

**Reflections on the Development of Higher Vocational and Technical Education
in Taiwan from 1999 To 2019**

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Abstract

Technical education cooperates in Taiwan's social development and industrial upgrading, cultivates various technical talents, plays a pivotal role in cultivating national infrastructure manpower and promoting economic development, and contributes to the past creation of Taiwan's economic miracle. At present, "low-birth rate" is an inevitable threat to Taiwan and the most serious challenge for Taiwan's education industry now. Although at this stage, Taiwan's technical and vocational colleges are inferior to enrollment in general universities, these're maybe the beginning of a turnaround. This study finds that vocational schools must avoid the theoretical academic thinking in the future overall management, combined with the development of practical industry cooperation and find out the unique positioning of self, such as the National Taipei University of Technology follows the Swiss "apprenticeship", National Pingtung University of Science and Technology takes tropical agriculture as the core research, the "household management" of Tainan University of Applied Sciences, they have all successfully established distinctive positioning. These Taiwan of technical education industry not only not afraid the low-birth rate and more capable of global competition, then can continue competitiveness of higher vocational education in Taiwan.

Keywords: Positioning, academic, technical education

Introduction

Looking back on the development of Taiwan's vocational education from 1999 to 2019, it has played a very important role in the course of Taiwan's economic development. Technical and vocational education fosters technical talents with professional practice and promotes the rapid development of national construction. In the past hard years when the country's economic construction was the main demand

for education, vocational education focused on the technical standard; its teaching mostly focused on the education essence of technology. From the secondary education in the 1940s to the vocational high school education in the 1950s, the establishment of the first technical college in the 1960s. The technical talents cultivated by the Taiwanese technical vocational education system so far, played a role in Taiwan's economic . An important promoter, from the transformation of the agricultural society into an industrial society, without the sacrifice of these skilled personnel, there is no such rapid development of industry and commerce.

Declare martial law, the multi-disciplinary voices such as the Education Reform Association, non-government organizations, scholars and public opinion have promoted the development of vocational education to the development direction. In the 1996 year, MOE (Taiwan Ministry Of Education) implement the National Education Policy for the Second Education and establish a consistent technical education system for the "Higher Vocational College - Technical College - University of Science and Technology". Many Higher Vocational Colleges have been restructured and upgraded to technical colleges or science and technology universities to meet the needs of technical students for further studies (Huang Zhengjie, 1999). Therefore, in the change of the structure of higher vocational education, the schools that were originally specialist schools have been upgraded to technical colleges, and the schools that were originally technical colleges have been renamed as science and technology universities. This kind of transformation has made the school face a structural change in soft and hard body (Wu Jingguo, Lin Tengwei, 2010)..

It is worth pondering that before the education reform in the 1990s, the ratio of high school to high vocational students was about 3:7. Under the influence of policy direction and related measures after the reform, many higher vocational schools gradually transformed into comprehensive high schools. The number of high school students continues to rise, and the proportion has gradually become between 6:4 and 5:5 (high school/higher vocational) (Ministry of Education, 2018). However, it change Taiwan's technology education. First, the progression to higher education has become the main choice for higher vocational graduates. The ratio of higher vocational students to the job market has been less than 20%, and vocational education has gradually merged with general education.

While improving the rate of advancement of vocational education, the mixed effect of the technical education of the University of Science and Technology and general university education has gradually evolved, and the positioning and division between the two are gradually blurred. In other words, at present, most of the major vocational education in the University of Science and Technology lacks a clear orientation and development direction. Instead, it continues to fall into the academic

general university theory education, which leads to the complete destruction of the vocational education system. Cai Mingjin (2008) predicts that the number of students enrolled in colleges in 2025 will be reduced by half compared to those enrolled in 2010. In the future, there will be many embarrassing situations in which colleges and universities will face bankruptcy and exit. This is a powerful impact and challenge faced by Taiwan's higher vocational education. The vocational school is too eager to transform, and has caused many problems, which makes it necessary for the vocational colleges to propose many specific strategies and methods, such as in the system, teachers, further studies, and employment. This article research on the development of Taiwan's higher vocational education in 1999-2019 and hopes that the future vocational education will continue to alive Taiwan's economic development and create more outstanding talents.

