of the symposium was to shed light on the opportunities and new trends in services for public library management in the future.

C. The Multicultural Information Center (located on the 9th floor of the Taipei Public Library’s main Library) became operational on October 24, 2007. It houses a rich collection of books and publications covering the arts, lifestyles, education and entertainment in eight different languages. Visitors from Southeast Asia and new immigrants will find the collection very useful in adapting to life in Taiwan, which in turn will help to make Taipei a city where different cultures may prosper in harmonious co-existence.

D. The Beitou Branch of Taipei Public Library is the first “green” library building ever constructed in Taiwan. It is beneficial to the local ecology and the health of the community while featuring functions of energy conservation and waste reduction. It has received numerous prestigious awards, including the Taiwan Real Estate Excellence Award (in the category of Outstanding Environmental/Cultural Infrastructure and Urban Renewal); it has earned a diamond rating (the highest possible) under the government's EEWH certification system, won 1st place in the category of innovation in the 6th Taipei City Government Quality Awards, 1st place in the 6th Taipei Urban Landscape Award, the 2007 Green Architecture Award from the Ministry of Interior and 1st place in the 2007 Taiwan Architecture Award. In addition, it has also been nominated for the 6th Far East Outstanding Architectural Design Award.
(2) Taipei Zoo

The Taipei Zoo is the largest zoological garden in Southeast Asia and covers an area of 165 hectares. In 2007, the Taipei Zoo received the 6th Taipei City Government Quality Benchmark Award for “maintaining excellence in services to attract more visitors”. Notable events organized at the Taipei Zoo in 2007 include:

A. The promotion of the animal adoption project; a total of 6,313 animal lovers and 44 organizations adopted animals at the Taipei Zoo by the end of August 2007.

B. In a joint-effort with its sister zoo, the Taipei Zoo has collaborated with the Nuremberg Zoo (Germany) to showcase endemic butterfly species of Taiwan at the “World Insect Exhibition” hosted at the Nuremberg Zoo. The event began in mid-December 2006 and ended on April 15, 2007, leaving local visitors and media with a deep appreciation of Taiwan’s rich butterfly resources.

C. The 2007 Animal Carnival “Ice Zoo” commenced on July 14 and Mayor Hau Lung-bin hosted the lighting ceremony of the “Animal Design Lighting Show”.

D. The plaque unveiling ceremony for the “Wall of Preservation” at the Taipei Zoo was held on October 28, 2007. The event was held in conjunction with the 21st anniversary of Muzha Zoo’s relocation and an exposition of the impressive results achieved in the “Animal Preservation Begins with You and Me!” project.

(3) Taipei Children’s Recreation Center

The Taipei Children’s Recreation Center (TCRC) occupies 9.3 hectares in area and the entire premise is divided into the following sections according to the themes: “Fun World”, “Yesterday’s World” and “Tomorrow’s World”. The three worlds focus on the respective themes of “entertainment”, “folk traditions” and “science”. The major events hosted at the facility last year include:

A. Taiwan’s first theme hall for paper cutting (titled Huan-chang Hall) was officially established on April 1, 2007. The hall features the invaluable works of Mr. Lee Huan-chang, Taiwan’s most esteemed paper cutter. Paper cutting classes are offered every Sunday at the Huan-chang Hall for interested members of the public to learn more and create paper-cuttings with their own artistic skill and to keep this traditional craft alive.

B. The “2007 Children’s Science Exposition” held from July 14 through August 20 attracted a total of 5,589 visitors.

(4) Taipei Astronomical Museum

In 2007, the Taipei Astronomical Museum produced a series of programs such as “Cosmic Theatre: Stars of the Four Seasons” and the “2007 Mid-Autumn Festival Stars Children’s Special Program”. In addition, the museum also premiered a new series of digital astronomy programs, including “Summer Stars
of 2007”, “Searching for the North Star”, “Fantasy Railroad in the Stars”, “Zodiacal Constellations” and “Starry Zoo”. Two special exhibitions (the Mid-Autumn Festival Special and Taipei Astronomical Museum’s 10th Anniversary Constellation Special: Kagaya’s Dreamy Stars) were also held in 2007. “Kagaya’s Dreamy Stars” marked the debut of Kagaya Yutaka’s work in Taiwan. It featured romantic images of stars along with information on various constellations to guide visitors into the world of astronomy.

(5) Taipei Youth Activity Center (Y17)

Constructed in 2001, the primary function of the Taipei Youth Activity Center (Y17) is to offer education and entertainment services for teenagers in Taipei. Notable large-scale events in 2007 hosted at the Taipei Youth Activity Center include:

A. The “6th Y17 Young Iron Man Competition”

Utilizing its existing sports facilities, the Taipei Youth Activity Center hosted the “6th Y17 Young Iron Man Competition” for elementary students. Events were held on October 13 through 14 and 20 through 21 for contestants from two categories (grade 1-3 students and grade 4-6 students). 445 elementary students competed in the event.

B. The “6th Delivery of Love Activity” (For Children Diagnosed with Cancer)

Donated Christmas gifts were collected from December 8 through 21 for children diagnosed with cancer. 500 youths volunteered to dress as Santa Claus and visit the young cancer patients receiving treatment at National Taiwan University Hospital.

C. The “2007 Young Leaders’ Academic Exchange Camp for Students from Mainland China and Taiwan”

Mr. Chen Kuang-lu, Commissioner of the Taipei Youth Activity Center led a team of 450 Participants comprised of chairpersons and key members of student bodies in junior/senior high schools, vocational schools and colleges on a trip of academic exchange with young leaders in Mainland Chinese cities such as Beijing and Chengde from July 8 through 19.

