Chapter 4

Education and Learning

Taipei city has benefited from having the most abundant educational resources in all of Taiwan. Apart from regular schools, the city is also home to a number of diversified social education institutions. This makes Taipei a very suitable city for learning which not only provides education and learning opportunities for its residents but also shares ample common resources with neighboring counties and cities to improve the quality of education and learning on a mutual basis.
Chapter 4 Education and Learning

In light of the challenges of internationalization and new technologies, critical factors such as education, talent and competitiveness will determine Taiwan's future. The coming of the new century brings along new concepts. In order to face these new situations, the only way to improve Taiwan's competitiveness is to raise the quality of education in order to foster talents effectively. Education is everyone's business, and through the power of the government, along with the support of communities, parents and schools, we will strive for the development of a better education for our 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, 51 senior high schools, 17 vocational high schools, 62 junior high schools, 153 elementary schools and 355 kindergartens, Taipei has the greatest number of schools of any city in Taiwan.

1. Developing High Quality Early Childhood Education

Taipei has a total of 23,571 students in 355 kindergartens (133 public and 222 private). The purpose of early childhood education (ECE) is to facilitate young children’s physical and mental development while insisting on quality, excellence, sophistication and innovation to elevate the quality of ECE.

(1) Conduct Education Evaluation and Improve the Quality of ECE

In order to guide kindergartens towards the development of their unique features and sophistication, we evaluated a total of 65 private kindergartens in Daan, Songshan and Zhongzheng districts in 2006. Nine of them were evaluated as “excellent” and eleven were rated “good”.

(2) Innovate and Enrich the Activities and Contents of ECE

To demonstrate the diverse range of exercises for young children, we held a large-scale activity called “Young Children’s Gymnastics & Innovative Themed Fair for Parents and Children” in which approximately 40,000 kindergarten teachers, students, parents and Taipei city residents participated. A total of 268 teams from 202 schools participated in the event. The fair included 32 booths on parent-children innovation themes, and 33 booths on the physical challenges for parents and children, all which provided an unforgettable Children’s Day for these kindergarten children.

In coordination with Taipei city’s theme of “Year of Innovative Education” in 2006, we also
This is the situation that the teacher utilized the wireless network to carry out the outdoor teaching in the campus.
organized “The Children’s Make-up Carnival” for young students to put on make-up and transform themselves into fairy tale characters. In addition, we included vehicles decorated with innovative themes to parade these children around National Dr. Sun Yat-Sen Memorial Hall Square.

(3) Research and Development of Innovative Visual Educational Games for Children

In order to make traditional kindergarten education more flexible and lively, we incorporated information technology into children’s learning activities by hosting the “2006 Children’s Innovative Visual Education Game Exhibition & Promotion of Innovative Education in the Kindergarten Conference of Taipei”. The event’s activities included a press conference for children’s visual education games and an exhibition to show the achievements kindergartens have made in promoting innovative education for children.

2. Establishment of Sophisticated Elementary Education

There are 153 elementary schools in Taipei (2 national, 141 municipal and 10 private) with 6,335 classes and 178,635 students. Elementary education provides children with a learning environment that helps them to grow up healthy and to acquire the skills they need to live their lives and adapt to society.

(1) Promote Reading Activities and Conduct Examinations for Basic Competence in Mandarin and Mathematics

We promoted reading activities in elementary schools and conducted the “Stand on the World’s Peak and Read the Whole World” activity on Children’s Day to encourage elementary school students to read and help build a city that “cares and shares”.

We also conducted basic competency examinations in Mandarin and mathematics for all sixth graders in Taipei city. Supplementary education was provided based on students’ results.
(2) Promote Local Language and Improve English Education

Local language education for elementary students focused on combining local language education with students’ family backgrounds, and our success in this area has led the Ministry of Education to rate Taipei city as an excellent city in the promotion of local language. In addition, we also continued to promote English learning in elementary schools by planning English textbooks, establishing indices for standards of English competence and standardizing the evaluation process for students’ basic competence in English.

