

International Education and Global Education of High Schools in Taiwan

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Abstract

To expand the vision of students is one of the most important issues of Taiwan's education policy. Schools in Taiwan not only in the curriculum but also in the campus, try to make an international environment for their students. On the other hand, Taiwanese students are more easily to study abroad, and foreign students are more easily to study in Taiwan after Taiwan as a member of world trade organization (WTO) since 2002. How to take care of these issues are big challenges for the Taiwan's education authority.

Competitiveness of education is one of the indices of national competitiveness, most of the researches focus on university education. Never the less learning is a continuous journey; high school education is the fundamental of university education. The researcher of this study introduced the "international education" and "global education" policies and experiences of high school education in Taiwan; analyze the curriculum development, teachers' professional development, and international cooperation in Taiwan's high schools. This study suggests some international education and global education methods, according to the literatures and the findings.

Keywords: International education, global education, high school, Taiwan

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Introduction

The 21st Century is the age of internet and the world of global village. International education and global education are important issues for the educational innovation of all the countries in the world (Chang, 2006). Epstein (2003) argued the connection among nation's not only international trade or political agreements, but also sharing the concept of global cognition.

The methods of sharing include Medias, social networks, systematical education; and schools play an important role in the process.

Ozga and Lingard (2007) indicated globalization highlights several problems of contemporary education, challenge the boundary of traditional countries and represent the competitiveness of a nation in the world. Now a day, school education has to lead students to think how globalization influence our lives, and what we can influence the world. Global education in school is the way to let our students to have the cognition and possibility to care about the world.

The services item of World Trade Organization (WTO) included education services. Taiwan as a member of WTO should open the market of education services to all the members of WTO since 2002 (Lee, 2002; Huang, 2002). Taiwan students can study abroad, and students of the world are welcomed to study in Taiwan. The internationalization of education becomes more and more important in the future.

According to the report of Taiwan Ministry of Education (2003) "Compare the quality of higher education in Taiwan and neighboring countries of Asia", competitiveness of universities is an important index of competitiveness of a country. Nevertheless learning is a continuous journey; high school education is the fundamental of university education. To develop an international perspective during the study is an important way to gather the ability of an individual to have an excellent achievement in this global village (Wang, 2008).

International education and global education are always important issues in Taiwan high school education. This study tries to elucidate the meanings of international education and global education, and focus on their strategies of high school education in Taiwan.

1 Global education and International education of high school in Taiwan

1.1 Global education and International education

1.1.1 Global education

Global education is to lead students care about the issues of whole world, development and connection of human race, and justice among different kinds of society. Global education is also a concept of citizenship education. There are four aspects of global education: global economics, global politics, global cultures, and global environment. Global economics emphasizes on world trade, labor movement and the gap between rich and poor. Global politics focus on international organization, war and crisis, and the role of country.

Global cultures discuss media, communication, and social network. Global environments regard to the topics of climate change and nature resources.

1.1.2 International education

International education is to develop the view of students to respect every culture in the world, acknowledge their different, and realized these diversities. The international education provides knowledge, skills, and experiences that come from in-depth study, work, and collaboration in education in other countries and with international students and scholars (Hung, 2002; Chen, 2003; Yen, 2002).

2 Global education of high school in Taiwan

Taiwanese ministry of education (2011) mentions the content of international education of high school provided understanding international society, knowledge, competiveness, and Global responsibility. This content included the concepts of global education and international education.

2.1 International education of high school in Taiwan

This study inducted international education of high school in Taiwan to two parts, one is for the local students, and the other is for foreign students. The international education for local students included understanding multicultural, cultural diversity, international concern, humanities, and developed the world view; some of these curriculums get along with second language courses. The international education for foreign students included degree programs and exchange programs, most of these are exchange programs. Around these programs, international education projects, research cooperation, and staff training are held.

3. The strategies of global education and international education of high school in Taiwan

According to the White Paper on international primary and secondary education (Taiwan ministry of education, 2011), the international education should focus on school-base and set up a resources collaboration system.

3.1 The school-base strategies

There are four strategies from the ministry of education and the bureau of education in local governments to implement global education and international education. These strategies included curriculum development and teaching, professional growth of teacher, international exchange, and internationalize of campus. The first and second strategies are the fields of global education, the rest strategies are the regions of international education.

3.2 The strategies of global education in Taiwan's high school

3.2.1 Curriculums development and teaching

There are three major topics of global education for Taiwan's high school authorities to develop their curriculums. The first topic is called global issues, included peace and conflict, cooperation and competition, justice and human rights, environment and sustainable. The second topic is cultural understanding, included multiculturalism, cultural knowledge, and cultural contact. The third topic is global connection, included globalization, and issues connection. The aim of these curriculums is to bring up the concept of world citizenship to the students.

Taiwan high schools follow these major topics developed their own strategies, such as introduction of climate change, famine in Africa.

For example, follow the major topic of climate change and the local feature, Taipei Municipal Dali high school introduced climate change to their students, and developed the curriculum of Huajiang wetland protection. Wetland is so call “kidney of earth” the functions of wetland not only clean up the water but also mitigate global warming. Huajiang wetland is the confluence of Hsintien and Tahan River, because the terrain leveled off, deposited a large amount of sediment and organic matter, it’s a rich biodiversity wetland. The students of Dali high school can reach Huajiang wetland by walk in 20 minutes. The wetland protection curriculum in Dali high school introduced a very important idea of global education, which is “Think Globally, act locally”.

