Guidelines for Technical and Vocational Education Policies

(Established by the Executive Yuan on March 2, 2017; Yuan Tai-Jiao-Zi No. 1060165689)
(Amended by the Executive Yuan on February 21, 2019; Yuan Tai-Jiao-Zi No. 1080002957)
(Amended by the Executive Yuan on February 24, 2021; Yuan Tai-Jiao-Zi No. 1100005046)
(Amended by the Executive Yuan on February 21, 2023; Yuan Tai-Jiao-Zi No. 1121002242)

(Amended by the Executive Yuan on March 10, 2025; Yuan Tai-Jiao-Zi No. 1145003877)

Contents

I. Preface

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, and the Guidelines were accordingly revised and then announced on February 21, 2019, February 24, 2021, and again on February 21, 2023.

Since the initial promulgation on March 2, 2017, and through the revised version announced on February 21, 2023, the Guidelines have maintained the consistent vision for Technical and Vocational Education (TVE) as: “To cultivate professional and technical talented individuals with practical and innovative abilities to be employable.” Under the guidance of this framework, government agencies at all levels have actively promoted various policies to enhance the visibility and significance of Technical and Vocational Education (hereinafter referred to as TVE), strengthen the linkage between educational institutions and the labor market, as well as to promote pedagogical innovations.

Through the strategic implementation and resource investment of various initiatives—such as successive TVE Reengineering Programs, Forward-looking Infrastructure Development Plans, and the establishment of regional industry talent and technology training

bases, TVE in Taiwan has evolved with increasingly distinctive characteristics. These characteristics include the development of industry-aligned learning environments, the implementation of practice-oriented talent selection mechanisms, the enhancement of practical curricula, an emphasis on hands-on training and internships, as well as the improvement of instructors' industry experience. Moreover, the integration of industry professionals into instructional roles has further enriched practical teaching. As a result, the educational performance of technical and vocational institutions has gained increasing recognition and affirmation.

However, TVE still has its challenges and problems.

A. Challenges

Within social aspects, our society is going through a difficult phase with an ageing society and declining birthrate; within technological aspects, Artificial Intelligence (hereinafter referred to as AI) has greatly changed our lifestyles; within economic aspects, the acceleration of cross-domain innovations and industrial transformations are still being driven by digital technology; within environmental aspects, the shortage of energy and resources has speeded up the issues of effective recycling, Net Zero Emissions, sustainable development, and guiding industries towards green transformation; within the global situation, the world is currently facing the impact and influence of post-pandemic circumstances, in addition to those effects caused by civic awareness and the changes in international circumstances which have reorganized the global economy and trade territories, along with supply chains.

B. Problems

While TVE, in trying to respond to these challenges, has effectively engaged in cultivating professional technical talents for all levels, there remain the following issues which need to be properly dealt with.

a. The TVE Talents Cultivation System must remain responsive to industrial transformation and external environmental changes by maintaining flexibility and providing diverse channels for individual career development.

b. Seek effective methods to enhance the Career Exploration Education and improve the understanding and active participation in TVE values from the parents, high school, as well as elementary school teachers, and society.

c. With respect to the Career Preparation Education, in addition to maintaining continuous review and revision mechanisms for occupational subject clusters at the secondary TVE level, the tertiary TVE stage should accelerate alignment with the competencies required by national industries and their internationalization. These aim to enhance the quality of advanced-level talent in response to both individual career development and evolving industrial demands.

d. With respect to the Continuing Education, the design and instruction of professional and practicum-oriented courses must be reformed through more innovative, diversified, flexible, and comprehensive approaches; in addition, it is also essential to maintain sustained collaboration with industries to address individuals' needs

for career transitions and skills enhancements so as to promote workforce adaptability and employability.

The cultivation of talents within technical and vocational education (TVE) must be continuously refined across all stages — Career Exploration Education, Career Preparation Education, and Continuing Education —in order to effectively respond to the aforementioned challenges and address existing problems. On this basis, the Guidelines articulate the vision, objectives, and development priorities for TVE, serving as strategic guidelines for all levels of government in the implementation of relevant programs and initiatives. Furthermore, they also emphasize the importance of cross-sectoral collaboration by integrating the efforts of industry, professional associations, non-profit organizations, and educational institutions in the collective endeavor to nurture TVE talents.

