

Guidelines for Technical and Vocational Education Policies

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I. Introduction to Technical and Vocational Education

According to Paragraph 1, Article 4 of the Technical and Vocational Education Act (hereinafter: the Act) enacted on January 14, 2015, the Guidelines for Technical and Vocational Education Policies (hereinafter: the Guidelines) were first established and announced on March 2, 2017. According to Paragraph 2, Article 4 of the Act, the Guidelines should be comprehensively reviewed and announced at least once every two years; the Guidelines have been revised and announced on February 21, 2019.

Under the Guidelines, authorities of various levels are to actively promote the relevant policies, endeavor to demonstrate the value of technical and vocational education (TVE), strengthen the articulation between education and practice, and spark innovation in teaching. Through the Technical and Vocational Education Sprout Project, the Technical and Vocational Educational Institution Hands-On Environment Optimization Project, and by way of establishing various interdisciplinary integration talent cultivation mechanisms, advanced TVE courses, and strengthening the cooperation and alliance between TVE and industries, the Ministry of Education has progressively established an outstanding TVE system to achieve the vision and objectives stated in the Guidelines.

A. Positioning and Values

TVE has long been a major contributor to the human resources, infrastructure construction, and economic development of a nation. However, to align with industrial trends and social needs, TVE must continue to adjust its talent cultivation approach and assign teachers with practical experience to provide practical education and guide students in hands-on practice to enable students to engage in adaptive learning based on their interests, aptitudes, and talents. Through such engagements, students can quickly adapt to the workforce upon graduation and become professionals in various fields.

TVE has the mission of cultivating talented professional and technical personnel. In addition to disseminating professional knowledge, such education emphasizes learning-by-doing, doing-by-learning, and practical application, with practical education and cultivation of practical, innovative, and life-long learning competencies serving as the core values. The cultivation of talented professional and technical personnel with practical and innovative abilities through TVE facilitates industrial development, enhances industrial research and development (R&D), innovation, and sustainable development, and promotes social cohesion.

B. Challenges and Problems

In recent years, relevant authorities have initiated Phases I and II of the Technical and Vocational Education Reshaping Project and allocated funds to implement the Foresight Infrastructure Project. TVE then developed its own distinct features. Development of TVE will entail creating learning environments that facilitate academia-industry collaboration, recruiting staff members based on their practical experience, enhancing practical courses, promoting student internships and hands-on practice, developing teachers' practical experience, and inviting professionals and experts from the industrial fields to provide practical education. The progress of TVE institutions has gradually become recognized and valued.

However, TVE still has its challenges and problems as follows:

a. Challenges:

In social aspects, our society is going through a difficult ordeal with senior citizens and declining birthrate; in technological aspects, new technology and mobile devices have changed our lifestyle; in economic aspects, acceleration of the cross-domain innovations and industrial transformations have been driven by digital technology; in

environmental aspects, the shortage of energy and resources has speeded up the issue of effective recycling; in global situations, the rise of citizenship and the changes in international circumstances have reorganized the global economy, trade territories and supply chains.

b. Problems:

In order to efficiently respond to these challenges, TVE needs to keep cultivating people with the professional technical talents of the basic, middle and high levels to meet the needs of the Republic of China (R.O.C. Taiwan) industries, enhance the global vision thereof, and recruit people with international key talents. However, there are still problems waiting to be industriously and carefully solved:

- 1) TVE talent cultivation systems should maintain their flexibility with the transformation of industry, as well as the adjustment and support of career-continuing education for all age-levels.
- 2) To enhance career exploration for younger students and improve the understanding and participation of TVE from parents, high school and elementary school teachers, as well as the general public of the society.
- 3) To establish the rolling correction for specific subject grouping of secondary TVE; the adjustment of some of the subjects should be accelerated, the learning motivation and confidence of students need to be gradually improved, the career and employment counseling still need to be fulfilled, the willingness of students to seek employment, and the low employment rates also need to be promoted.

