

# **A comparison between the Taiwanese and German curriculum of teacher education for early childhood care and education at the tide of immigration<sup>1</sup>**

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This article illustrates a comparison between the Taiwanese and German curriculum of teacher education for early childhood care and education at the tide of immigration. This article first indicates the immigration tides in these two countries. Then, it introduces the curriculum of teacher education for early childhood care and education reflecting the tide of immigration in Germany. Furthermore, it explains the curriculum of teacher education for early childhood care and education reflecting the tide of immigration in Taiwan. Fourthly, it compares the curriculums of two countries. Finally, it raises some suggestions for the curriculum of teacher education for early childhood care and education.

**Key Words:** Teacher education, early childhood care and education, curriculums, immigration.

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## I. Introduction

The phenomenon of globalization can be seen in every aspect, such as politic, culture, education, commerce and so on. One of the key sign of globalization is immigration. Yet at the tide of immigration, it is a big challenge to let different ethnics get along with one another in a country.

After WWII, refugees flew into Germany. Later on in 1950s, due to the shortage of workers in Germany, a great amount of foreign workers (in German: *Gastarbeiter*) were recruited to work there. Soon the family and relatives of the foreign workers came to join them. The collapse of the “Iron Curtain” and the following civil wars in Yugoslavia in 1990s further brought refugees into Germany again. These refugees and foreign workers settled in Germany, and got residency rights. In 2009, the average percentage of the population with immigration background is 19.6%. The percentage of those having immigrant background to the total population at different ages: 34.6% for age 0-5, 32.0% for age 5 – 10, 29.4% for age 10-15, 25.9% for age 15-20, 24.1% for age 20-25, 27.5% for age 25-35%. The younger they are, the bigger percentage they have. This statistic shows that most people with immigration background are still young, especially those younger than 5 (Statistisches Bundesamt, 2010). In other words, one third of children come from immigrate family.

PISA 2000, issued by the Programme for International Student Assessment, showed that only 2% of the German pupils with immigrant background had excellent performance in reading, while approximately 20% of these pupils had poor performance, and about 50% of them was not able to reach Element I in reading. (Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung[BLK], 2003:12) More than 40% of these pupils suffered from having problems in mathematics and reading. Because of their poor performance in school, young people with immigrant background have difficulty to get decent jobs. (Netzeitung, 2006 ; Kultusministerkonferenz[KMK], 2006) Therefore, it is difficult mission for teachers to educate these children.

Back in Taiwan, we also see a trend of increasing population with immigrant background in consequence of international marriages. In the past two decades, a remarkable number of men find their brides in Vietnam, Cambodia, Indonesia, Thailand and China, and bring these ladies back. The percentage of children born by foreign mothers was 7.61% in 2000, increased to 13.25% in 2004, and declined to 8.84 in 2010(Department of Statistics, Ministry of the Interior, 2010). In school year 2009/2010, there are 8.35% pupils with immigrant background at primary school, th percentage may increase to 11.12% in 2014/2015 (Ministry of Education, 2010a). To sum up, we will have one child with immigrant background among every ten children.

These children are an important part in class that teachers cannot to ignore.

According to some studies, these children have some common conditions. First of all, most of their families are in lower social status. Secondly, their parents have not received good education at the young ages. Thirdly, some of these children suffer from self-identity conflicts. Then, some children have language learning problems in Mandarin, but they will keep up with other children if they can attend to kindergarten earlier (Hsieh, 2009). Hence, the teachers for young children need more multicultural ability in order to response to the special needs of those children.

Both Germany and Taiwan have the same problems and have to face the impacts at tide of immigration. In addition, they both must equip their schoolteachers with multicultural abilities for teaching children with immigrant background, especially those who are still very young.

## **II. The curriculums in Germany**

### **A. Laws, Agreements or Announcement**

In response to the increasing number of children with immigrant background, the German government have proposed some strategies. In 1964, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany ( Kultusministerkonferenz, KMK) decided to promote 'a curriculum for children of foreigners' (Unterricht für Kinder von Ausländern) in West Germany. Then in 1978 and 1990 the KMK addressed the 'Europe in curriculum' (Europa im Unterricht), bringing the European view into educational system (Kultusministerkonferenz, 1996). This curriculum aims to understanding every culture of the Europe.