The history of Taiwan's Technical Colleges

In the 40s, domestic vocational education cooperated with labor-intensive industrial. Later, with the adjustment of industrial structure, the level of running schools gradually shifted upwards. In the 1950s and 1960s, five-year and two-year junior college program designed ; in 1996, the Taiwan Industrial Technology College was established to form a consistent vocational education system for higher vocational colleges, technical colleges, and technical colleges (and science and technology universities), which is a major feature of Taiwan's education system. Explore the orientation and development direction of vocational education, we must first understand the reasons and background of the establishment of vocational education. Its purpose is to cultivate industrial and technical talents in line with the needs of national economic development, vocational education at all levels is aimed at obtain employment, versus the distinction between ordinary (non-technical) education is very obvious (Zhou Cande, 2004).

In order to promote the economic construction, the Taiwan government has improved agricultural production technology from the 1950s and gradually turned into a labor-intensive industry. Furthermore, from the people's livelihood industry to the capital and technology-intensive industries, with the advent of the knowledge economy era, economic development is no longer based on knowledge and technology. R & D and innovation are still needed to create a new economy. Domestic scholars' discussion on the development process and the background stage of Taiwan's vocational education in various periods (He Meiyao, 2005; Ye Jinguang, Chen Chuanxin, 2006), as shown in Table 2.1, divides them into four periods:

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Table 2.1

Various Periods and Stages of Vocational Education

Time	stage
Early Taiwan Recovery: (Republic of China 30s - 50s) 1941-1961	In the early days after the end of the War of Resistance, the Taiwan government was faced with the transformation of the education system. The many things in the country are now waiting to be done ,the vocational education in this period was mainly based on rehabilitation, and the industrial development of agriculture was cultivated by agriculture. Policy-oriented, labor-intensive industrial society has gradually taken shape, and the proportion of GDP in industry has gradually increased. In particular, after the National Government moved to Taiwan, it focused on cultivating the primary and higher levels of the basic technical manpower, and actively reformed and expanded vocational education to enrich the grassroots technical manpower required by the private industry.
Labor-intensive industrial development period: (Republic of China 50s-70s)1961-1981	In order to improve the standard of living of the people, enrich the state's financial resources, and actively develop the industry, the government urgently needs a large number of technical talents. Therefore, a large number of industrial disciplines are given priority, and the establishment of a specialization is encouraged, and the national education is extended for nine years to comprehensively improve the human quality. In the 1950s, the proportion of industry in GDP surpassed agriculture for the first time, and the labor-intensive industrial society suddenly formed. At that time, the highest institutions of vocational education were Taipei Institute of Technology and Taipei Business School. Until the 1960s, the advantages of low wages were gradually replaced by neighboring developing countries. The demand for manpower in the labor market has shifted from labor-intensive to technology-based technology-intensive times. In addition to the increase in "school quantity", vocational education has actively improved teaching. In the time, start the first technical institution of higher learning - Taiwan Institute of Technology, this institution in addition to industrial upgrading to cultivate advanced engineering technology and management talent, also provides excellent skills Vocational elite students enter the higher education institutions to attend opportunities.
Technology-intensive industry: (Republic of China 70s-80s)1981-1991	In the 1970s, Taiwan's foreign exchange deposits increased rapidly, and the industrial structure changed from labor-intensive to technology-intensive. It also developed toward capital-intensive precision high value-added industries, invested in high-tech industries and promoted the upgrading of traditional industries. This first-level vocational education school department also adjusted the design, revised curriculum, and promoted information education, and encouraged the private sector to set up and develop colleges and technical colleges in order to respond to the overall upgrading of the industry. Until the second technical college (Yunlin Institute of Technology) was established in Taiwan. Because of the clear