3. Develop Appropriate Junior High School Education

There are 62 junior high schools in Taipei (59 public and 3 private) with 2,954 classes and 98,665 students. There are a total of 51 senior high schools in Taipei (2 national, 26 municipal and 23 private) with 1,965 classes and 80,072 students. Junior high school education is focused on a balanced development in students of virtue, knowledge, fitness, team spirit and aesthetics 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) Working with Parental Organizations to Achieve Educational Goals

In order to encourage parents to become involved in educational affairs and work together to establish high quality schools, we have continued to promote interaction among schools, teachers, and parents on the basis of the regulations regarding the formulation and organization of PTAs in elementary, junior high, senior high and vocational high schools.

(2) Close the Learning Gap and Care for Minority Students

The “Join Hands—Help Students after Class Project” held in 2006 drew 115 schools to participate (63 junior high schools and 52 elementary schools). The project involved providing tuition for disadvantaged students, including aboriginal students, students with physical/mental disabilities, students with foreign parents and students from low-income families. The project has also extended its scope to help students from lower-middle income and income-tax-exempted families (farmers, laborers and fishermen).

(3) Form Sophisticated Education Teams to Enhance the Quality of Education and Personnel

In accordance with the “Senior High School Temporary Curricular Guidelines” stipulated by the Ministry of Education, we established the “Taipei Department of Education School Curriculum Implementation Team” with subordinate organization teams in 2005. The curriculum and teaching team focuses mainly on research, assisting schools, offering aid for internet capabilities, incorporating innovative displays of information into education models and software, R&D, exhibitions and providing training for new teachers.
4. Developing High Quality Vocational Education

There are 29 vocational high schools (7 public, 12 private and 10 standard high schools offering vocational training programs) covering 6 types in 41 fields, with 1,156 classes and 47,267 students. The primary goal of vocational education is to foster the human resources needed in society.

(1) Implement Ranking of Schools for Excellence to Create an Ideal Atmosphere and Environment for Education

The first ranking of schools for excellence was conducted in 2006, with 318 schools participating in the event. 1 Gold Award for Overall Quality and 17 awards for specific areas were awarded to schools in an announcement and awards ceremony to encourage schools to work together in creating a high quality environment for education.

(2) Implementation of a Teaching Assistant Instructional System to Effectively Improve Teaching Quality

This is the first project of its kind to have been inaugurated in Taiwan. In 2006, 55 junior high schools and elementary schools were selected to participate in the initial trial phase of the project along with 222 reserve teachers recommended. New teachers were able to receive assistance, support and guidance in teaching and administration from teaching assistants in a systematic and orderly manner.

(3) Promoting Educational Skills and Encouraging Students to Make Choices in Accord with Their Interests

In 2006, approximately 1,500 students from 68 junior high schools took part in a vocational skills education program. We also held the “Vocational Skills Education for Junior High School Students Demonstration and Awards Ceremony”, with a total of 511 students. 96 students received awards for excellence and 415 students received awards for outstanding performance.

(4) Providing Opportunities for Vocational School Students to Demonstrate Their Diversified Skills and Talents

In order to explore vocational students’ talents in performing/entertainment and promoting healthy recreational activities for vocational students, we have organized various events such as performances by the Taipei Yuehfu Drum and Bugle Corps, and the National Service Carnival to promote vocational students to participate in performances during the summer holidays. In 2006, 15 high school and vocational schools organized 36 training camps featuring various
vocational subjects. 2,572 junior high school students took part in these camps to experience a diversity of activities during their summer vacation.

5. Enhance the Quality of Post-Secondary Education

There are 2 municipal colleges in Taipei with 187 classes and 6,109 students. The Taipei Municipal University of Education already has 111 years of history since its establishment. Prior to August 2005, its primary mission was to train teachers for elementary schools. And now, the school's mission has been redefined to become a university for the arts with an emphasis in teacher training. In 2006, the university featured 3 institutes, 13 departments, 17 masters’ programs (12 were offered by different departments and the other 5 were offered by graduate schools) and 2 doctoral programs with a total of 4,013 students.

The primary aims of the Taipei Physical Education College include developing outstanding athletes, sports coaches, talented individuals in sports art, sports asset management talents and outstanding social sports personnel. The campus was relocated in Tianmu in 2006, and it currently has 7 graduate schools, 7 departments and 2,096 students.