On Oct. 25, 1996, The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) announced 'recommendation intercultural education<sup>2</sup> at schools' (Empfehlung "Interkulturelle Bildung und Erziehung in der Schule"), an agreement indicating that school should transmit an idea of 'Understanding and accepting difference' (Wahrnehmung und Akzeptanz der Differenz) to help pupils appreciate other cultures, and be aware of their own prejudice (Kultusministerkonferenz, 1996). In June 2002, the Conference of Youth Ministers (Jugendministerkonferenz, JMK) indicated 'Education begin from childhood' (Bildung fängt im frühen Kindesalter an), an agreement showing that the

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<sup>2</sup>As Ingrid Gogolin and Marianne Krüger-Potratz (2006) mentioned, 'multicultural' means of various cultures, languages and ethnics in a society in German and in French, that is 'pluricultural'. And inter-culture refers to reactive relationship between different cultures.

earlier those children go to school, the better those children learn. So JMK gave Day care center and kindergarten some advises, to help those children in language learning and multicultural ability.(Jugendministerkonferenz[JMK], 2002) Later on May 9, 2006, KMK, BMBF and Commissioner for Immigration, Refugees and Integration of the Federal Government (Beauftragte der Bundesregierung Migration, Flüchtlinge und Integration) press noticed that, it is the best way for integration, to guide those children as earlier as possible („Kinder so früh und so gut wie möglich zu fördern ist der beste Weg zur Integration.) (KMK, 2006) These announce illustrate that the education for young children with immigration background is very important.

## B. Models of Institutions

After the Bologna declaration, higher education has a drastic reform in Germany. At first, the tertiary education will consist of two stages, namely bachelor degree at the first stage, and master degree at the second stage. Then, the structure of curriculums will be changed to models. At the same time, teacher education for the early childhood education has also reformed in Germany. Those who want to be a teacher for the early childhood education must get a bachelor degree. More and more universities and institutes join in training teacher for early childhood.

According to the home page of educational server<sup>3</sup> in Germany, we can see about 40 departments of universities apply bachelors for early childhood education. Within these departments, 16 departments have designed some models to fit the needs of teachers. (Table I)

Table I: Universities applying bachelors for early childhood education

Institutions	Models	prescribed/ optional	credits
Christianity Universities of applied sciences in Berlin	Education in international context	Prescribed	5
Universities of applied sciences in Bielefeld	Intercultural Life-world	optional	33
Christianity Universities of applied sciences in Bochum	Diversity / inclusion	prescribed	12
Universities of applied sciences for Social Work, Education and Care in Dresden	Social, cultural and economic conditions of social un-equity	Not mentioned.	5
Universities of applied sciences in Erfurt	Heterogeneity and Intercultural Diversity	prescribed	6

<sup>3</sup> See as follows, <http://www.fruehpaedagogik-studieren.de/suche/bachelorstudiengange>

	Heterogeneity and social-cultural Diversity	prescribed	6
	Integrations-, inclusion education- Heterogeneity and Intercultural Diversity	optional	6
University of applied sciences for education in Freiburg	Diversity- environment with Diversity and alien	prescribed	9
Universities of applied sciences in Fulda	Intercultural education	prescribed	5
Christianity Universities of applied sciences in Hamburg	Diagnosis and religious education in institution and intercultural reality	prescribed	14
SRH Universities of applied sciences in Heidelberg	Intercultural ability and integration	Not mentioned.	5
University of applied sciences for education in Heidelberg	More language ability, Immigration and Intercultural-ability	prescribed	-
Universities of applied sciences in Koblenz	Gender sensibility education and intercultural education	Not mentioned.	-
	Social and intercultural learning	Not mentioned.	-
Universities of applied sciences in Köln	Concepts of Intercultural education	prescribed	5
	Diversity and inclusion of education	prescribed	5
Catholicism Founded Universities of applied sciences in München	Education in national and international context	prescribed	5
	Diversity and inclusion in early childhood education	prescribed	5
	Integrative/intercultural/religious sensible education	prescribed	20
Universities of applied sciences in Neubrandenburg	Guidance of Gender Ability and inter-culture Ability	prescribed	10
Christianity Universities of applied sciences in Nürnberg	Inter-culture and inter-religion Understanding	Not mentioned.	3/20
University of education in Weingarten	Bilingual language learning(Fremdschprachenerwerb) in Early Childhood Education	optional	10