- 4) The course design for post-secondary TVE ought to enhance the connections required to meet the needs of industry and globalization, improve the quality of advanced talents, and shorten the gaps between learning and practice for TVE graduates.
- 5) The quality of TVE teachers and the courses which need to be strengthened, and the training of the TVE teachers to cope with the development of industry should also be improved continuously.
- 6) School facilities and equipment should be seasonably renewed along with the innovation, upgrade or transformation of industry, so as to help modernize the teaching as well as learning in courses.
- 7) With respect to the resources supplied by the industries, the technical talents training retention system has been set up by way of internship-retention programs for TVE students and/or in-service learning programs for the employees of the respective industry. Nevertheless, the industries will have to provide more retention opportunities for TVE students and actively participate in the development of targeted skill benchmarks or certifications.

To cope with the dynamics of the external environment, the cultivation of TVE talents, post-secondary education or college education, should keep improving. TVE must, thereby, cultivate talented individuals with advanced industrial vision and the ability to acquire information, able to use information technology, and utilize cross-domain teamwork, so as to have problems solved, as well as to have innovative decisions and judgments made.

C. Future development orientations

The Guidelines set forth the vision for, objectives of, and means of promoting TVE continuously. A TVE system should be established to attract students, in ways to flexibly respond to rapid changes in industries, and focus on cultivating qualified talents for industry needs. For student learning, emphasis should be placed on coordinating industry and school for course development, enhancing professional and practical abilities, developing interdisciplinary and teamwork abilities, and promoting innovation and entrepreneurship. Regarding the social dimension, an effective certification system should be established to integrate the resources of schools and workplaces and facilitate collaboration between the government, industry, guild/association, non-profit organizations, and schools, thereby reshaping society's view of TVE. Overall, the Guidelines define clear goals for career exploration education, target career preparation, create an internship system and courses that align with current practice, establish an effective certification system, offer flexible continuing education, and refine talent cultivation through collaboration between the industry, government agencies, and academia. Accordingly, TVE can develop talented individuals so as to meet the needs of present and future industries, adapt to the changes in industry and technology, and possess practical, qualified, adaptable abilities and competitive advantages.

II. Description of Guidelines

A. Vision

The cultivation of professional and technical talented individuals with practical and innovative abilities so as to make themselves employable

Faced with changes in the global society, economy, population, environment, and technological trends, as well as the key abilities and human resources required for future industrial development, talented individuals developed through TVE should possess not only technical and practical abilities required by industry, but also the abilities to engage in innovative thinking and interdisciplinary integration. Accordingly, such individuals can expedite industrial upgrades and the development of emergent industries as well as create new industries and business opportunities. In the current intellectual era of globalization and informatization, students should possess the research abilities to acquire, analyze and apply information as well as language proficiencies for communicating and interacting with countries around the world, and the ability to keep-learning so as to enable them to adapt to the emergence, downfall, and upgrade of different industries and secure employability in intellectual and global markets. Therefore, the vision of the Guidelines is to cultivate professionally and technically talented individuals who possess practical and innovative abilities so as to make themselves employable. Students receiving TVE are expected to present the value of TVE and play crucial roles in driving economic development, promoting social cohesion, passing down essential knowledge, and facilitating industrial innovation.

B. Objectives

Objective 1: To establish a flexible education system that aligns with industrial trends and demonstrates the values of TVE

TVE primarily differs from regular education in that TVE utilizes practical education to help students acquire professional and hands-on abilities and demonstrate professional ethics and morals. Accordingly, they can become the talented professional and technical individuals needed by all industries. Through the promotion of TVE policy, the gap between learning and practice among TVE students has been improved. Yet the content and method of TVE need to be kept updated according to industries' requirements, so the TVE teachers, courses, and subject grouping could be adjusted accordingly.

As Small and Medium Enterprises (SMEs) and micro-enterprises are faced with innovation-oriented industry transformation, and the escalating needs of professional talents for large enterprises, as well as changes and uncertainty with respect to industrial upgrades and future industrial development, TVE should continuously focus on professional and technical education. At the same time, TVE should strengthen its education functions, establish flexible learning systems, upgrade innovative teaching methods, provide convenient channels for continuing education, and utilize the flexible teaching model in terms of cooperation by academia and training organizations / industry, academia and training organizations. TVE can be combined with vocational training and in-service training provided by professional institutions. Collaboration with industries, guilds, and nonprofit organizations can be arranged to meet with various students' requirements in career exploration, employment, cross-industry learning, industry switching, and in-service training. By way of implementation, TVE allows the public to acquire and refine professional skills and thereby maintain their steady livelihoods. This demonstrates the value and function of TVE.