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Time	stage
	positioning of higher vocational education at that time, the middle and senior technical talents they cultivated had higher employment opportunities.
Knowledge Economy and Information Industry: (Republic of China in the 1980s)1991-2019	In the 1980s, the government strengthened the development of science and technology industry, cultural education, social welfare, and environmental protection. For technology-intensive, automation, interdisciplinary integration, and precision industrial development, the future industry needs to be flexible, resilient, and capable of solving problems. At the same time, while the government is actively developing high-tech, as the industrial transformation is accelerating, the society's requirements for talent quality are gradually increasing. The people perception of the technical position is no longer as important as before. Excellent talents return to the ordinary high school education system. As the college admission rate is getting higher and higher, the scale of vocational education is gradually shrinking. In the society, the society constantly advocates lifelong learning, raises the level of education, and the sound of education reform. In 1983, the government quickly added a large number of high schools (32:68 in high school/high vocational school), and the proportion of high school/high vocational school in the Republic of China in 1995 has become 56 :44, making the high school/high vocational ratios grow and fall, and with the influence of minority students, most of the higher vocational enrollment is seriously insufficient, and it is spreading year by year to affect the specialized technical colleges.

Source: He Meiyao (2005) and Ye Jinguang, Chen Chuanxin (2006)

From the above-mentioned background of the establishment of vocational education in the same year, we can see that in addition to providing students with professional and technical education and continuing the industrial and commercial education in the early days of Taiwan's recovery, vocational education also cooperates with the development of agricultural society and the development of industrial society. During the period, let them have a skill to invest in the job market after graduation, to promote economic development, enhance national competitiveness, and provide considerable benefits for Taiwan's industrial development. Without the sacrifice and efforts of these skilled personnel, there would be no outstanding the vigorous development of Taiwan's industrial and commercial enterprises. Xu Bishan (2007) believes that vocational education is the lifeblood of the country's development, because the outstanding talents cultivated by vocational education have enabled Taiwan to lay a good economic development.

Taiwan has developed over the past 70 years in the development of vocational education. It has cultivated numerous high-quality and practical professionals and contributed to the promotion of Taiwan's economic and social development. From the

junior vocational schools in the 1940s, the senior vocational schools and colleges in the 1950s, the technical colleges in the 1960s, and later the science and technology universities, vocational education accompanied the national economic growth, manpower needs, industrial upgrading and technological advancement. The transformation has been adjusted and a consistent and complete system has been established; the manpower cultivated has played a pivotal role in the economic miracle created by Taiwan in the 1970s and 1980s. It can be seen that in the past, vocational education was closely related to the history of Taiwan's economic development. It has always played a very important role and is one of the key factors driving the country's construction and development.

Taiwan Education Major

Since Taiwan's martial law has been lifted for more than 30 years, the society has gradually become democratic and open under the transformation of the political system. In terms of education, folk education reform groups have been established. Since then, they have begun to enter the stage of education reform. After the education reform parade on April 10, 1994, the Ministry of Education promoted a number of educational measures to implement the "General Education Report of Education Reform" chaired by Li Yuanzhe, including the establishment of high school, constructive mathematics, and the Voluntary School Program. Nine-year consistent curriculum, open textbook market, open teacher training, multiple enrollment programs, comprehensive high school, 12-year state education, etc. During the period, there were major changes in decrees, teachers, courses, teaching, textbooks, and finance.

It was the most dramatic stage in the history of education in Taiwan. After many years of Taiwan's education reform, due to the wide range of aspects involved, there are different opinions, controversial and inadequate supporting, and the evaluations vary from place to place. As for the loosening of education, it was hoped that the government's deregulation and market competition will stimulate the education quality. However, after years of operation, the education has loosened the "pendulum effect". The education system has been highly regulated from the past and is almost difficult to control. At the other extreme of indulgence, the policy of reforming education is full of variables. The summary of the development and reform of higher education in Taiwan in the past two decades is shown in Table 2.2.