(1) Transition and New Phase for the Taipei Municipal University of Education

The Taipei Municipal Teacher’s College was renamed the “Taipei Municipal University of Education” in 2005. It was one of the earliest institutions of education in Taiwan that offered general college-level education and training programs for teachers. Significant changes have been made to its organization and systems during the transition. The Taipei Municipal University of Education now has institutes in education, the humanities and science.

(2) Raising the Standards of Athletic Competitions

The Taipei Physical Education College has trained outstanding athletes who have won medals in international competitions, and it has become the crucible for medal-winning athletes in international events for Taiwan. The college also features the only international-level laboratory for professional sports and fitness facilities examination in the Asia-Pacific region and is devoted to maintaining the safety of sports surfaces and sports equipment.

(3) Opening the Path to Resource Integration and Joint Development

As an international metropolis, it is fitting that Taipei has its own municipal university to provide assistance for planning and promotion of the city administration. In addition, the university must also cater to the needs of residents for lifelong education and create more opportunities to interact with other established international metropolises. In the future, the Department of Education will coordinate and invest more resources for education in these two institutions in order to enhance their competitiveness while taking the development of their overall performance and prospects into consideration. We will persist in our efforts to merge the two institutions into a unique university that reflects Taipei’s distinctive characteristics.
Part 2 Diverse Development and Implementation

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

1. Equal Education Opportunities

Besides the four special schools (a school for the mentally challenged, a school for the blind, a school for the deaf and a special education school in Wenshan), the Taipei City Government has also established seven other special education resource centers. Public schools of different levels have special classes for students with mental and/or physical disabilities, and independent special education classes in different fields. Pre-school special education has been extended downwards to toddlers aged 3 years and older to implement an integrated kindergarten education, and it has been extended upwards to include the “12 Year Education and Arrangement Program” in senior/vocational high schools that provide for the needs of students of all grades with different types of disabilities.

(1) Creation of a Support System for Special Education

Six resource centers for mental and physical disabilities have been established to provide aid to various schools to promote special education. Apart from being involved in the active coordination of medical care, social affairs, labor affairs and private organizations to create a support service system for mentally or physically disabled students, an increased budget has also been allocated to offer a variety of aids including different types of education subsidies for students in special education, the hiring of experts in special education to provide guidance on campuses and substitute teaching assistants trained in special education to help out teachers and tend to the needs of students, the management of individual social workers for students in special education, the offering of
transportation services for mentally or physically disabled students unable to get to school on their own and so forth. These additional resources will expand the counseling and services available for disabled students in their schoolwork, life and vocational services.

(2) Creation of a Handicap-Accessible Campus Environment

Comprehensive completion of accessible swimming pools on campuses (with the exception of 5 campuses which encountered difficulties due to campus topography or relocation that have yet to finish construction work, the other 107 schools have already completed their handicap-accessible swimming pools) to improve accessible facilities on campuses so that these schools conform to the current regulations regarding accessibility in schools. In addition, handicap-accessible elevators will be built in these schools for students with severe mental or physical disabilities along with the construction of websites on the introduction to a handicap-accessible campus environment for physically-disabled visitors.

(3) Provide a Variety of Quality Activities

We have organized talent shows and exhibitions for students in gifted classes of all levels (including music, art, dancing et al.) along with other events such as joint seminars held by gifted students of all levels, innovative science competitions, the 9th APCG Conference, the Children and Youth Creativity Olympia Camp and so forth to provide opportunities for students to demonstrate and experience the results of their learning. Such exposure not only serves to expand students’ international horizons but also encourages international exchanges to improve the quality of gifted education in Taipei.

2. Establish an Excellent Environment of Information Education

Besides the continued implementation of needed information hardware in schools, we are also working on the “Wireless Taipei” project to install wireless networks. As the Internet environment matures, we are increasingly able to provide diverse remote education that helps students go online and learn at any time.

(1) Establish an Excellent Environment for the Information Curriculum

A. We have planned to incorporate wireless networks in four major applications of campus security, educational applications, administrative applications and students’ lives so that the wireless network can be blended into the teaching activities and daily lives of staff members and students.

B. Beginning from October 2006, existing student IDs were changed to digital ones that incorporate other convenient functions such as Easy Card, library card, entrance clearance pass and so forth to accomplish the goal of creating a single card with multiple functions.