II. Vision — To establish a practical, innovative, intelligent, and sustainable TVE system

Since the initial promulgation on March 2, 2017, and through the revised version announced on February 21, 2023, the Guidelines have maintained a consistent vision for Technical and Vocational Education (TVE): “To cultivate professional and technical talented individuals with practical and innovative abilities to be employable.” Through the concerted efforts of government agencies at all levels,

industry sectors, professional associations, non-profit organizations, and educational institutions, the cultivation of professional technical talents within TVE has progressively advanced towards the development of individuals with practical competences, innovative capacities, and employability.

In light of the aforementioned challenges and unresolved issues confronting technical and vocational education (TVE), and taking into careful consideration Taiwan's industrial characteristics as well as international development trends—such as the industrial integration of artificial intelligence (AI), the evaluation of Environmental, Social, and Governance (ESG) criteria, the pursuit of the Sustainable Development Goals (SDGs), and the implementation of Net Zero Emissions, TVE talent cultivation must not only anticipate social and economic developments, but also integrate social resources and connect relevant stakeholders to form a cohesive TVE ecosystem. Accordingly, this revision of the Guidelines adopts the vision of "establishing a practical, innovative, intelligent, and sustainable TVE system" as the guiding blueprint for shaping the future development of TVE.

III. Objectives

Objective 1: Foresight Planning for the Cultivation of TVE Talents

To achieve this objective, it is essential to first explore innovative admissions and learning models in TVE, guiding TVE institutions to cultivate practical talents that meet the needs of diverse industries and interdisciplinary fields. Continuous improvement and enhancement of the faculty structure should be pursued by strengthening pre-service education, practical work experience in industry, and technical training for TVE instructors to effectively guide and advise students.

In addition, deliberate strategies should be made to actively promote innovative thinking among participants in technical and vocational education (TVE) by providing students with opportunities to engage in real-world case design, fabrication, testing projects, simulation-based learning, and patent application processes. Furthermore, through the integration of resources from government agencies, schools, training institutions, industries, trade associations, and non-profit organizations, both teachers and students can thereby be equipped with the capabilities to develop, serve, and deliver solutions, fostering the inheritance and innovation of technology.

Objective 2: Expanding Social Resource Investment in TVE

In light of the national agenda towards becoming a smart nation and advancing digital transformation, TVE must not only equip students with foundational knowledge and solid practical skills, but also

effectively integrate the development and application of AI into its curricula. Moreover, it is imperative to reshape parental and societal perceptions by challenging traditional stereotypes associated with TVE. To this end, the effective utilization of emerging science and technology, particularly the enhancement of AI applications, is essential for aligning educational practices with industrial trends. This necessitates deeper collaboration between schools and enterprises in the joint cultivation of TVE talents, as well as the strategic integration of social resources to collectively promote and elevate the visibility of technical and vocational education.

Objective 3: Expediting the Establishment of an Integrated Ecosystem for TVE

Contemporary TVE must actively integrate intelligent digital technologies and continuously upgrade instructional facilities and pedagogical approaches to enhance competencies in digital technology applications. Simultaneously, by strengthening information security and ensuring the sound application of technology to address current technological challenges, it is imperative to establish smart learning environments. Through the cultivation and practice of a TVE ecosystem mindset, an interdisciplinary integrated learning network shall be constructed to enable learners to stimulate innovative thinking, methodologies, and services, and to translate these innovations into practical applications.

In sum, these Guidelines articulate the vision “to establish a practical, innovative, intelligent, and sustainable TVE system”, with

the objectives of “foresight planning for the cultivation of TVE talents”, “expanding social resource investment in TVE”, and “expediting the establishment of an integrated ecosystem for TVE”. These aims are designed to respond to both internal and external challenges and trends by integrating the resources of schools, government agencies, industry, professional associations, training institutions, and non-profit organizations. Through the implementation of career exploration education, career preparation education, and continuing education, this framework endeavors to position TVE as a critical pillar for the transmission and innovation of technical skills, national economic development, and social integration.

The core concepts of these Guidelines are illustrated as follows.