Objective 2: To strengthen courses and faculty structure, develop hands-on abilities, spark teachers' and students' innovative thinking and entrepreneurial spirit, and promote the passing down of skills and industrial innovativeness

Because of rapid changes in industrial development, talented individuals cultivated through TVE must, from time to time, respond to the needs of large enterprises, SMEs, micro-enterprises, industrial upgrades and future industrial needs. Course development, faculty structure and training must be continuously improved to provide flexible TVE courses and teaching. Innovative teaching methods and courses on innovation and entrepreneurship must be adapted to develop talented individuals needed by industry.

Talent cultivation through TVE involves more than the passing down and refinement of practical skills in various fields. In response to the trend of innovation economies and sustainable industrial development, students, by way of encouragement, should be capable of continuing to improve their adaptability and learning, have the courage to innovate professional skills, seek to upgrade current practical techniques to fulfill needs and deal creatively with the future world. Specifically, they should possess innovative thinking skills and the initiative to engage in concrete actions, in addition to developing the spirit of entrepreneurs, and being unafraid of failure. Students should endeavor to invent new occupations, promote the passing down and innovation of skills, create more job opportunities, and drive industrial innovation and development.

Objective 3: To promote collaboration between industries, government agencies, academia, and training organizations to cultivate high level talented individuals, thereby raising society's awareness of the importance of professionalism

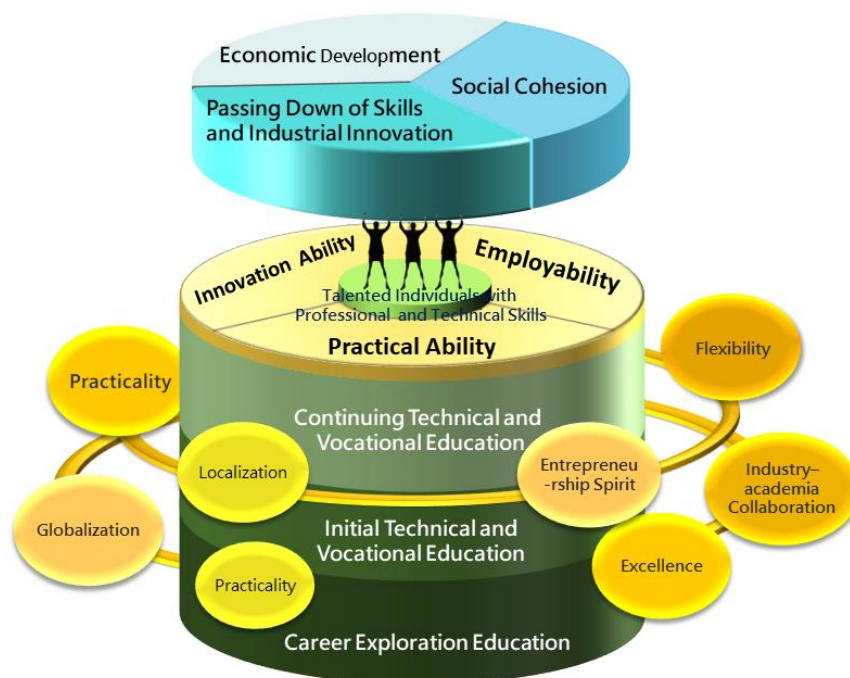
TVE should align with the overall national development while shouldering the responsibility for promoting industrial upgrades, revitalizing industrial competitiveness, and cultivating professionally and technically talented individuals needed by industry and society. Collaboration between the government agencies, industry, and academia is required to increase the respect accorded to professional and technical personnel of various fields by the public. This collaboration can also encourage students to select TVE to further their education, thereby improving the quality of human resources in each occupation. Therefore, an effective certification system should be established to integrate the resources of industry, schools, employment training institutions, guilds and associations, and nonprofit organizations, thereby facilitating collaboration between stakeholders from various organizations and also between schools and other organizations. Professionally and technically talented individuals cultivated through collaboration between government agencies, industry, academic, training,

guilds and associations, and nonprofit organizations can lay a solid foundation for industry and lead industrial development, and thereby drive the overall economic development of the nation and contribute to the stability of society. This can also raise the status of TVE in our society.

