

National Alliance of Presidents of Parents Association

ROC's Initial Report under the International Convention on the Elimination of All Forms of Racial Discrimination

National Alliance of Presidents of Parents Association Parallel Report

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Preface

ROC's Initial Report under the International Convention on the Elimination of All Forms of Racial Discrimination (Article 3 of ICERD, Prohibition of Racial Segregation (C) Measures to Prevent Disadvantaged Groups from Gathering in School Districts, No. 81 of the report)

Taiwan's remote schools face a serious shortage of teachers, which has created inequality in the education of disadvantaged children in remote areas. Equality in education for schoolchildren is a key concern of parent group and we also take the implications of the International Convention on the Elimination of All Forms of Racial Discrimination seriously.

International Convention on the Elimination of All Forms of Racial Discrimination is an important international human rights treaty designed to protect individuals from racial discrimination and promote racial equality. The convention obliges countries to ensure that education systems are equal and non-discriminatory for all students. This includes providing high-quality educational resources and teachers in remote schools to ensure equal learning opportunities for disadvantaged children.

Therefore, we call on the government to actively fulfill its commitment to the ICERD, provide resources and support, and address the problem of educational inequality in remote schools. By increasing publicly funded teacher training, improving educational facilities, and promoting inclusive education policies, we can ensure that disadvantaged children in remote areas receive equal treatment in education and achieve social fairness and justice.

Topic 1

Don't let the disadvantaged become more disadvantaged.

The importance of education equality for disadvantaged children in remote areas

At present, the number of public-funded teacher training is far less than that of retired teachers. Every summer vacation, schools start to compete for teachers, and often fall into the dilemma of not being able to find teachers to attend classes. This hurts the right of students in remote areas to receive education, damages children's

motivation to learn, and easily creates a negative impression on the society. It seems to be a national security issue! According to the regulations of the Ministry of Education, acting teachers in elementary and middle schools shall not exceed 8% of the total number of teachers in the school. The Ministry of Education has approved a total of 321 public-funded students for the 107 academic year, which is in short supply and out of proportion to the needs of remote areas.

Suggestion 1

1. The number of public-funded teacher training each year is far less than that of retired teachers. The Ministry must directly request the local government to increase the number of public-funded students on a rolling basis every year according to the number of retired teachers. According to the "Regulations on the Development of School Education in Remote Areas"(《偏鄉地區學校教育發展條例》), substantive rewards should be given to permanent teachers working in remote areas as soon as possible. The Ministry of Education must retrospectively calculate bonuses for long-term teachers from the 107 academic year, and increase regional bonuses and other benefits. In order to ensure the source of teachers for schools in remote areas, each teacher training university should reserve a certain number of pre-service teacher education courses for students in remote areas. Publicly-funded places and special training classes for teachers in remote areas must be set up to improve the working environment and salary of long-term teachers and encourage them to stay in remote schools to serve.

The "Regulations on the Development of School Education in Remote Areas" has regulations on obtaining formal qualifications for acting teachers, but the competent authorities have not actively implemented them. For the acting teachers who have served schools in remote areas for more than 6 years and have performed well, it is suggested that they can guide and encourage acting teachers who do not have teacher qualifications to obtain teacher qualifications, reward teachers for long tenure, etc. to improve their service incentives, and convert them to regular teachers on the spot. Their willingness or their nearest residence shall be selected and allocated by the central competent authority.

2. Provide support for the residence and life of teachers in remote areas. The Ministry of the Interior can cooperate with relevant local governments to give priority to the construction of school infrastructure and provide excellent accommodation and transportation facilities to facilitate teachers to participate in training during teaching, so as to attract more teachers willing to work in remote

areas.

3. Provide relevant labor protection and welfare measures. The Ministry of Labor should raise the working hours and salary standards for support and substitute teachers in remote areas to ensure that their labor rights and related personal insurance are protected.
4. Allocate sufficient resources to support education in remote areas. The Ministry of Finance should increase funding for education in remote areas to ensure that schools have sufficient funds to hire professional teachers for academic assistance and after-school care to improve the quality of education.