C. On June 9th, 2006, the inauguration ceremony of “Taipei Student Radio” was held in the atrium of Taipei City Hall. Taipei Student Radio is an online radio station that was created specifically for
students to freely publish their creative works. It allows students the opportunity to record their own radio programs for submission to the station; student DJs then broadcast these submitted works on the station. This is a perfect example of the development of the creative capacities of students.

(2) Innovative and Diverse Teaching Models
A. We are conducting several trial projects including a remote English curriculum, mobile learning, digital weather stations and the construction of an astronomical image database.
B. We have implemented an experimental project to promote composition writing for elementary students through an “Online Peer Review System”: students are able to create literary works through computers, and these works will be shared among peers through the system for appreciation, discussion and cross review. A conference on the results of the experimental program and seed teacher cultivation programs has been offered for teachers to discuss their views on the results of the program and to provide teachers with more diversified teaching methods.
C. We have also edited and compiled the first edition of “Internet Etiquette & Ethics” teaching materials specifically designed for junior high school and elementary school students. It is intended to help students develop proper behavior and attitudes in using the Internet and as a means of protection for students against negative online influences. The teaching materials are comprised of illustrations of stories and case studies with interesting and engaging contents.

(3) Provide the Mechanism of Online Learning
A. We have made considerable purchases for the online databases of all schools in order to provide teachers and students with ample and diversified digital learning resources. We purchased a total of 21 databases covering many categories including news coverage, images, historical artifacts, insects, natural sciences et al.
B. In addition to providing databases, we have also held screenings for online-learning programs designed for junior high and elementary school students. Programs that have been deemed as excellent are to be shared freely through the Internet to enrich digital teaching resources in schools. We are also encouraging teachers from all schools to create their own online learning programs and to implement teaching models that are diversified, appropriate and individualized for students to improve their learning skills.
3. Promotion of Sanitation and Health Care

Taipei City places tremendous emphasis on campus sanitation and health care. We have conducted important activities such as campus health checks, disease prevention programs and campus health promotion to ensure sanitary campuses and healthy students.

(1) Becoming the First City in Taiwan to Undertake the Home Learning Project in Response to Avian Flu

In the event of a Level C avian flu outbreak in Taipei city resulting in the suspension of classes, we have designed a home learning project for elementary school students. The duration of the project begins from the commencement of the suspension of classes/work in Taipei city and ends when all classes resume in the event of a Level C avian flu outbreak. The interfaces planned for the home learning project include online learning through PCs, learning through cable TV channels, radio station broadcasts, video-on-demand learning through PCs, lessons on multimedia CDs for PCs and televisions.

(2) Conducting Joint Screening for Campus Nutritionists and Health Care Personnel

In order to increase the safety of students’ nutritional intake and health care, a total of 25 nutritionists and 30 health care personnel (25 campus health care personnel with 5 health care retirees) were chosen from a joint screening in 2006.

(3) Encouraging Schools to Take Part in the Health Promotion School Project

In coordination with Taipei’s healthy city policy, we have implemented the “Taipei City Health Promotion School Project”. A record-breaking number of 99 schools participated in the project in 2006.

Taipei Children’s Arts Festival

The two perennial themes of this event ever since it was first held in 2000 have been “education” and “appreciation”. Starting from 2002, we decided to focus the next 10 years of art festival activities on “drama”. Children can have fun while they participate in the creation and appreciation of different forms of art, and they get to design and perform “dramas” that incorporate innovative artistic presentations, visual arts and life stories. Through participation, joint creation and appreciation of domestic and foreign dramas, children can experience the arts for themselves and allow the arts to take root within them.

The Children’s Arts Festival held in 2005 sought new breakthroughs and developments by collaborating with 20 public and private museums and institutions. As for 2006, we have worked from the foundation created in 2005 to involve up to 35 art galleries and establishments in both Taipei City and Taipei County. Not only did we sell discounted tickets to members of the public who participated in the Children’s Arts Festival, but we also arranged small-scale performances and learning activities that gave children access to all the exhibitions inside the museums with their “Children’s Passports” and learn from them all. On top of that, we invited four local children’s performing troupes with almost 20 years of history for the 2006 event, and planned the “Discovery of Established Children’s Performing companies in Taiwan” exhibition with a permanent exhibition and dynamic tours for children to interact and operate real stage props. The goal for the event was to let children of all ages who are interested in children’s drama to gain a better knowledge and understanding of these four established children’s performing troupes.
(4) Creation of Education Subsidies for Residents with More Than Three Children Attending Elementary Schools in Taipei City

In order to encourage residents to bear more children, effective August 1st, 2006, city residents are to receive a subsidy of NT$ 500 per school semester for their third child.