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Table 2.2

Summary of the Development and Reform of Taiwan's Higher Education in the Past Two Decades

	Since Taiwan's martial law - the political party rotation in 2000	the government in Taiwan has been alternating between KMT (Kuo Ming Tang) and DPP (democracy progress party) - 2019
Higher education reform Main topic	<p>The prejudice of the party state to the control of education - the problems caused by martial law:</p> <p>Most students and parents have a strong demand for a university degree. 、 The Ministry of Education still has strong control over university academic and business management (including personnel, funding, organization, courses, etc.) 、 Education loose、 Open to a university, college or college、 University Law (1993)、 Teacher Cultivation Law (1994, 1996, 1997)、 Private Schools Law (1991, 1996, 1997, 1999)、 Restructuring of vocational schools, multi-study programs for senior high schools, multi-enrollment programs for vocational schools, and education review committees (1994-1996)、 Education Reform Promotion Group (1997-1998)、 Education loosening and setting up university policies, National University School Funds Regulations (1999, 0201)、 The Ministry of Education promotes the "Regional National University School and the Pilot Project" as the basis for the consolidation of national colleges and universities (1999)</p>	<p>Higher education quality deteriorates、 Strengthen competition mechanism (assessment, reward, merger, exit)、 Adjust resource allocation (corporate, encourage private education) University Law (2002, 2003, 2005), Teacher Development Law (2001, 2002, 2003, 2004, 0205), Private School Law (2001, 2003, 2004, 2005, 2007), Grant Research Excellence Program (2000), University Academic Excellence Plan (01-2005, 2006), Promotion of University Basic Education Program (01-02, 2003-05, 2006-2008), Awards for Private University Programs (03-05), Teaching Excellence Painting (2004) College-level key technology inter-school strategic alliance program (2001), research university integration plan, consortium university evaluation center (2002), school self-assessment (2001, 2005), department self-assessment (06), development of world-class universities and top research centers (five-year 50 billion special budget) (2005-2006, 2007-2008), 12-year state education, high school community and test-free admission (2011), Taiwan's rise Higher vocational examinations are divided into two types: free entrance examination and special admission examination (2014), special enrollment (2015) One version of this policy (2016),</p>

Source: (Li Zhengyu, 2011) and this study

In summary, MOE development and implementation of higher education policies can be seen from the table to focus on education loosening and setting up universities, subsidizing academic research, rewarding excellence projects, and five-year 50 billion special budget. On the other hand, MOE uses traditional general university evaluation, which is the academic evaluation system and indicators. Various evaluations emphasize international academic journals such as SCI (Science), SSCI (Social Science) and EI (Engineering Science). Without attention to future industry, economy, and social. Schools in order to grab this piece of budget, Schools forget original intention of vocational education, gradually moving toward academics, and sacrificing the young people of the next generation, paying a painful price. Taiwan's vocational education is becoming academic and extends to higher education. This makes it impossible for the vocational education to effectively play the role of cultivating technical ability and promoting employment and economic development. It has become a "Monster" that neither academic nor technical, nor can it pursue theoretical research or foster employment. Leading to higher vocational education in Taiwan is equivalent to being low-educated, and can't attract "good students"; nowadays, higher vocational students are advancing to university, and their practical ability is generally declining. Higher vocational education is hollowed out due to excessive inclination to higher education. On the other hand, a large number of technical and vocational schools have been upgraded to science and technology universities, but the practical experience of teachers can not be upgraded.