技術及職業教育綱領核心概念圖

The Conceptual Diagram of TVE Policies

技職教育：Technical and Vocational Education (TVE)

經濟發展：Economic development

社會融合：Social cohesion

技術傳承與產業創新：Passing down of skills and industrial innovation

專業技術人才：Talented individuals with professional technical skills

職業試探教育：Career exploration education

職業準備教育：Career preparation education

職業繼續教育：Continuing education

務實：Practicality

創新: Innovation

智慧: Intelligence

永續: Sustainability

務實致用: Being pragmatic and applicable

數位環境: Digital environment

創新思維: Innovative thinking

跨域合作: Interdisciplinary collaboration

國際發展: International development

技職教育政策綱領概念圖: The conceptual diagram of the Guidelines for Technical and Vocational Education Policies

IV. Development Priorities

At the stage of Career Exploration Education, it is essential to stimulate students' curiosity and foster their sustained interest to locate themselves in career development. This should be supported by the integration of external resources to provide diverse opportunities and channels for experiential career exploration. During the Career Preparation Education stage, students should be guided to reflect on their interests and planning derived from prior exploration experiences, with the aim of deepening the development of individual competencies while cultivating an awareness of industrial and societal trends to enhance employability. In the stage of Continuing Education, learning resources aligned with the latest technological developments should be provided to support learners in refining their professional competencies, thereby facilitating employment advancement or career transition. The development priorities of TVE are explained as follows.

A. To innovate admission channels and learning models in TVE

In practice, both teaching practices and student learning in TVE are often influenced by existing channels to further education. The current classification of program clusters at the secondary level requires ongoing evaluation and refinement to ensure alignment with the evolving trends across diverse industries and to effectively support the development of students' practical competencies. Accordingly, the diversification of admission channels to technical and vocational institutions should be further refined. For instance, through the

implementation of the new Five-Year Junior College Model in collaboration between technical senior high schools (3-year program) and universities of science and technology (2-year program), as well as through the promotion of interdisciplinary learning approaches. Furthermore, in response to the ongoing innovation across a wide spectrum of industries, technical and vocational institutions should not only continue to refine the alignment of program clusters with industry trends, but also transcend the pre-existent departmental and disciplinary boundaries. This includes the establishment of collaborative learning platforms that span across institutions, departments, and program clusters, thereby facilitating resource integration to effectively address the evolving demands of industrial innovation and development.

To develop interdisciplinary and competency-based curricula, technical and vocational institutions shall continue to promote cross-disciplinary, practice-oriented talent cultivation models. At the same time, faculty and students should be encouraged to obtain industry-required and industry-recognized certifications. Pre-service education and in-service professional development for technical and vocational educators should incorporate their practical industry experience and training in industrial technologies, enabling teachers to acquire the skills necessary for interdisciplinary integration in both learning and instructing, thereby enhancing their effectiveness in guiding students.

In addition, the curriculum should provide students with opportunities to engage in the design, fabrication, and testing of real-

world cases and simulated projects, as well as in the application for intellectual property rights. Furthermore, experimental bases for technical and vocational education are supposed to be established by integrating resources from government agencies, educational institutions, training centers, industries, professional associations, and non-profit organizations. These innovative learning environments are intended to stimulate students' ability to challenge their pre-existent thinking, reframe existing concepts and technologies, and foster a mindset of continuous improvement and innovation.

B. To promote innovative thinking amongst stakeholders in TVE

In light of the domestic economic transition toward "an innovation-driven model aimed at advancing industrial upgrading and transformation", the demand for skilled technical professionals has become increasingly urgent across enterprises of all sizes —including large corporations, small and medium-sized enterprises (SMEs), as well as micro-enterprises. Simultaneously, these sectors are facing heightened environmental changes and uncertainties. Consequently, it is imperative not only to cultivate students' creativity, innovative capacity, and entrepreneurial spirit, but also to develop incentive mechanisms that would encourage sustained engagement in TVE. Therefore, schools, training institutions, industries, professional associations, and non-profit organizations are expected to dedicate their best efforts in formulating concrete actionable strategies, programs, and initiatives in support of the sustainable development of the TVE system.