Source: The author self coordinated.

Referring to the Table I, we can notice that ‘diversity and inclusion’ are the most popular models, followed by ‘Intercultural ability/education’ at the second place. Then some of the models focus on foreign language learning and religion understanding.

The majority models are prescribed. About the credits, most models design 5credits. ‘Intercultural Life-world’ of universities of applied sciences in Bielefeld

stipulates 33 credits. The model ‘Integrative/intercultural/religious sensible education’ of Catholicism Founded Universities of applied sciences in München provides 20 credits.

Some universities place emphasis on inter-cultural ideas. They supply more than one model in teacher education. Such as Universities of applied sciences in Erfurt put ‘Heterogeneity and Intercultural Diversity’, ‘Heterogeneity and social-cultural Diversity’ and ‘Integrations-, inclusion education- Heterogeneity and Intercultural Diversity’ up. Catholicism Founded Universities of applied sciences in München devise ‘Education in national and international context’, ‘Diversity and inclusion in early childhood education’ and ‘Integrative/intercultural/religious sensible education’.

### C. Content of Models

This article focuses on the curriculums of teacher education in response of immigration needs. Gender issues will not be included. The author collects all teaching plan through internet. The content of models related with immigration is as Table II.

Table II: The content of models related with immigration

Content	Specific Items
Objectives	<ul style="list-style-type: none"> <li>(1) To understand the norm, value and attitude of self culture.</li> <li>(2) To understand how to get along with people from another culture.</li> <li>(3) To get intercultural ability, in order to help children with different mother tongue and religions.</li> <li>(4) To know the differences of culture, and to increase self sensibility and intercultural ability.</li> <li>(5) To get ability that can integrate children of heterogeneous group.</li> <li>(6) To have ability that could analysis the economic and cultural state of family will influence children.</li> <li>(7) To attain basic ability for writing and reading a foreign language.</li> </ul>
Content	<ul style="list-style-type: none"> <li>(1) The change of childhood and education.</li> <li>(2) Educational system of children for international comparison.</li> <li>(3) Educational concepts against discrimination, racism.</li> <li>(4) Historical review from foreign education to inter-culture education.</li> <li>(5) Immigration and diversity of culture.</li> <li>(6) History for immigration.</li> <li>(7) Socialization and education for immigrated family</li> <li>(8) Social state of immigration and problems solving.</li> </ul>

	<p>(9) Integration for the children with immigration background into early childhood institutions.</p> <p>(10) Work with parents with immigration background.</p> <p>(11) Theories about second language and multi-language learn.</p> <p>(12) Religion education in multi- religious context.</p> <p>(13) Religion development and education.</p> <p>(14) Self religion history.</p>
Learning Way	<p>(1) Discussion(Seminar);</p> <p>(2) Speech(Lecture);</p> <p>(3) E-Learning;</p> <p>(4) Practice;</p> <p>(5) Group project;</p> <p>(6) Excursion.</p>
Assessment	<p>(1) Oral test.</p> <p>(2) Examination.</p> <p>(3) Report.</p> <p>(4) Present.</p> <p>(5) Video clip.</p>

Source: Summarized by the author from teaching plans of mentioned universities via internet in Germany.

According the Table II, the abilities which teacher for early childhood should acquire are intercultural ability, foreign language ability and inter-religious ability. Intercultural education is essential to learn, such as history, culture, state of immigration. Moreover, they learn more about foreign languages and other religions. The learning way is various, for instance discussion, speech, E-learning, practice and group project. Assessment is also varied.