**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) and the Taipei Children’s Museum of Transportation and Communication (management of the Taipei Youth Activity Center and the Taipei Children’s Museum of Transportation and Communication were entrusted to private companies).

**1. Diverse Range of Educational Institutions**

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. Bookstart: with reference to the successes of the “Bookstart” program in England, we initiated the movement to promote reading with local features for infants and young children. We hope to create the opportunity for all young children to make their first contact with good books and grow up to become lifelong book lovers.

B. Ximen Intelligent Library: in order to promote the new concepts of technology and new thinking in the service of intelligent libraries, the 2nd Intelligent Library was built next to the Ximen MRT Station at the West Metro Mall. We believe that constructing intelligent libraries along convenient transportation lines will make reading a popular pastime for the residents of Taipei.

C. The Beitou Branch: The Beitou Branch of the Taipei Public Library was demolished and relocated to its current location when it was discovered that it had been housed in an inferior sea-sand building. The branch became officially operational after its inaugural ceremony on November 17th, 2006. It is the first library to meet the nine major indices required to be designated a green library.
(2) Taipei Zoo
With a total area of 165 hectares, the Taipei Zoo is the largest zoo in South-East Asia. Inside the
zoo, the sections open to the public include the education center, the nocturnal exhibit, the penguin
exhibit, the koala exhibit, the amphibian and reptile exhibit, the insect exhibit, the Taiwan area, the
children’s zoo, the rainforest area, the desert area, the Australian area, the tropical area, the bird area,
the wetland ecology education area and the wildlife and plant observation area.
A. After the introduction of activities related to the animal adoption project, numerous members of
the public have voiced their recognition and support of the zoo’s ideals in regard to animal
preservation. As of April 2006, 4,639 individuals and 32 organizations have adopted animals.
B. The “Animal Carnival of 2006-Ice Zoo” was officially introduced at the Taipei Zoo on July 8th.
The design of the Ice Zoo thematic area was inspired by the biological mechanism of body
temperature regulation in animals and was intended as an extension of the environmental impact
cause by global warming.

(3) Taipei Children’s Recreation Center
The Taipei Children’s Recreation Center (TCRC) occupies 9.3 hectares in area and the
overall 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 themes of
“entertainment”, “folk traditions” and “science”.
A. New Year’s greetings from TCRC: the TCRC
held its lunar new year greeting event between
January 29th and February 2nd, 2006 to
celebrate the joyous festival.
B. Celebration of the Children’s Day Festival:
TCRC held a series of celebrations and events
throughout the month of April, 2006 for the
Taipei Children’s Day Festival.
C. Sharing with Children: TCRC held the “Starlight Theme Park” event, featuring science challenges,
science magic shows, children’s cinema, a costume play carnival and other activities in evenings
in April and from July through September. The Starlight Theme Park is open on Saturday evenings
only.

(4) Taipei Astronomical Museum
The main purpose of the Taipei Astronomical Museum is to serve as a rich source of
astronomical knowledge and help visitors learn about the universe through high-quality exhibitions,
sophisticated multimedia programs, excellent space exploration facilities, innovative promotions,
experienced tour guides and astronomical observations. The museum also provides educational and
other services such as dedicated tour guides, teacher training, movies and space exploration areas
that encourage visitors to take a self-guided tour, which alleviates the problem of understaffing. We
conduct a wide range of indoor and outdoor astronomical seminars and camps, publicize important
astronomical news and research results, and have established a website on astronomy that provides
new knowledge on the subject, consultations and e-news. In 2006, we independently produced the
seasonal constellation shows for the Universe Theatre and the “2006 Children’s Mid-Autumn Constellations Special Program”. In addition, a “Satellite Exhibition” was jointly hosted with the National Space Organization in conjunction with the launching of the FORMOSAT-3 satellite.