Curriculum design under diversified learning environments as provided should guide students in the application of innovative thinking tools and also encourage them to approach problems from multiple perspectives. This process of ideation aims to break conventional cognitive boundaries and generate effective solutions, while fostering students' proactive exploration and perseverance. With regard to teaching, it is important to build on the foundations of professional and technical education to cultivate students' abilities in innovative design, practical implementation, and experimentation with new ideas, thereby transforming creativity into skills with practical applications.

C. To expand industry-government-academia collaboration in the cultivation of TVE talents

To encourage public participation in TVE, it is essential to establish sustained and collaborative partnerships amongst industry, government agencies, TVE institutions, parents, and the media. These should be integrated with local resources to deepen the development of career exploration education, career preparation education, and continuing education. In response to the declining birth rate, it is necessary to appropriately increase and expand the admission quota for foreign students from abroad. In addition, implementing enhanced Mandarin language support, as well as optimizing qualification and certification processes, are critical steps to effectively promote policies that encourage foreign students to seek long-term employment opportunities in Taiwan. Furthermore, in light of the

demographic transition toward a super-aged society, it is crucial for the government to expeditiously develop and implement comprehensive policy frameworks aimed at enhancing the professional competencies of middle-aged and elder adults, while also providing tailored guidance and support mechanisms to facilitate their employment and career transitions.

In addition, regulatory relaxation should be pursued to accelerate and incentivize industry participation in the administration and development of TVE institutions. Beyond providing career development support for students, these institutions should actively integrate external resources to enhance TVE students' understanding with regard to the industry-recognized professional certifications and the appropriate path to access and obtain those certificates. Moreover, the establishment of comprehensive career development mechanisms is essential to facilitate students' smooth transition into the workforce.

The government should also coordinate interdepartmental efforts to identify industry-specific labor demands and develop integrated information platforms to match employment supply and demand. Simultaneously, it is imperative for the government to advocate for fair and equitable treatment of TVE graduates from employers, ensuring stable employment opportunities and promising career trajectories. Such efforts are vital to enhancing the employability of vocational graduates and improving the overall employment rate in Taiwan.

TVE serves as a critical pillar for Taiwan's technological

innovation, as well as for its economic and social development. Accordingly, industry stakeholders, relevant government agencies, and TVE institutions should, through coordination, formulate short-term, medium-term, and long-term development strategies aimed at enhancing the quality of TVE. By strengthening its foundational and guiding role in cultivating a diverse skilled workforce across sectors, TVE shall effectively contribute to national economic growth and serve as a stabilizing force for society.

D. To integrate societal resources to promote TVE

To dismantle entrenched stereotypes and misconceptions surrounding traditional TVE, it is essential to integrate resources from government agencies, educational institutions, legal entities, organizations, bodies, and non-profit organizations. Such resources thus integrated should support the continuous refinement of both the methods and channels of the Career Exploration Education. Throughout both the Career Preparation Education and Continuing Education phases—encompassing secondary and post-secondary levels of technical and vocational education, it is crucial to promote robust and ongoing collaboration between TVE institutions and industry stakeholders. This collaboration should emphasize reinforcing industry-academia partnerships, motivating businesses to invest in educational resources and donating pertinent instructional equipment that supports vocational training.

At the post-secondary level, even greater attention should be given to fostering industry-academia-research collaboration, with a

focus on implementing strategic frameworks for intellectual property development, including patent acquisition and technology transfer. With such effort, the forward-looking nature of TVE will be underscored. Furthermore, enterprises should be mobilized through matchmaking to assist in the modernization of campus facilities, enabling faculty and students to actively participate in research and innovative initiatives across a wide spectrum of industries.

Regarding industry-academia collaboration on research and development, technical and vocational education institutions should provide faculty members with opportunities and programs for continuous professional skill development to enhance their expertise and technical skills. This will enable the integration of emerging trends and innovative techniques into the curriculum, enriching instructional content. Curriculum design should emphasize seamless articulation rather than disjointed progression.

Furthermore, TVE institutions are encouraged to formulate incentive mechanisms and implement awareness campaigns to assist faculty and students in understanding the importance of safeguarding intellectual property rights. Such initiatives aim to motivate active engagement in intellectual property applications and acquisitions, securing legal rights over their research and development outcomes.