### **III. The curriculums in Taiwan**

#### **A. Laws, Agreements or Announce**

In 2003, Ministry of Education addressed the 'Grade 1-9 Curriculum Guidelines'. The curriculum goals indicates,

*The curriculum of compulsory education should put life in the center, to match up spirit and body development process of pupils, to respect personality , to encourage potential, to cultivate democracy, to respect multi cultural value, to train science knowledge in order to cop up with the*

*needs of modern life.*

Since multi-culture has been put into curriculum guidelines, more and more senior high schools and universities begin to design multi-cultural curricula. Recently, Ministry of Education announces the ‘Education Ideas and Policies’, it indicates some goals of education. Within these goals, one is to ‘learn immigration culture and life suitable learning’. It means that immigrated parents increase the ability for life and bring children up, then through language learning to help self and family life, furthermore to ensure self identity and open multi-culture views, to nurture well and health cultural consciousness (Ministry of Education, 2010b). The announcement reveals that government pays attention to children with immigration background. It is a good starting point.

## **B. Subjects of Institutions**

In Taiwan, anyone who wants to work in a day care center or a kindergarten has to graduate from a department of early childhood care and education, or to attain an educational program.

According to the home page of ‘Early childhood education’<sup>4</sup> in Taiwan, we can see about 30 departments of universities offering bachelor degree courses for early childhood education. Among them, 19 departments have designed some subjects to react the needs of teachers, and 3 early childhood educational program offer similar subjects. In these universities, some universities design related subjects, but never implement, such as National Hsinchu University of Education, it designs ‘Family, School and Young Children in Multi-culture Society’. This subject will be changed to ‘Parent-Teacher Interaction in Diverse Society, but it is still not carried out yet. Another case: Taipei Municipal University of Education designs a subject ‘Multicultural Education’ but it has been never implement since 2005.

By the way, some university have this subject ‘Bilingual education’, but one can find by having a glance on the teaching plans that the contents focus on Mandarin and English, not on language about immigration. So those subjects about ‘bilingual education’ are not discussed. In a word, the universities with related subjects are as table III shows.

Table III: Universities with related subjects

Institutions	subjects	prescribed/ optional	credits
National Taichung University	Multicultural Education	optional	2

<sup>4</sup> <http://www.ece.moe.edu.tw/research.html>

National University of Tainan	Multicultural Education	optional	2
Wufeng University	Multicultural Education	optional	2
Cheng Shiu University	Multicultural Education	optional	2
Trans World University	Multicultural Education	prescribed	2
Chang Gung Institute of Technology	Multicultural Education	optional	2
Providence University	Multicultural Education (early childhood educational program)	optional	2
Chaoyang University of Technology	Education of Young Children Multi-cultural	optional	2
Minghsin University of Science and Technology	Multicultural Education for Young Children	optional	2
Fooyin University	Multicultural Education for Young Children	optional	2
Southern Taiwan University	Multicultural Education for Young Children	optional	2
Tatung Institute of Commerce and Technology	Multi-culture and creative arts for Young Children	optional	2
Taiwan Shoufu University	Multi-Culture and Early Childhood Education	optional	2
Ching Kuo Institute of Management and Health	Child Multi-culture education	optional	2
National Pingtung University of Education	Multicultural Education for Young Children	optional	2
Tainan University of Technology	Multicultural Education for Young Children(department)	optional	2
	Multicultural Education for Young Children(early childhood educational program)	optional	2
Kun Shan University	Multicultural Education for Young Children	optional	2
	Multicultural Education of Immigration	optional	2
National Chiayi University	Multi-culture and Family	prescribed	
Shu Te University	Multi-culture and Family	prescribed	2
	Multi-culture for Young Children	optional	2

	and Local Education (early childhood educational program)		
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Source: The author self coordinated.

According to Table III, we can see a fact that the majority of subjects are directly named about multicultural education', or related with multi-culture. Ten universities design 'Multicultural Education for Young Children', seven subjects named 'Multicultural education' and two named 'Multi-culture and Family'. The subject directly related with immigration is 'Multicultural Education of Immigration' of Kun Shan University.

