



## C Future Prospects

Secondary and higher technical and vocational education should emphasize studying with practical action as its main element, offering the abilities necessary for practical work in the job market and linking up with local industries, cultivating relevant talent to promote local development and extension toward the international scene, and exchanging experiences and cooperating with the technical and vocational education systems of other countries. In addition, the education must take root, as well as implement the professional knowledge and curiosity of elementary and junior high schools in order to raise the attractiveness of technical and vocational education. The description is as follows:

- 1 To expand professional interest downward: Junior high schools can organize field trips and introduce the students to the workplace. They can also work with technical and vocational colleges and training institutions to open new courses.
- 2 To strengthen professional capabilities by practical orientation: The European Union (EU) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) promote learning with work as the main focus. This type of learning focuses on technical practice, and its core spirit stands close to professional practice. In other words, this type of learning integrates the resources of business and strengthens the concept of businesses and schools nurturing talent together. They can organize technical and vocational education together to make students understand what practical abilities

are necessary, and they will supply the students with high-quality and highly relevant professional abilities.

- 3 To localize technical and vocational education and continuing education: the promotion of localized technical and vocational education should link up with local industry in order to cultivate the fit talent needed, which will in turn invigorate the development of local industry.
- 4 Reach out into Southeast Asia and move on to the global scene: international exchanges and cooperation in technical and vocational education can develop separately from the national, local, and school levels. On the national level, one needs first to collect and analyze information systematically about the area or country that one wants to communicate with before establishing cooperative relations. At the local level, exchanges can begin from the characteristics of local industry. As for the school level, the main

emphasis should be on encouraging local students to expand their international perspective and achieve fulfillment. Since 2017, the MOE has responded to the “New Southbound Policy” by expanding its training of technical and vocational talent from the relevant countries, encouraging bilateral exchanges, launching the “Industry-Academia Collaboration Program for International Students,” the “Short-term Program of Technical Training for Foreign Youths,” and the “Short-term Program of Enhancing Professional Skills for Foreign Youths” from New Southbound Policy countries. Young students from the New Southbound Policy countries are being accepted within the excellent domain of domestic technical and vocational schools to accompany the country’s development in order to cultivate the necessary talent. In addition, the MOE rolled out “Credit Courses and Programs on Southeast Asian Languages and Industries,” “Professional Skills Improvement Training for Children of New Immigrants,” and “Southeast Asian Language Courses” that recruit domestic and international students. The students will have the ability in language of New Southbound countries, professional English, global views, business management and trade abilities, and other professional knowledge needed by industry so that they will be pioneers of cross-cultural exchange with New Southbound countries. ■



Technical and Vocational Education in  
Taiwan Republic of China