In addition to collaborating with industry partners, TVE institutions may also engage with professional associations and non-profit organizations to broaden the scope of industry-academia cooperation and facilitate vertical and cross-sectoral articulation.

Concurrently, it is preferable to invite industry experts to participate in curriculum development and instruction within TVE institutions, and to assist in curriculum adjustments, ensuring alignment between teaching content and workplace demands. These approaches promote greater flexibility in curriculum design and instructional assessment, while fostering close integration with practical applications to meet the evolving needs of industrial innovation.

E. To establish an intelligent learning ecosystem for TVE

In response to the increasing prevalence of digital work models, technical and vocational education institutions are supposed to provide comprehensive digital skills training for faculty members. These training programs shall include content such as programming, data analysis, and web development. Furthermore, the adoption and promotion of online learning platforms, virtual reality technologies, and cloud-based distance teaching tools are essential for enhancing teachers' pedagogical competencies and ensuring instructional quality.

In addition, it is preferable for various industries to collaborate with TVE institutions in effectively utilizing digital technologies and strengthening the application of AI, with the aim of advancing overall digital capabilities. For example, specific sectors could be selected to pilot AI-integrated curricula, instructional practices, and industry-academia collaborative learning environments. Upon evaluation of these pilot programs, successful models may be extended and adapted for broader implementation across other industrial sectors. Moreover, in the process of strengthening AI applications, educators shall design

curricula that not only guide students in understanding the underlying mechanisms of AI systems and critically reflecting on their use, but also foster the learners' capacities for autonomy and lifelong learning. It is equally essential to cultivate skills that remain beyond the reach of AI—such as professional ethics, emotional intelligence, and moral reasoning. Educators should also lead students to recognize the limitations of AI systems, thereby encouraging continuous innovation, critical thinking, and the pursuit of breakthroughs in their respective fields.

Continuing efforts to advance smart campus services are essential for cultivating intelligent educational environments that provide TVE students with optimal digital learning experiences and rich learning resources. TVE institutions shall upgrade their digital infrastructure, including high-speed internet connectivity, computer laboratories, programming studios, mechanical design facilities, interactive instructional materials, digital libraries, and other advanced technological equipment. Simultaneously, proactive collaboration with diverse industries is necessary to channel industrial resources into campuses, develop cloud-based digital teaching platforms, enhance mobile learning capabilities, and establish autonomous learning mechanisms. TVE institutions can expand students’ learning opportunities by developing and deploying a variety of interactive digital courses and remote teaching modalities, enabling learners at different educational stages to tailor their studies according to individual needs and interests. Moreover, TVE institutions, industry stakeholders, and government agencies should

collectively promote awareness of information security through outreach initiatives and workshops to reinforce the importance of cybersecurity among faculty and students.

F. To establish interdisciplinary integrated learning networks for TVE

In response to the rapidly changing market environment, both faculty and students in TVE institutions must engage in interdisciplinary learning to acquire and refine the competencies required by evolving industries. Consequently, fostering lifelong learning capabilities has become increasingly essential for adapting to the dynamic demands of the labor market. TVE institutions should establish mechanisms to systematically translate emerging technological knowledge, skills, and attitudes into curricular content and innovative pedagogical approaches. This includes adopting flexible and diversified educational models through collaboration among industry, government agencies, academia, and research sectors. By integrating corporate training programs and vocational education offered by industrial associations and non-profit organizations, a cross-disciplinary integrated learning network can thereby be formed, providing students with expanded access to internship opportunities and learning resources. The establishment of such a network is instrumental in cultivating TVE students with innovative thinking and interdisciplinary competencies, enabling them to serve as key drivers of Taiwan's social and economic development.

In alignment with the education philosophy guided by the

Sustainable Development Goals (SDGs), TVE institutions should focus on cultivating students who possess interdisciplinary competencies and a strong awareness of sustainable development. Given that Environmental, Social, and Governance (ESG) considerations have become a prevailing global trend, the significance of fostering sustainability consciousness is increasingly evident. In this context, the government should formulate incentive mechanisms to encourage collaboration between TVE institutions and various industries, professional associations, training agencies, non-profit organizations, and local communities to promote ESG-oriented general education. Such initiatives should aim to inspire TVE students to engage in proactive exploration and self-directed learning.

