

Visions for Taiwan: Educational Policy

Develop capable human resources; Establish a strong basis for competitiveness

People have kept learning constantly ever since they were born. Through participating in family, schools, and society, people get to acquire sufficient knowledge and skills in order to survive in this society and fully develop one's unique characteristics. Those processes of learning should make in connection with one's living, land and the group of people that live jointly.

The state exists for people's welfare and the educational right is one of the basic human rights; therefore, the state is bound to provide high quality of the contents and facilities for education, distribute educational resources in conformity with justice and fairness, and development a free, diversified, and innovative environment for education.

Taiwan Brain Trust's educational policy is based on the following core values and ultimate goals:

1. Implement anthropocentric right to learning

People start learning since the beginning of life. The primary purpose of education is to assist every learner to realize he or she is an unique individual on the earth and to help people acquire sufficient knowledge and skills to survive and fully develop one's talents through participating in family, schools, and society.

The so-called right to learning provides that the child learns by education and grows up by learning. In other words, this theory manifests that the fundamental of human right is the right to survive; in order to survive, children has to be entitled a sufficient right to learning so that their right to be "human" can be safeguarded. Therefore, the right to learning is a right that

parallels with other basic human rights and is the basis for safeguarding people's right to life, right to pursue happiness, and right to suffrage

2. Promote Taiwan-centric educational system and contents

Taiwan's educational system should naturally be "Taiwan-centric" in which Taiwan's history, geography, and culture are emphasized. When promoting Taiwan-centric education, the aboriginal education should be simultaneously reinforced to maintain the cultural heritage and the subject matter of aborigines. Through understanding their original cultures, the aborigines can also strengthen their self-identity. In addition, cultures of different ethnic groups should be contained in the educational programme and thereby people from different origins can access to the culturally-diversified education and understand, appreciate, and respect cultures and languages of each ethnic group; hence, the respect and care between different ethnic groups can be achieved so that the society will harmoniously develop.

3. Enforce sufficient safeguard of educational human right

Either from the viewpoint that the education is part of human rights or from the perspective that the educational human right is less-respected or even backsliding under Ma Ying-jeou's administration, sufficient safeguard for the educational human right is an important value and goal. Thus, the spirit of democracy, rule of law, and human rights should be implemented in the educational system and materials to enhance the quality of citizen and further consolidate democratic system. Because of Taiwan's special

historical background, the pursuit of transitional justice and cross-generation justice should be emphasized in the development and content of education.

4. Create Equal Opportunity of Education

The current society is moving toward M-shape development. The rich is getting richer while the poor is getting poorer, yet the nation does not distribute its educational resource in conformity with the principle of social justice. The government should expand the subsidy provided to each family unit according to the number of children it have, integrate resources of social welfare and labor to provide economic weak students free dormitories or rent subsidy, provide subsidy like interest-free student loan or moratorium, and build up a fair and just environment for study to reduce the number of student debtors.

5. Publicize educational system

The government should bear the responsibility to be the main provider of education including publicized and community-based pre-school education to alleviate the mothering burden for young couples, to encourage childbirth to mitigate the trend toward fewer children, and to provide high-quality public school while keep private schools to freely develop its own character in order to meet the needs of market.

6. Develop free, diversified and innovative education

The education should not exclude and possibility of experiment and innovation. Therefore, the teaching material should reflect different living experiences of gender, class, ethnicity, age, area in order to nourish students' ability to respect difference and self-reflect through

diversified cultures. Besides, the education should also attempt to connect with living, encourage creativity, inspire student's curiosity to seek knowledge, and manifest content of course that is full of cognition and affection and experiential learning.

Taiwan is a democratic country and its existence relies on the maintenance of its people jointly. Thus, the spirit of democracy, rule of law and human rights should be implemented into educational system and materials to enhance the quality of citizen and further consolidate democratic system. In practice, the development of courses should develop students' critical thinking of social justice and passion for caring for the minority (cultural minority, ethnic minority, gender minority, class minority, minority based on area, and minority based on studying mode)

Currently, Taiwan is facing challenges of globalization. The lack of natural resources further makes the high-quality of human resources become the basis of Taiwan's future competitiveness. Therefore, Taiwan's education in this new era should bear this responsibility to guide Taiwanese to move toward future in the 21st century 