(5) Taipei Youth Activity Center (Y17)

In order to fully utilize its educational and recreational resources, the Taipei Youth Activity Center (“Y17” for short) introduced private business management concepts, experience and resources, and adopted the managerial systems of private enterprises. The center is currently run by the China Youth Corps.

A. We held the “Taipei City Chinese and English Improvised Speech Cup of 2006” on April 29th and 30th, 2006 to provide an opportunity for participating students to expand their international views through cultural exchanges during the event. Students from Taichung City, Kaohsiung City, Hong Kong and Singapore were invited to the event.

B. We have also organized the “Little Artists Project of 2006”, an 8-day-7-night summer camp in which 56 students participated. It took place between July 8th-15th, 2006. On July 11th, the Dream Tour Bus press conference was held, works by participants of the summer camp were judged by a committee board comprised of artists to determine the winners of the 3 Little Artist Awards and 10 honorable mentions. Winners of the Little Artist Award were invited to take part in an art observation tour in Holland.

(6) Taipei Children’s Museum of Transportation and Communication

The Taipei Children’s Museum of Transportation and Communication was founded in 1991, and it features a children’s hall with various displays and exhibits, and a transportation park that simulates the experience of driving. The management of the museum was consigned to private organizations beginning in 1999, and it is currently managed by Ding Han Industries Co., Ltd. Various thematic displays that combine recreation and education with social education functions for parents and children alike have been held at the museum without a fixed schedule.
A. The “Parent Children Carnival” was held between February 4th to 12th, 2006.
B. The Women and Children’s Day event “Exhibition of Unique Pets” was held on April 2nd, 2006.
C. The “Ace Magician: A Magical Mother’s Day” event was held on May 13th, 2006.
D. The “Feast of Stories” by the Kiss Me Troupe was held on June 24th, 2006.
E. The “Children’s Art Festival in Taipei, 2006” was held from July 15th to August 12th, 2006.

(7) Taipei City’s Community Colleges

Each of Taipei City’s twelve districts has its own community college, and the number of students who enrolled in these community colleges has been increasing every year. The number of students in 2006 was 60,323, with 69,051 actually taking courses. This was an increase of 4,202 and 3,787, respectively, over the figures from 2005. Each of the twelve community colleges has its own website, and they share a joint website titled “Community Colleges’ Web of Taipei” that allows the public to browse through the websites, curriculum, faculty, published materials and listen to the “2100 Community College Discussion” radio program.

2. Promotion of Lifelong Learning

Social education covers the three primary areas of lifelong learning, public education and after school supplementary education.

(1) Establishing Senior Learning Organizations

More than 20 years have elapsed since the “Taipei City Evergreen College for Senior Citizens” was opened on June 1st 1983. The curriculum includes entertainment, recreation, skills, art and continuing education. Courses are offered each spring and autumn to enrich the intellectual lives of seniors. 145 classes were offered in 2006, with 5,196 students attending.

Private senior groups are also actively promoting senior’s lifelong learning, and their efforts include:

A. The “senior community college” of the Senior Chinese Education Association fulfills the spirit of “lifelong learning, recreation and activities to promote well-being”. 82 classes on 6 campuses are offered in Taipei every year. 82 classes were offered in 2006 with 1,837 senior students.
B. Taipei Senior Honoring College of Taipei Senior Honoring Association regularly provides literature, art, dancing and singing, and outdoor educational activities. 37 classes in 2 semesters were offered in 2006 with 221 senior students.
C. The senior college of the Taiwan Good Shepherd Church provides 14 programs including languages, Japanese singing, dancing, computer, art, Chinese herbal health care and other subjects that give seniors the chance to learn and make friends. 20 classes were offered in 2006 with 350 students.

(2) Promoting Adult Education and Encouraging On-the-job Training

In 2006, adult basic learning classes held in 35 elementary schools were provided to 1,142 people with limited education or recently arrived immigrants. 175 classes of adult vocational learning were also held in 11 public/private vocational/senior high schools with 3,459 students.