Moreover, the active involvement of experts from industry, academia, and research sectors in teaching processes should be encouraged to help students develop a deeper understanding of environmental challenges and learn to adopt environmentally responsible behaviors, including the reduction of carbon footprints. Curriculum content should also integrate principles of responsible and transparent management to ensure the effective and ethical operation of organizations and societal institutions.

Additionally, the design of educational programs should incorporate elements that enhance civic awareness, enabling students to understand the importance of civic participation. These efforts should foster student engagement in community service and social contribution, thereby allowing students to realize the meaning of life

and achieve personal fulfillment.

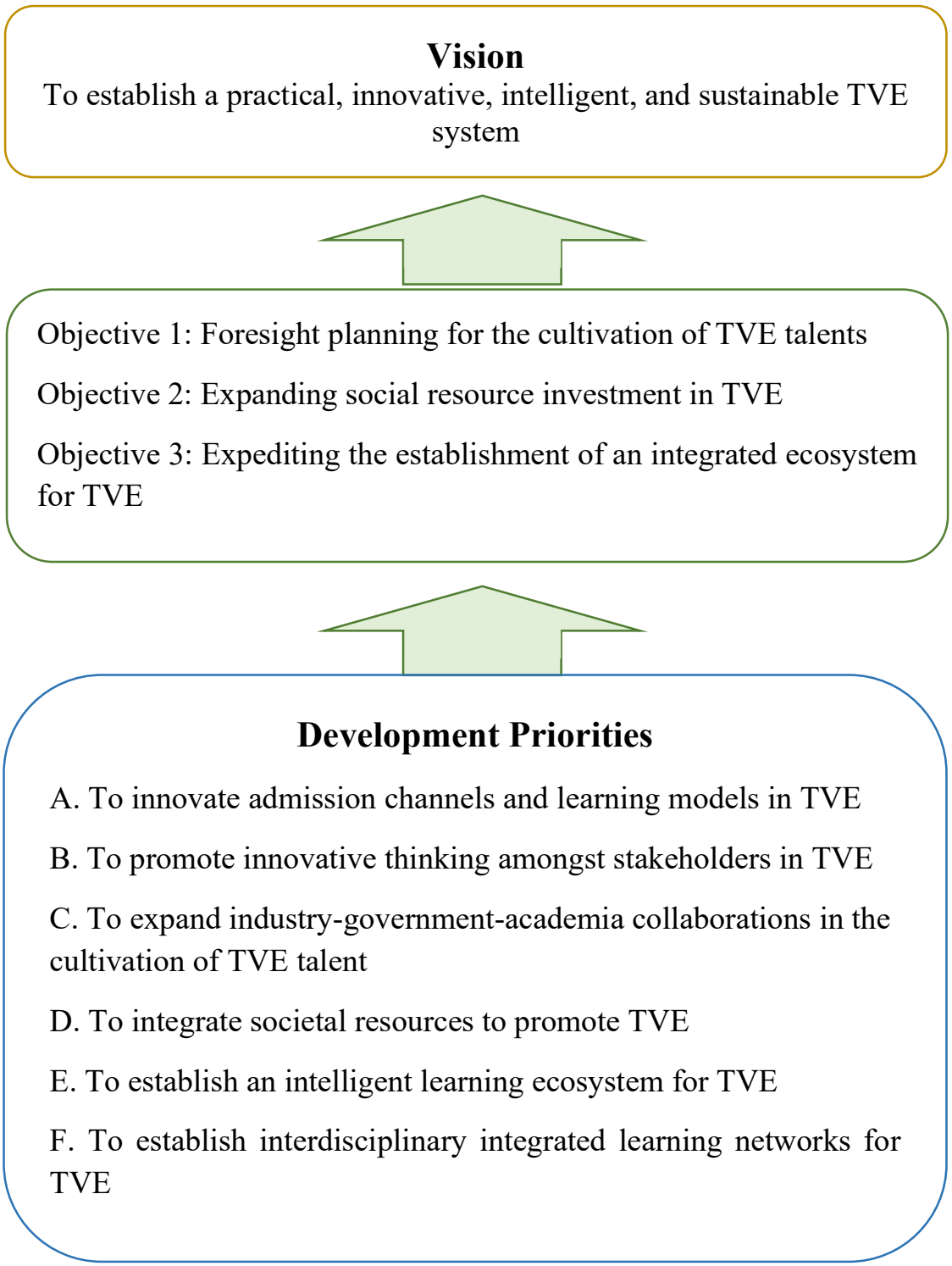
V. Conclusions

The Guidelines envision the construction of “a practical, innovative, intelligent, and sustainable TVE system”. Its three primary objectives include “Foresight planning for the cultivation of TVE talents”, “Expanding social resource investment in TVE”, and “Expediting the establishment of an integrated ecosystem for TVE”. To progressively achieve these objectives and realize the above vision, the Guidelines prioritize six key development points: A) to innovate admission channels and learning models in TVE; B) to promote innovative thinking amongst stakeholders in TVE; C) to expand industry-government-academia collaboration in the cultivation of TVE talents; D) to integrate societal resources to promote TVE; E) to establish an intelligent learning ecosystem for TVE; and F) to establish an interdisciplinary integrated learning network for TVE.

Through these six strategic development focuses, the Guidelines aim to enhance the quality of TVE implementation, thereby laying a solid foundation for a practical, innovative, intelligent, and sustainable TVE system. Ultimately, such a system will aspire to position TVE as a critical pillar in achieving technological inheritance and innovation, national economic development, and social amalgamation.

Appendix A

Framework of the TVE Guidelines



Appendix B Collaboration between Relevant Government Authorities for TVE Guidelines Establishment and Promotion

Development Priorities	Relevant Government Authorities	Collaboration Tasks
A. To innovate admission channels and learning models in TVE	Ministry of Labor	To assist in promoting continuing vocational education for employees. To assist in the analysis of employment information for talent.
	Competent Government Authorities of each industry	To develop high-value professional certifications. To assist competent industries in handling matters related to the implementation of industry-academia-R&D collaboration and the development of admissions and learning models for employee continuing education.
B. To promote innovative thinking among	Ministry of Economic Affairs	To assist in encouraging faculty and students of technical and vocational institutions to engage in