(6) Taipei City’s Community Colleges

Each of Taipei City’s twelve districts has its own community college, and the number of students enrolled in these community colleges has been increasing every year. The number of students in 2007 was 59,771, with 70,212 actually taking courses. This was a decrease of 552 and an increase of 1,161, respectively, over the figures from 2006. Each of the twelve community colleges has its own website, and they share a joint website entitled “Community Colleges’ Web of Taipei” that allows the public to browse through various information and listen to the “2100 Community College Discussion” radio program.

(7) The Taipei Family Education Center

The plan to establish the Taipei Family Education Center was approved by the Taipei City Council in June, 2007. The facility was designated as a class 2 social education institution by the education administration body and is definitely an innovation. The inauguration ceremony of the Taipei Family Education Center was held on September 11 and hosted by Dr. Wu Ching-ji, Commissioner of the Department of Education. Numerous officials from the Ministry of Education, Taipei City councilmen, representatives from various family education organizations, and scholars and experts attended the event. The primary function of the Taipei Family Education Center is to combine resources from schools and society to create
a series of new and diversified family education courses and promote family education to instill family warmth. The establishment of the Taipei Family Education Center aims to assist all families in Taipei to become cohesive and harmonious by becoming the focal point of family education in the future.

2. Promotion of Lifelong Learning

The scope of social education includes lifelong education, public education and after-school tuition.

(1) The Current Status of Lifelong Learning Programs for Senior Citizens

The Department of Social Welfare has been aggressively pursuing collaboration with community colleges, universities and registered private organizations to offer courses for senior citizens. Presently, classes are offered in the spring and the fall. In 2007, senior community college programs were offered at various community colleges and witnessed the enthusiastic participation of the elderly. This reflects the fact that the demand for learning among senior citizens in Taipei City has grown substantially. In the past year, senior community college programs were available at 27 locations with 185 classes offered.

(2) Promotion of Continuing Education for Adults and On-The-Job Training

In 2007, 29 elementary and junior high schools offered “Basic Education Programs for Adults” who had not completed their mandatory education and for new immigrants. The program attracted 999 students. In addition, “Vocational Training Classes for Adults” were offered at 11 public and private senior high schools. A total of 134 classes were offered and 2,236 students enrolled.

(3) Promoting the aboriginal Language Revival Policy

A. Construction of Language Nests for Aboriginal People

By the end of 2007, the Taipei City Government had established 37 language nests across 12 administrative districts to offer lessons in 16 dialects for 10 different tribes of aboriginal people. The current total number of students Participating in these nests is 737.

B. Hosting Tribal Lifestyle Camps

The purpose of the Bunun Tribal Lifestyle Camp held between the 5th-7th of July at Chuchsi Township in Hualien County and Yanping Township in Taitung County was to offer aboriginal people living in Taipei City an opportunity to get in touch with their roots and to ensure that their mother tongues and culture would be passed down to future generations.

C. Hosting Aboriginal Language Teacher Training

The Department of Education offered a 36-hour “2007 Advanced Aboriginal Language Teacher Training Course” in July and August, 2007 to improve teachers’ proficiency in aboriginal language teaching and research results.

D. Conducting Evaluations of Aboriginal Language Nest Teaching

The Tribal Language Promotion Committee carried out on-site evaluations at the 37 language nests in Taipei City from the September 14 through November 4th to measure the results of the classes offered at each language nest.

E. Hosting of Remedial Classes and Examinations for Aboriginal Language Learners in 2007

(A) Two sessions of remedial classes for aboriginal language learners at the language nests in Taipei City were held,
attracting 449 students. It is worth noting that the passing rate of these students for the "2007 Culture and Language Proficiency Examination" (passing this examination would entitle students to pay tuition fees at concessionary rates) was a remarkable 96.8%.

(B) In order to measure the effectiveness of aboriginal language teaching at the language nests, the Department of Education held the “2007 Aboriginal Language Proficiency Examination for Language Nest Students” on October 27th. 376 students signed up for the examination (184 elementary students and 192 junior/senior high school students) and the passing rate was 83.22%.

(4) Safe and Diverse After-School Learning
Taipei City is full of learning opportunities with all types of after-school education centers. Apart from those that focus on the school curriculum, there are also after-school classes that teach a wide range of vocational and artistic skills and provide certification and linguistic training. The total number of registered after-school educational centers is 2,670. In 2007, we randomly inspected 263 for fire safety and public safety and presented a set of important regulations on building/fire/public safety and consumer protection to tuition center operators in the hopes that short-term tuition centers would take the issue of public safety seriously and become more aware of consumer protection and principles of ethical management. At the same time, in order to help consumers make informed decisions on their choice of tuition centers, we issued pamphlets on “How to choose an after-school education center” to be distributed to the public and students to ensure a worry-free and pleasant learning experience.

We live in a world that prioritizes lifelong learning. The essence of education is now focused on the process of education instead of its end results. Educational facilities should offer a rich variety of diverse knowledge-acquisition activities for our children to grow and learn happily, for our youths to learn to accept themselves for who they are and respect others, and for senior citizens to adapt to an ever-changing modern society, improve their health and expand the scope of their daily activities. The Department of Education is devoted to perfecting the current education system in order to improve Taipei’s competitiveness and expand our view of the world so as to turn Taipei into a city renowned for quality.