The 17 sustainable development goals proposed by the United Nations in the *2030 Agenda for Sustainable Developments* should also be brought into TVE. Accordingly, TVE can serve as the foundation and momentum for promoting the sustainable development of society.

In sum, the Guidelines aim to develop professionally and technically talented individuals with practical and innovative abilities so as to make them employable. Through career exploration education, career preparation education, and continuing education, TVE can become the backbone of national economic development, social cohesion, the passing down of skills, and industrial innovation.

The core concepts of the Guidelines are shown in the figure below:



Conceptual Diagram of the Guidelines for Technical and Vocational Education Policies

C. Means of Promotion

(a) To establish a flexible education system and admission channels for TVE and offer continuing education to attract the public

Because of industrial upgrades and the rapid development of emerging industries, both students and the working population should learn to adapt to future developments and accept new challenges. TVE should continue to provide flexible education and admission systems. In addition to school mergers and transformation, the education system, departments, and programs of TVE institutions should be continuously reviewed and modified in response to the changes in industrial needs, industrial upgrades, and human resource requirements. Rapid adjustments should be made to the programs and departments to create a more flexible education system, which allows graduates from senior high schools to enter the workplace first before continuing their education, or allow employees to take continuing education as well as obtaining professional certificates through non-formal education. This can facilitate the alignment of school education and workplace practice. Flexibility and practicability in student recruitment, course design and evaluation in continuing education should be emphasized, and a comprehensive and diversified education system should be implemented to encourage the public to reemploy retirees, and assist them in acquiring professional knowledge and practical skills, and improving career skills.

(b) To implement career introductions, exploration courses, career experimentation, and off-campus internships to foster student values for professional skills

Young students' understanding of different occupations should be strengthened to facilitate career exploration and development in the future. Moreover, primary schools and junior high schools should encourage students to understand all kinds of career choices and arrange for them to

participate in valuable professional skills activities. Course design and activity arrangement should be continuously conducted with the help of industry, guilds and associations, and nonprofit organizations, and career exploration courses, workplace experiential courses, and trainee programs should be implemented to help establish the appropriate understanding about careers. Furthermore, an appropriate understanding of TVE should be fostered among students, parents, and elementary school and junior high school teachers, so parents and teachers can implement the career exploration in family activities or course design so as to build a clear path for TVE development and to raise the attractiveness of TVE, thereby facilitating the alignment of compulsory education and TVE.

During senior high school education, schools should administer aptitude tests and interest inventories to students, in addition to providing career and vocational counseling that guides students to engage in adaptive learning or select suitable occupations. Skill-based senior high schools should improve their professional courses and internship programs to ensure alignment with industry. Moreover, such schools should arrange employment-oriented hands-on courses, career experience and off-campus internships to help students lay a solid foundation in basic employability. Students graduating from TVE institutions are encouraged to enter the workplace first to develop an adequate professional attitude before furthering their next-step education to enhance their advanced professional capabilities.

(c) To establish practical, problem-oriented and application learning styles to develop students' interdisciplinary and teamwork abilities

In response to the industry and human resource needs due to digitalization, intellectual development, greening and service-orientation, TVE should cultivate relevant professional talents according to the needs of large enterprises, SMEs, micro-enterprises and future industry. This should not only develop the knowledge and skills of professional and technical

personnel but also establish learning schemes centered on competencies and practice. In addition, course designs based on problem-oriented learning and application can be undertaken to groom students' professional ethics, interdisciplinary integration, hands-on operations, practical abilities to perform interdisciplinary integration, aesthetic sensibilities, and language proficiencies. These can help students to adapt to situations in daily life and face future challenges by equipping them with the necessary knowledge, abilities, and attitudes. TVE should also focus on integrating learning and daily life and ensuring students' holistic development. Finally, a system should be established to certify students' learning abilities, thereby reinforcing the alignment between course content and practice.