Development Priorities	Relevant Government Authorities	Collaboration Tasks
stakeholders in TVE		emerging industries.
	Competent Government Authorities of each industry	To assist competent industries in collaborating with technical and vocational institutions to provide industry training and innovation-focused development for faculty and students in technical and vocational education.
C. To expand industry-government-academia collaborations in the cultivation of TVE talents	National Development Council	To integrate interdepartmental forecasts of industrial workforce demand and establish a corresponding information platform.
	Ministry of Labor	To assist in the establishment, integration, and promulgation of competency standards developed by respective industry competent government authorities, as

Development Priorities	Relevant Government Authorities	Collaboration Tasks
		well as the corresponding employment-related professional certification platforms.
	Competent Government Authorities of each industry	To facilitate collaborations between competent industries and technical and vocational institutions, while actively promoting the shared responsibility of talent cultivation. To actively promote relevant professional certifications that would help competent industries meet market development demands.
D. To integrate societal resources to promote TVE	Competent Government Authorities of each industry	To assist in encouraging and facilitating partnerships between competent industries and technical and vocational institutions for the joint design and development of vocational

Development Priorities	Relevant Government Authorities	Collaboration Tasks
		curricula and instruction, while also providing faculty and students with access to relevant observation, internship, and professional development opportunities.
E. To establish an intelligent learning ecosystem for TVE	Ministry of Digital Affairs	To assist technical and vocational institutions in establishing digital infrastructures, preparing supportive environments, and promoting information security awareness.
	Competent Government Authorities of each industry	To assist competent industries and technical and vocational institutions in enhancing digital applications and research and development efforts, and encourage competent industries to invest in digital technology equipment for technical and vocational institutions.

Development Priorities	Relevant Government Authorities	Collaboration Tasks
F. To establish interdisciplinary integrated learning networks for TVE	National Science and Technology Council	To assist in providing information for the development of an intelligent nation.
	Ministry of Digital Affairs	To assist technical and vocational institutions in establishing interdisciplinary integrated digital learning platforms for technical and vocational education.
	Competent Government Authorities of each industry	To assist competent industries and technical and vocational institutions in collaboratively advancing ESG general education, as well as the design and teaching of AI application courses.