

The Comparison of Chinese Education Aid to the Philippines between Taiwan and Mainland China

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There are about 1.2 million Chinese people living in the Philippines. The development of Chinese education has over a hundred years. During the period of American Occupation, the education policies in the Philippines were of no limit and open. With the founding of the Republic of China in 1912, Chinese people in Southeast Asia were enthusiastic in the Chinese nationalism. The Chinese communities established a large variety of Chinese schools to promote Chinese education and express the sense of national identity with new China.

Chinese schools were severely war-torn during World War II. After the war, in order to meet the education need for Chinese children, Chinese communities in the Philippines set up schools with the help of Overseas Chinese Affairs Council from the Republic of China. In the 1970s, President Marcos put forward policies to Philippinalize Chinese schools. Teaching hours were reduced, and thus the further development of Chinese schools was limited. Besides, Chinese was not a compulsory subject in admission exams and its teaching materials were inappropriate. Students of Chinese schools in the Philippines were learning less actively and their Chinese level was gone from bad to worse due to such predicaments. What's worse, poorer salaries compared with businessmen led to lack of qualified teachers in Chinese schools. According to relevant policies, overseas Chinese affairs will not be effectively implemented without stable Chinese education quality. If overseas Chinese children cannot be continuously influenced by Chinese culture, they will lose Chinese characteristics as time passes and be assimilated into the local society. Accordingly, the structure of overseas Chinese communities will change, which has passive impact on implementing overseas Chinese policies. Overseas Chinese Affairs Council of Republic of China upheld the concept of serving overseas Chinese and continuing focusing on Chinese education in the Philippines. In recent years, with the economic rise of China, Overseas Chinese Affairs Office of The State Council and Hanban are providing richer resources from teaching materials and qualified teachers to various summer camps. Overseas Chinese Affairs Council therefore is under severe stress. In the years of Democratic Progressive Party's governing, the indigenization of Taiwan

was emphasized. Overseas Chinese affairs promotion and Chinese education were less focused. Accordingly, the market dominance which had been rooted for a long time was gradually lost. Its sphere of influence was shifting and Overseas Chinese Affairs Council was inadequate in operating overseas Chinese education.

This thesis aims to provide a comprehensive view about how to reorganize the resources exporting to the Philippines from Taiwan and China, and outline their modes and contents through the collection of relevant literatures and data. To interview relevant units in Taiwan, China and the Philippines, the author intends to have a deeper look at their Chinese education aid to the Philippines respectively, lay out the dominant and inferior positions for Taiwan, find out the possible overlapping resources, and learn from each other, thus to make a reference for relevant policy making.

Keywords : teaching materials, volunteer Chinese teacher, the Philippines, Chinese Education, Alternative military service