Due to the rapid changes in the future, it will be necessary for students to develop their communication, systematic thinking, problem-solving, interdisciplinary learning, and teamwork abilities and attitudes, as well as cultivating an entrepreneurial spirit, acquiring knowledge related to liberal arts and aesthetics, and developing a sense of empathy, so they can respond to the needs of career transformation in the future.

(d) To build the TVE environment based on the industries and to develop the innovation spirit and enhance TVE international impact energy

Cultivation of TVE talents relies on the cooperation between academia and industry. The equipment and facilities of TVE schools should be upgraded, industrial resources should be brought to schools, and then the assimilated-industry environment could be built in TVE schools, and the development and design of practical courses enhanced, so as to enable the TVE students to learn the interdisciplinary abilities and experience, and become familiar with practical operations through the similar industry environments. Furthermore, an industry-and-academic joint research and experiment environment can be

developed to stimulate TVE students with innovation spirit, power-up creativity, and groom an entrepreneurial spirit so as to sow the seeds to form groups for future innovation.

To cultivate industry talents, those who have engaged in TVE in the R.O.C. (Taiwan) should go out to seek international exchanges and continuous interaction with TVE in other countries. To foster students' global mobility, schools should try to enhance student proficiency in their native language and other foreign languages for the purpose of enabling students to learn about cultural differences and to respect the values of other cultures. Schools should provide students with opportunities to engage in international exchanges, participate in foreign internships, or be employed in foreign countries, thereby expanding their global horizons. For the purpose of attracting foreign students to study TVE in the R.O.C. (Taiwan), the appropriate government agencies and schools should actively promote international exchanges by building talent cultivation and retention systems, strengthening collaborations with industries, foreign educational schools, and innovative R&D institutions. This can facilitate the introduction of TVE in the R.O.C. (Taiwan) to the global community, allowing students, both domestic and foreign, who have received TVE to not only develop their careers in the R.O.C. (Taiwan) but also to obtain employment in other countries, thereby promoting the global mobility of talented individuals cultivated through TVE.

- (e) To improve teachers' abilities to adjust their pedagogical thinking, teaching techniques, involvement in innovative practice teaching, and engagement in practical research that meets industrial development needs and facilitates the passing down and innovation of skills**

Adopting practical teaching and practical ability development are TVE core values. To align school education with practice, TVE institutions should continue hiring professional and technical instructors as teachers and adopt diversified certification methods to recruit experts from various fields and occupations so as to assist teachers in understanding current industry trends. To foster student abilities to meet various future needs, teachers must have flexible pedagogical thinking, enhance their practical teaching abilities, and acquire practical experience in industry. According to the abilities needed by students in future employment, teachers should make good use of digital technology to create new teaching strategies and course content. Therefore, support systems for professional development of teachers must also focus on practicability and encourage teachers to pursue career promotion through diversely approved approaches, building cross-domain communities employing professional function benchmarks with industry cooperation, and developing teaching materials collaboratively. This can elicit teachers' passions in teaching, thereby increasing their willingness to fully engage in practical teaching. Lastly, teachers should conduct practical research to facilitate the passing down and innovation of skills.

(f) To design career function-based courses, enrich relevant equipment, and cultivate vocational competencies in accordance with the various professional talent function standards

To raise society's awareness of the value of professional skills, TVE should not assess students according to their educational attainment; instead, TVE should focus on helping students acquire competencies required in various occupations and industries. The goal should not be to obtain as many certificates as possible, but to effectively develop core competencies required for employment. Therefore, industries should formulate standards regarding their own competencies required by professional and technical personnel, and these standards can serve as a reference for schools to design competency-

oriented course content. This can encourage students to acquire the corresponding certificates and improve employability. In response to the rapid technology development, TVE should continue to upgrade equipment, integrate practice facilities to improve practice learning results, and design the practical courses in matching the industries' needs to cultivate suitable talents.