Topic 2

The Ministry of Education should simplify the administrative process of remote schools, supervise management and evaluation operations, and reduce the school's administrative burden. Let principals, administrators, and teachers perform their duties, and can fully have the same resources as urban schools. In particular, the current junior high school counseling office also needs to assist children in exploring their aptitude (such as adaptive counseling, high school entrance examination voluntary selection, etc.), which is undoubtedly worse for the counseling administrators. In order to fill the shortage of teachers, some schools have no choice but to hire acting teachers who have graduated from high school or even have the wrong major.

This situation leads to serious and unprofessional teaching results, which makes the learning outcomes of students in remote areas more affected, and exacerbates the phenomenon that disadvantaged students in remote areas are even more disadvantaged, and remote areas are more remote. Under the guarantee that students have a fair right to receive education, mixed-age classes are grouped into classes, which will result in insufficient teaching hours for the grade, and additional tutoring will be required, resulting in a large gap in the level of students.

The central government should take responsibility, provide sufficient funds and resources, and cooperate with relevant departments to ensure that professional teachers can steadily enter remote areas and provide high-quality educational services. At the same time, consideration should also be given to improving the treatment and benefits of teachers in remote areas to attract more outstanding teachers to serve in remote areas, and to encourage permanent teachers to stay in schools in remote areas to reduce the problem of manpower shortage. Only in this way can the status quo of

education in remote areas be improved, so that every student can enjoy the equal right to education.

Suggestion 2

In order to solve the problems of insufficient human resources and unprofessional teaching of teachers faced by education in remote areas, the following are suggested measures according to the terms of reference of each ministry:

1. Ministry of Education: Responsible for formulating teacher qualification standards and accreditation procedures to ensure that teachers are professionally competent.
In particular, the Ministry of Education should directly open vacancies and allocate public-funded teachers to ensure that qualified teachers can be recruited in remote areas, instead of relying on county and city governments to open vacancies on their own, so as to avoid the problem of unprofessional teaching. At the same time, the supervision and evaluation mechanism for acting teachers should be strengthened to ensure that they have the necessary teaching ability. The family problems of children in remote areas are more complicated, and the tutoring work is relatively important. Full-time tutors are needed instead of part-time tutors. It is recommended to cancel the mixed-age classes for primary schools in remote areas with less than 50 students.
2. Ministry of the Interior: In order to solve the difficulties for outsiders entering remote areas, the Ministry of the Interior must provide corresponding support for living and working environments and transportation facilities, such as providing accommodation, transportation and other convenient conditions, and attracting professional teachers to teach in remote areas.
3. Ministry of Labor: The Ministry of Labor can provide corresponding economic and welfare support measures, such as direct salary increases, allowances, living allowances, etc., to attract professional teachers to teach in remote areas.
4. National Development Commission: The National Development Commission can formulate corresponding comprehensive development strategies and provide investment and support for education in remote areas, including infrastructure construction and resource allocation, so as to improve the quality of education and attract professional teachers.

In addition, suggested measures to ensure that legitimate teachers can be recruited in remote areas are as follows:

1. Strengthen the supervision of the Ministry of Education on the qualifications of teachers and acting teachers, and require local governments to strictly implement the certification standards for teachers and acting teachers, so as to ensure that only those with professional ability can take up the teaching position.
2. Establish an objective and fair teacher evaluation and supervision mechanism, monitor and punish unprofessional teaching behaviors, and ensure that teachers abide by professional ethics and teaching standards.
3. Increase investment in educational resources, provide appropriate training opportunities and academic support, improve the professional level and teaching ability of teachers, and prevent the occurrence of illegal acts.
4. Strengthen cooperation and coordination among various departments, establish inter-departmental information sharing and joint supervision mechanisms, and enhance the efficiency and transparency of education management in remote areas.

For the details and measures of the specific bill, further in-depth research and discussion are needed. Please inform National Alliance of Presidents of Parents Association to participate in the meeting.

Attachment

The Control Yuan calls for attention to education in remote areas where there are many small schools, there are more acting teachers than regular teachers, and the plight of taking multiple jobs, unable to implement specialized teaching, and the education rights of disadvantaged students in rural areas
(https://www.cy.gov.tw/News_Content.aspx?n=528&s=25783)