

The Ministry of Education Praises the Operations of the Alishan School Resource Centers and the Achievements of the Schools

(Courtesy of Cai, Zhi-Ming at the Division for Indigenous People and Special Education)



To examine the implementation of the "Act for Education Development of Schools in Remote Areas" and the preparations for the Curriculum Guidelines of 12-year Basic Education in schools in remote areas, Fan, Sun-Lu, Political Deputy Minister of Education, and Wang, Ming-Huey, Deputy Minister of Council of Indigenous Peoples, visited the schools in the Alishan area in Chiayi County on March 15 and 16, 2019, including the Alishan school resource centers, local Chung-Shing Elementary School, Alishan Elementary & Junior High School, and Shang-Lin Primary School and held a meeting with the principals of ten schools. Fan held the principals and teachers in the high regard for the way they ran the schools and praised the operations of the regional school resource centers.

The Chiayi County Government took the lead in establishing the "Alishan School Alliance Resource Center of Chiayi County" and the "Chiayi County Tea-Water-Mountain Education

Resource Center," in accordance with the Act for Education Development of Schools in Remote Areas, and with the subsidies in the total amount of NT\$7327,650 provided by the Ministry of Education, to become the top two regional education centers in the country. Through the operations of the centers, students are able to interact with their peers even though the number of students is small. The teachers also provide more teaching resources to the children through co-preparing lessons to improve the learning quality. Seventy percent of the indigenous students are from the Tsou tribe in the Alishan area; to pass on the culture of the Tsou tribe. Alishan Elementary & Junior High School and Da-Bang Primary School have developed a tribal education curriculum that meets indigenous students' needs in a systematic manner, so as to pass on the Tsou tribe culture; they have applied to become experimental schools on August 1, 2019.

Fan said that because of the unique characteristics of different remote areas, it is impossible to implement each task with the same standards and norms. She added that with the operational achievements of the regional school resource centers over the past year, the Ministry of Education would continue assisting in facilitating the smooth operations of the regional education resource centers.

In addition, to establish an indigenous education knowledge system, the K-12 Education Administration of the Ministry of Education has established the Indigenous Curriculum Development Collaboration Center in five universities since 2017 to assist the indigenous experimental education schools in the development of courses, teaching, and teaching materials for each indigenous tribe. In response to the amendments to the Indigenous Peoples Basic Law, the special municipality and county (city) governments will establish the indigenous education resource centers in the future to research and develop, as well as promote the curriculum, teaching materials, and teaching methods for the indigenous peoples and assist the schools governed by the centers in developing the tribal education curriculum planning and assessment methods in line with the local indigenous cultures, so as to help pass on and promote the indigenous cultures. Fan also looked forward to the transformation to the indigenous

experimental education schools on August 1, 2019, which would further supplement the knowledge system of the Tsou tribe, enabling students to learn and explore their indigenous cultures in a systematic way.

Wang pointed out that the adoption of the three acts regarding experimental education was really helpful to promote indigenous education. He added, in the future, with the support of the Ministry of Education, the indigenous education resource centers would shoulder the responsibility of assisting the indigenous experimental education schools in developing a curriculum, teaching, and teaching materials for the indigenous peoples, and strive for the pass-on and promotion of the indigenous cultures. He also noted that, among the students in the Alishan area, the Tsou students, in particular, accounted for about 70%; therefore, the Alishan Township was the most suitable place for promoting and promoting the Tsou tribe culture.

Deng, Jin-Quan, Director-General of the Educational Department of the Chiayi County Government, also gave a warm welcome to central officers on behalf of Weng, Chang-Liang, Mayor of Chiayi County, and expressed gratitude toward the Ministry of Education and the Council of Indigenous Peoples for their long-term support and recognition of Chiayi County. He pointed out that in the future, the Alishan School Alliance Resource Center of Chiayi County, Chiayi County Tea -Water-Mountain Education Resource Center, as well as the two indigenous experimental education schools would continue to provide the children with a convenient learning site, and that the Chiayi County Government would also assist the schools to build an excellent learning environment for each of the students and Tsou students in remote areas and work to improve students' learning quality at the schools in remote areas.