(3) Establishing Family Education Centers and Strengthening Family Education

The Taipei City Family Education Center is in charge of providing various family education courses and activities. In addition, a “Help Me” consultation and counseling hotline (2541-9981) has been provided to the public.
A. In order to stimulate the public’s interest in the promotion of family education in Taipei, the Taipei City Family Education Promotion Committee was officially created on October 3rd, 2006. The first meeting of the committee was held on November 6th.
B. In 2006, the “Family Education of Life - The Golden Years Exhibition” was held in conjunction with Mother’s Day. The event featured diversified activities to publicize the importance of family education by emphasizing the parent-child relationship as its key point.

(4) Consolidating the Promotion of Aboriginal “Language Hives” Policies-Mother Tongue Education at Taipei’s Aboriginal Language Hive

The Indigenous Peoples Commission of Taipei City Government has invited several experts in aboriginal tongue, community residents and teachers for discussions in numerous occasions ever since April of 2001, and finally succeeded in creating “language hives” for different aboriginal languages in various districts in July of the same year. This also marked the implementation of “Taipei City Aboriginal “Language Hive” Education”. “Tribal Tours” were held at these language hives in Taipei to offer first-hand experience of living amongst aboriginal people. With detailed explanations provided by professional guides, the participants were able to gain a deeper understanding of the folklore and customs of the Amis tribes. In order to assess the students’ proficiency in aboriginal languages and to establish a standard for distinction, a language examination is held in November of every year for the students in these language hives. As of now, the students’ passing rate is 84%.

(5) Diversifying After-School Education and Ensure Safety

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 2,582. In 2006, we randomly inspected 300 of them for fire safety and public safety. We have also inspected those education centers for illegal employment of foreign language teachers and printed pamphlets on “how to choose an after-school education center” to be distributed to the public and students.

Education is an important task that takes place over a long period of time, and it requires unstinting efforts before we can gradually see positive results. Moreover, in facing the future trend of shoshika (declining birthrates), we need to speed up the integration of schools and school districts. Changes and restructuring of teachers’ salaries and curricula must also be continued in order to maintain high-quality school education and our citizen’s competitiveness.
Diversified Cultures, Language Learning and Experiences

1. Extending Hakka Education for Children and Multilingual Learning
   
   (1) Hakka culture is promoted in elementary schools by hosting the “Hakka Cultural Week Exhibition” and “Passing on the Load of Culture Project”. In order to promote the “Hakka Cultural Week” exhibition, which was scheduled to be incorporated into the curriculum between March and June, the Taipei Hakka Affairs Commission conducted a series of exhibitions and learning activities in 35 elementary schools in Taipei, involving approximately 40,000 students. In addition, a teacher-training program was held every Wednesday in 17 elementary schools from September through December for 1,104 teachers. These events in 2006 provided opportunities for teachers and students alike in elementary schools with first-hand experience and a deeper understanding of Hakka culture in Taiwan.

   (2) In September, “Hakka Day” was officially implemented in eight elementary schools and one junior high school. The event was inaugurated at Mingde Elementary School on June 12th. The date also became “Hakka Day” for Mingde Elementary School. Mayor Ma Ying-jeou took on the role of “Mr. Ma” and gave an interesting lesson for students participating in the “Flat Noodle — a traditional Hakka food made from rice”. The lesson was simultaneously recorded and broadcasted on the school TV channel (Mingde E-channel) for everyone at Mingde Elementary School to learn Hakka from Mr. Ma.

   (3) Hsude Elementary School Kindergarten (eastern Taipei), Changhsin Childcare Center (southern Taipei), Dali Elementary School Kindergarten (western Taipei) and Shengde Childcare Center (northern Taipei) were selected to be the key kindergartens to receive aid in Hakka education in the four regions of the city in 2006. A total of 1,096 students participated in Hakka education over a period of two semesters. In addition, the “Hakka Education for Young Children Month” was held between October 27th and November 18th. Hakka language teaching demonstrations were given on October 27th and November 10th. On November 18th, the “Children’s Hakka Learning Competition in 2006” event was held in the Guoguang Conference Hall of the CPC Corporation. Young children from 26 kindergartens along with their teachers and parents took part in the event, and more than 2,000 people attended.