(g) To reinforce alignment between learning and practice, enhance industry-academia collaboration, increase the social responsibilities of relevant organizations in cultivating talented individuals, and develop the cultivation methods for vertical inheritance and interdisciplinary talents

TVE is responsible for cultivating professional and talented individuals required by various occupations and industries; hence, it should be closely aligned with industrial development. In response to rapid changes in technology and the emergence of new business models, schools must be sure to continue swiftly adjusting their methods of cultivation according to industrial needs. However, because of rapid and frequent changes in industrial environments, immediate adjustments of school education in the areas of faculty structure, course content, and teaching equipment can be difficult. Therefore, the involvement of industries, guilds and associations, and nonprofit organizations is required, and constant collaboration between schools and relevant organizations should be enhanced. In particular, enterprises should exhibit their social responsibility and collaborate with schools to cultivate talented individuals, and related authorities should propose incentive mechanisms to encourage enterprises to actively participate in talent cultivation. Through flexible education methods via either combining academia and training organization, or combining industry, academia, and training organization, TVE can cultivate the suitable talents it seeks to provide.

Schools and industries should collaborate to enhance and promote internship programs. Flexible academic credit designs and student assessment methods can be applied to enhance students' practical abilities and improve learning content to ensure it aligns with industrial practice. Accordingly, students can adapt their acquired knowledge into practice as well as participate in social welfare activities to help others in need and also achieve self-actualization. Practical learning should be conducted with equipment and internship venues provided by industries to serve as a co-educator to cultivate outstanding professional and technical talented individuals. Accordingly, the gap between learning and practice can be thereby reduced; and, at the same time, an innovative pattern of cultivating methods for vertical inheritance and interdisciplinary talents can be developed, so that industries can more conveniently cultivate and recruit talented individuals, resulting in a win-win scenario, promoting the application of what has been learned and tight integration of industry and academia.

IV. Conclusions

TVE plays an irreplaceable role in talent cultivation, fulfillment of industrial needs, and promotion of economic development. Faced with external factors, such as globalization, structural changes in industries, and low birth rates, TVE policy should be continuously adjusted to meet the needs of social and economic development in the R.O.C. (Taiwan) and other countries. Therefore, the Guidelines can serve as a reference for relevant authorities to promote TVE. Accordingly, the advantages and competitiveness of TVE can be continually improved in the face of challenges and changes in social, industrial, and international trends.

The implementation of the Guidelines can help to cultivate professionally and technically talented individuals through TVE in our nation to acquire practical and innovative abilities and enhance their employability. These

talented individuals can serve as drivers of national economic development, social cohesion, the passing down of skills, and industrial innovation, thereby becoming the cornerstone of our society in the overall improvement of our nation in sustainable development.

Appendix A

Framework of the Guidelines

Vision

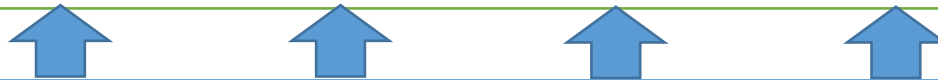
Cultivate professionally and technically talented individuals with practical and innovative abilities to be employable



Objective 1: To establish a flexible education system that aligns with industrial trends and demonstrates the values of TVE

Objective 2: To strengthen courses and faculty structure, develop hands-on abilities, spark teachers' and students' innovative thinking and entrepreneurial spirit, and promote the passing down of skills and industrial innovativeness.

Objective 3: To promote collaboration between industries, government agencies, academia, and training organizations to cultivate high level talented individuals, thereby raising society's awareness of the importance of professionalism.