3.2.2 Professional development for teacher and staff

In order to catch up new global issues, some of the professional development programs were held by education authorities; some of the programs were held by high schools, these programs also welcomed the faculties and teachers of other schools to join in. These programs focus on improve the ability of teachers to develop the curriculums of global issues, and the ability of staff to manage such international affairs.

Taiwan ministry of education hosts the website of International education for primary & secondary school, which provides lots of resources and information for the teachers to develop their courses. The ministry also held the contest of international education for primary & secondary school. These are useful for the teachers to improve their curriculums.

3.3 The strategies of international education in Taiwan’s high school

3.3.1 International exchange and cooperation

The International cooperation methods of Taiwan high schools included participating international conferences, friendship and exchange programs between sister’s schools, international volunteer service, overseas study tour, educational visiting...etc. All of these methods are try to expand the view of the students.

Most of Taiwan's international cooperation countries are in Asia, followed by the Americas, Africa's the least. Most of the foreign students and teachers’ activities in Taiwan are visiting and conference programs, followed by short term interactive programs, exchange programs are the least. Most of Taiwanese students and teachers’ abroad activities are overseas experiential learning programs, and international competition conferences.

For example, a topic of an international interactive program “Nuclear power: peace and war”. This interactive program was held by New Taipei municipal Jin-Shan high school and Hiroshima Prefectural Kouchi high school (Japan).

The location of Jin-Shan high school is near to the second nuclear power plant which runs by Taiwan Power Company in New Taipei city. Kouchi high school is located in Hiroshima Prefecture, and Hiroshima was suffer by atomic bombing in World WarII. There are serval subjects followed the topic “nuclear power: peace and war”. In

history class, teachers design a course outline about World WarII, and introduced the influence of atomic bombing. In science class, nuclear power plant was introduced briefly, and teachers arranged a trip to visit the second nuclear power plant. In English class, students had to make a brief introduction of their own school. In Geographic class, Hiroshima National Peace Memorial Hall for the Atomic Bomb Victims was introduced to the students.

Jin-Shan high school students and teachers visited Kouchi high school on November 24, 2013; Kouchi high school v students and teachers visited Jin-Shan high school on September 26, 2014.

3.3.2 Internationalization in campus

The Internationalization methods in Taiwan high schools campus included multiple-languages facilities, internationalized administration, internationalized curriculums, internationalized learning, internationalized human resources, and international partnerships.

According to the statistics of international education network for Taiwan primary and secondary schools, most of the multiple-languages facilities are bilingual (Chinese and English) education facilities; and some teachers organize several teams to develop international curriculums.

For example, an internationalized campus project “Bonjour Taipei!” was held by St. Bonaventure Girls’ Senior High School, and several subjects followed this project. In Geographic class, follow the MRT lines of Taipei and Paris, several famous viewpoints were introduced. In Art class, many public arts of both cities were introduced to the students.

3.4 Resource Integration and Support Systems

It’s impossible for an individual or a department to take care the entire international or globalization education works. It needs the resources from the government, the willing of principals and teachers, budget and rules. It’s important to build up a resource integration and support system as the backup force.

3.4.1 Support Systems

The local governments set a guidance committee of international education for high schools, which in charge of the all missions. A coordinate working group was set under the committee, which integrated the resources included human resources, and supported high schools to organize their own international education working team.

3.4.2 Resource Integration

The local governments integrated budgets from Ministry of Education and other organizations, the revenue subsidized their public high schools and some private high schools. This subsidy is a very important income for high schools to deal with all about the international education works. If the schools located in disadvantaged areas, a special fund should give to these schools by the Ministry of Education. This special fund is a guarantee to help those students who live in disadvantaged areas have the chance to have international education curriculums.

Conclusion

4 Second foreign language

In order to extend the view of students, second foreign language education becomes more and more important in Taiwan high school. The first foreign language education in Taiwan is English, and begins in third grade of elementary school. After six years of English education, students have chance to learn second foreign languages in high school, but it's not a formal curriculum. It's hard to enhance the ability of second foreign languages of high school students. This study suggests the government should set a clear policy of language education, especially the second foreign languages curriculum.

4.1 Chinese language courses for foreign students

Most of the international interactions of high schools in Taiwan are interview among the schools, participating international competitions; only few numbers of exchange students or foreign students in the campus. According to the impact of low birth rate, and the change of population structure, the total of students in 2028 will be half of 2013; which means there are lots of educational resources can develop the international curriculums. Although language is an obstacle for foreign students to study in Taiwan, learning Chinese became more and more popular in these years. This study suggests that, the courses can be more flexible for foreign students in high schools. High schools can cooperative with Chinese language center of universities, so the foreign students can have their Chinese class in these centers, it will raise the intension of foreign students to study in Taiwan.

4.2 Overseas Chinese to study in Taiwan

Taiwan government encouraged overseas Chinese to study in Taiwan since 1954. Most of the overseas Chinese students back to their resident countries after they graduated, and have great achievement in every field. These overseas Chinese students become strong backup when Taiwanese companies wanted to invest or trade with Southeast Asian countries (Lee, 2010). Most of the overseas Chinese students studied in universities, only few of them studied in high school. This study suggests the government and high schools encourage more overseas students to study in Taiwan's high schools.

4.3 Different international education policy for different education stages

Taiwanese government released the international education white paper for elementary, middle and high schools in 2011. According to the aims of education, different education stages should have different policy for international education. Most of the international or global education policies are focus on university education. The teenagers especially high school students need more international or global viewpoints to be a global citizen. This study suggest to the education authorities of every countries, should look highly of the important of international or global education in high school stage, especially in this internet era.

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