2. Fostering Talents in Hakka Teaching
   
   (1) In 2006, Hakka training programs were offered to teachers of different academic levels: 10 training programs were made available for elementary school teachers (including substitute Hakka teachers) and 4 for kindergarten and childcare center teachers. Each training program consists of 24 hours of seminars and lectures. In addition, current teachers are also offered 6 programs in intermediate Hakka training. After informal consultations with Hakka teachers before the proposal was made, we decided to focus on teaching capabilities as the key point in the program to strengthen the teaching techniques of teachers of the Hakka language. This project will help make Hakka language promotion in Taipei City more professional. A total of 122 teachers were trained in the program, 96 came from Taipei City, 24 from Taipei County, 1 from Hsinchu County and 1 from Miaoli County.

   ![This is the situation of the final round of the first Taipei Teenagers' Hakka speaking competition]
Diversified Cultures, Language Learning and Experiences

(2) The “Hakka Cultural Experience Camp for Youth in 2006” was held between July 11th and 14th last year at the Hualien Hakka Village. The course content covers field trips, courses (cultural heritage, Hakka language lessons, Hakka folk songs, performance training, awareness education, et al.), daily-life training and reports. 70 students from colleges and universities across Taiwan participated in the event.

3. Collaboration and Cooperation Between Government and Private Organizations to Promote a Trend for Hakka Language Learning

(1) We have come to the conclusion that the preservation and spreading of Hakka culture is dependent upon the widespread acquisition of the Hakka language; we also know that when it comes to language heritage, the most fundamental unit we should be working on is still families. This conclusion has led us to promote the concept of the “Hakka family” in recent years. In 2006, 69 “Hakka Education Centers” were established, and their first and foremost mission was to invite as many Hakka families as possible to participate in a large-scale promotion of Hakka language learning in the society to accomplish the goal of passing Hakka culture on to future generations.

(2) In light of the rapid loss of Hakka speakers during their adolescent years and the lack of incentives for people to take up Hakka in the greater environment, we have designed a variety of competitions in the hopes of encouraging youths to speak Hakka. One such competition is the 1st “Hakka Competition for Teens” event held in October 2006. The competition was comprised of both speeches and debates.

(3) 2 programs of “Taipei Hakka Institute” were offered in 2006 for students to learn Hakka through diverse means including music, drama and dance. At the same time, we aimed at promoting the Hakka language and culture heritage through various courses and lessons of our own design. The flexible utilization of the Hakka Cultural Club and Cultural Center in conjunction with these courses should serve to stimulate the public’s participation and understanding of Hakka activities so as to blend Hakka culture into their daily lives and achieve the goal of the preservation of Hakka culture.

4. Other Measures for the Promotion of Hakka Language and Culture

(1) Utilize the influence of mass media to increase the percentage of Hakka programs being broadcasted. Radio and TV stations in Taipei City that are currently offering Hakka programs include the Taipei Broadcasting Station, the Formosa Hakka Station, International Community Radio Taipei (ICRT), the Chengsheng Broadcasting Station-Taipei frequency, National Education Radio, Hakka Television Service and so forth.

(2) Establish a library consisting entirely of Hakka collections and a Hakka Drama and Music database to offer a friendly, convenient and well-planned environment for users seeking materials on Hakka culture. The Taipei Hakka Affairs Commission has established a themed library in the Hakka Cultural Center and a Drama and Music Room in the Hakka Cultural Club in the northern area in recent years to provide various publications and multimedia data related to Hakka culture. Currently, there are 8,789 books in the Hakka Library, along with an online query system for easy access to the books.

(3) Construction of easy-to-use network systems in Hakka: both the “Hakka Class” featured on the website of “Hakka Grace” or the “Hakka Online Institute” featured on the Taipei Hakka Affairs Commission’s site are great examples of online Hakka learning materials for people to use in their leisure, and these online learning features have removed all difficulties in the learning of the Hakka language.

(4) In order to create a learning environment for Hakka for employees in the Taipei City Government, we have invited the Mayor, high-ranking officials, scholars, experts and Hakka entertainers to record 100 episodes of the “Hakka Chat Room” radio program to be premiered in the Taipei City Hall Building. The program has also been made into multimedia CD-ROMs to be distributed to all schools in Taipei City to be freely broadcasted in PA systems or websites as a way to increase the number of learning channels for Hakka.