Then, most subjects are optional, and only three subjects are prescribed. Thirdly, all subjects design only 2 credits.

### C. Content of Subjects

In Taiwan, subjects are often called 'Multi-cultural education' or 'Multi-cultural Education for Young Children', these subjects analysis on three viewpoints: gender, ethnic and class. This article focuses on the subjects that can reflect to children with immigration background. Gender issue will not be discussed. The author collects all teaching plan through internet and lists the content of subjects related with immigration at the following table.

Table IV: The content of subjects related with immigration

Content	Specific Items
Objectives	(1) To understand the norm, value and attitude of self culture. (2) To understand how to get along with people form another culture. (3) To get multi-cultural ability, in order to help children with different mother tongue and religions. (4) To know the differences of culture, and to increase self sensibility and multi-cultural ability. (5) To have ability that could analysis the economic and cultural state of family will influence children. (6) To build a multi-cultural classroom. (7) To increase ability of culturally responsive teaching.
Content	(1) Theory of multi-cultural education. (2) Educational concepts against discrimination, racism. (3) Culturally responsive teaching. (4) Immigration and diversity of culture.

	<ul style="list-style-type: none"> <li>(5) History for immigration.</li> <li>(6) Socialization and education for immigrated family</li> <li>(7) Social state of immigration and problems solving.</li> <li>(8) Integration for the children with immigration background into early childhood institutions.</li> <li>(9) Work with parents with immigration background.</li> <li>(10) Problems of foreigner workers.</li> <li>(11) Local education.</li> <li>(12) School, family and community and multi-cultural education.</li> </ul>
Learning Way	<ul style="list-style-type: none"> <li>(1) Discussion;</li> <li>(2) Speech;</li> <li>(3) E-Learning;</li> <li>(4) Practice;</li> <li>(5) Group project;</li> <li>(6) Role play.</li> <li>(7) Case interview.</li> <li>(8) Picture- story book making.</li> <li>(9) Excursion.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>(1) Examination;</li> <li>(2) Report;</li> <li>(3) Present;</li> <li>(4) Reflective note;</li> <li>(5) Teaching plan.</li> </ul>

Source: Summarized by the author from teaching plans of mentioned universities via internet in Taiwan.

According to Table IV, the abilities which teacher for early childhood should acquire are intercultural ability. Intercultural education is essential to learn, such as history, culture, state of immigration. Moreover, they learn more about culturally responsive teaching. The learning way is various, for instance discussion, speech, E-learning, practice, group project, role play and case interview. Assessment is also varied. Then assessment focuses on teaching plan because of culturally responsive teaching

#### **IV. The comparison**

In view of the situations of these two countries, we can compare some details with specifics points.

## **A. Historical Reasons**

In Germany, the tide of immigration began after WWII, then foreign workers came in the 1950s, and the refugees rushed in after the end of the Cold War. In Taiwan, the tide of immigration came in the 1980s due to international marriages bringing Southeast Asian brides into this island. To sum up, the reason for immigration to Germany is work, whereas it is marriage for immigration to Taiwan.

## **B. Situations of Children with immigration background**

In Germany, about 50% of pupils with immigration background cannot reach Element I in reading, while more than 40% of those pupils have big problems in mathematics and reading. In Taiwan, some children with immigration background have language learning problems in Mandarin, but they will catch up with other children if they can attend to kindergarten earlier. In Germany, pupils with immigration background show worse learning achievement, and they need more attention to be taken care of.

## **C. Laws, Agreements or Announce**

In 1996, BMBF announced 'Recommendation intercultural education at schools'. In 2002 JMK indicates an agreement that the earlier those children go to school, the better those children learn. Later in 2006, KMK, BMBF and Commissioner for Immigration, Refugees and Integration of the Federal Government noticed 'Education begin from childhood', it is better to guide those children as earlier as possible.