Means of Promotion

- A. To establish a flexible education system and admission channels for TVE and offer continuing education to attract the public.
- B. To implement career introductions, exploration courses, career experimentation, and off-campus internships to foster student values for professional skills
- C. To establish practical, problem-oriented and application learning styles to develop students' interdisciplinary and teamwork abilities.
- D. To build the TVE environment based on industries to develop the innovation spirit and enhance TVE international impact energy.
- E. To improve teachers' abilities to adjust their pedagogical thinking, teaching techniques, involvement in innovative practice teaching, and engagement in practical research that meets industrial development needs and facilitates the passing down and innovation of skills.
- F. To design career function-based courses, enrich relevant equipment, and cultivate vocational competencies in accordance with the various professional talent function standards.
- G. To reinforce alignment between learning and practice, enhance industry-academia collaboration, increase the social responsibilities of relevant organizations in cultivating talented individuals, and develop the cultivation methods for vertical inheritance and interdisciplinary talents.

Appendix B Collaboration between relevant authorities for guidelines establishment and promotion

Means of promotion	Relevant authorities	Collaboration tasks
(a) To establish a flexible education system and admission channels for TVE and offer continuing education to attract the public.	National Development Council	Analyze and research policies related to industrial development and cultivation of professionally and technically talented individuals.
	Ministry of Labor	Assist in promoting continuing education for employees.
	Ministry of Finance	Assist in analyzing employment data, which can be used to review talent cultivation policies.
	Competent authorities of each industry	Assist in providing data related to incomes and taxes, thereby helping authorities to create policies on incentive measures for companies to participate in talent cultivation.
(b) To implement career introductions, exploration courses, career experimentation, and off-campus internships to foster student values for professional skills.	Competent authorities of each industry	Assist industries subject to its jurisdiction in providing resources related to career exploration.
	Local government	
(c) To establish practical, problem-oriented and application learning styles to develop students' interdisciplinary and teamwork abilities.	Ministry of Economic Affairs	Assist in reinforcing the alignment between the practice of industries under its jurisdiction and related courses.
	Council of Agriculture, Executive Yuan	Assist in reinforcing the alignment between the practice of industries under its jurisdiction (agriculture) and related courses.
	Ministry of Health and Welfare	Assist in reinforcing the alignment between the practice of industries under its jurisdiction (medicine and nursing) and related courses.

		Ministry of Transportation and Communications	Assist in reinforcing the alignment between the practice of industries under its jurisdiction (tourism and transportation) and related courses.
		Competent authorities of each industry	Provide information on human resource needs for industrial development.
(d)	To build the TVE environment based on industries to develop the innovation spirit and enhance TVE international impact energy.	National Development Council	Provide information on human resource needs for industrial development.
		Ministry of Foreign Affairs	Assist schools in conducting international exchanges.
		Overseas Community Affairs Council	Coordinate with the government's New Southbound Policy, manage TVE for overseas Chinese students, and promote the international exchanges of overseas Chinese students.
		Ministry of Economic Affairs	Providing information on industries and vendors.
(e)	To improve teachers' abilities to adjust their pedagogical thinking, teaching techniques, involvement in innovative practice teaching, and engagement in practical research that meets industrial development needs and facilitates the passing down and innovation of skills.	Competent authorities of each industry	Assist TVE teachers with industry studies.
		Ministry of Foreign Affairs	Assist schools in conducting international exchange.
		Council of Agriculture, Executive Yuan	Assist industries subject to its jurisdiction (agriculture) to align with teachers' practical teaching, thereby facilitating the passing down and innovation of skills.
(f)	To design career function-based courses, enrich relevant equipment, and cultivate vocational competencies in accordance with the various professional talent function standards.	Ministry of Labor	Assist in announcing, establishing, and integrating competency standards required by industries subject to its jurisdiction, as well as in establishing certificates for corresponding occupations.
		Competent authorities of each industry	

(g)	To reinforce alignment between learning and practice, enhance industry-academia collaboration, increase the social responsibilities of relevant organizations in cultivating talented individuals, and	Competent authorities of each industry	Assist industries subject to its jurisdiction to collaborate with schools and actively promote the exercise of social responsibility in talent cultivation.
	develop the cultivation methods for vertical inheritance and interdisciplinary talents	Ministry of Labor	Assist in providing resources related to occupational training.
		National Development Council	Compile and provide information on future talent needs, thereby assisting schools in quickly responding to the talent needs of industries.
		Competent authorities of each industry	