In 2003, Ministry of Education addressed the 'Grade 1-9 Curriculum Guidelines', so more and more senior high schools and universities begin to design multi-cultural curricula. Later Ministry of Education announces the 'Education Ideas and Policies', it indicates some goals of education, one is to 'learn immigration culture and life suitable learning'.

Both German and Taiwan governments think that early guide the children with immigration will help their learning achievement and life. They make some policies, to announce but not into laws or agreements.

## **D. Curriculum**

### 1. Curriculum Type

The curricula are designed in Models in German universities because of the higher education's reform after the Bologna declaration. And most Models have 5 credits. In contrast, the Taiwanese universities design curricula with subjects, each subject has 2 credits. It seems that models have more learning time, and they have more elasticity.

## 2. Objectives

In Germany, The abilities which models with immigration related cultivate teachers are intercultural ability, inter-religious ability and multi-language ability. In Taiwan, The abilities which subjects with immigration related educate teachers are intercultural ability and culturally responsive teaching. To sum up, in Germany models highlight multi ability, but not in teaching ability. In Taiwan teaching ability are more emphasized.

## 3. Content

In Germany, models related to immigration are constructed with intercultural education, know-how about immigration, various religions and foreign language learning. In Taiwan, Comparatively speaking, subjects are organized with multi-cultural education and teaching ability. The content in models seems to be widespread, foreign languages and religions are same important with inter-cultural education. Yet in Taiwan, only multi-cultural education is vital.

## 4. Learning Way

Learning ways are various in models and subjects. Yet in Taiwan some subjects shows in role playing, case interview and picture- story book making.

## 5. Assessment

Examination, report and present are used both in models and subjects. Besides, reflective note and teaching plan are used in subjects with immigration related in Taiwan.

Table V: Comparison between Germany and Taiwan

	Germany	Taiwan
Historical reasons	1950's foreign workers	1980's international marriage
Situations of Children with immigration background	about 50% of pupils with immigration background cannot reach Element I in reading, over 40% of those pupils have big	some children with immigration background have language learning problems in Mandarin, but they will keep up with other children if they

	problems in mathematics and reading	can attend to kindergarten earlier
Laws, Agreements or Announce	recommendation intercultural education at schools Education begin from childhood	Grade 1-9 Curriculum Guidelines Education Ideas and Policies
Curriculum type	Models	Subjects
Objectives	intercultural ability, inter-religious ability, multi-language ability	Multi-cultural ability Ability of culturally responsive teaching
Content	intercultural education, know-how about immigration, various religions and foreign language learning	multi-cultural education and teaching ability
Learning Way	Discussion(Seminar), Speech(Vorlesung), E-Learning, Practice, Group project, excursion.	Discussion, Speech, E-Learning, Practice, Group project, Role play, Case interview, picture- story book making, Excursion.
Assessment	Oral test, Examination, Report, Present, Video clip.	Examination, Report, Present, Reflective note, Teaching plan.

Source: Summarized by the author.

## V. Suggestions

Having compared the curriculums with immigration related for teacher education, we can find some valued implications.

### A. We should pay more attention on foreign languages, especially on pupils' mother tongues.

In Germany, the curricula related to immigration focus on foreign languages, in order that teachers have ability to realize the children with immigration background, and to communicate with parents. It is an important thing that we should follow because we still can not speak some pupils' mother tongues. Mandarin is still in mainstream.

### B. We should keep an eye on differences of religion.

In Germany, the curricula related to immigration pay attention to religions. Yet in Taiwan, we still do not take a look at other religion. Different religions accompany with different life styles. Although there are already many religions here, but some

immigration comes from Indonesia, where Islamism is popular. For example, Muslims cannot eat pork. Teachers, who do not pay attention to these religious taboos, may make some mistakes.

### **C. It is very excellent that we lay stress on teaching.**

Most of subjects with immigration related emphasize culturally responsive teaching in Taiwan. Through culturally responsive teaching teachers should reflect the culture of children, and they have to sense the differences between children. To know some theories is one thing, to do is another thing. So our curricula can foster teacher for young children practical ability.

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