Since 1996, the expansion of higher education in Taiwan has ostensibly provided people with more opportunities to enter higher education, so that the university's academic rate has reached the top ranking in the world, but in fact it has copied the class inequality with a more concealed and meticulous mechanism. The "mixed effect of maintaining inequality" in the expansion of higher education has made it possible for children of vulnerable classes to enter private universities or technical colleges with lower academic prestige and less teaching resources, to enter the Institute, to pay higher tuition fees or Carrying debts and getting a lower salary after entering the labor market. Obviously, the reform of higher education in 1996 was the name of pseudo-liberalism and humanism. The policy of specializing in the promotion of specialization caused by the bureaucrats of the state (He Mingxiu 2011)

Yan Changshou (2011) also pointed out that the catering specialty was upgraded to a college and even changed into a university. "To be promoted to a university, at least three colleges must be established, but the core of the school is catering, the investment cost is the highest, and resources are robbed in each college. In this case, the resources of the food and beverage department were divided up in this way; the school thought that the addition of the department would be beneficial to enrollment, and eventually it would become its own enemy." On July 10, 2019, the reporter of the Youth Daily, Huang Chaoqin, reported that the admission rate of the four technical and secondary schools increased from 32.10% in 83 years to 84.7% in 108 years. The current high vocational education in Taiwan has completely become the orientation of further studies. On the one hand, education resources are more important than the general higher education system. The emphasis on vocational education has deviated from the track of requiring industry integration and student employment orientation in the past, ignoring the idea of training technical professionals. For vocational education, we should not only pay attention to the publication of the paper, but also discuss whether the practical application of the profession can contribute to the socio-economic level. Therefore, the current academic evaluation system should go to the simplification of indicators and improve the long-term social benefits. Aiming at the academic evaluation system and indicators to promote the

diversified development of vocational and technical education, different technical and vocational schools and different educational institutions should have diffenven.

Back to the Core Value of the Technical Position

Looking back at history, the education reform that began in the mid-1990s . In 1996, the then Minister of Education strongly advocated the second national law of higher education. Unrestricted promotion of higher vocational colleges and special colleges was upgraded to the University of Science and Technology, making the entire education system more towards academic development, resulting in academic education becoming more mainstream. Technical and vocational education has become a marginal position. The nightmare of unconstrained expansion of Taiwan's higher education has been opened. The University of Taiwan is approaching 170 schools, and its density is the highest in the world. These rough policies of upgrading a college to a college and then a science university are called "emphasizing vocational education." The expansion of technical university and vocational schools, many teachers have no time to upgrade, and the quality of the teaching is too worrying. The technical teachers who teach practical skills, the proportion is decreasing year by year, and all the vacancies replaced by academics. However, no matter who the students study , they still have to leave the school to social employment. How do the teachers in these academic circles provide students with real technical training?

MOE had only begun to introduce the general academic university evaluation rules in 2000 to control the quality of vocational schools. However, the academic-oriented evaluation indicators , has led to the development of Taiwan's vocational education towards academics, which stems from the wrong policy direction. Too many schools have dispersed the resources of higher education and weakened the global competitiveness of Taiwan's universities. The Ministry of Education has started to re-launch in 2005 to promote the "Towards a Top University" program, and hope to concentrate resources on research and upgrading of Taiwan's industry and international competitiveness. The reversal of higher education should return to the "achievement of students' learning". The practical, is the most important spirit of the vocational education, but also the most important feature. Former Vice President Xiao Wanchang (2012) stressed in the "Twelve Years of State Education and Education Decision-making Procedures Forum" that the current "technical universityzation and university technicalization" has caused the lack of quality of the first-line basic talents, which may be difficult to solve. Shi Zhenrong (2012), the founder of Acer Group, also put forward the concept of "Bachelor Black Hand". It is very important to develop basic technical talents. It is necessary to implement "re-engineering."

National Taipei University of Technology follows the Swiss "apprenticeship"
National Taipei University of Science and Technology follows the Swiss "apprenticeship system" and signs "apprenticeship programs" with Hong Kong businessmen to assist students in internship and employment. Central News Agency reporters Chen Zhizhong and Xu Zhiwei report (2019) pointed out that Taipei University of Science and Technology President Yao Lide said that enterprises can Cooperate with the school to cultivate manpower in the long run, and to ensure the quality of talents in the future, and the production capacity will be higher. National Taipei University of Science and Technology, also ranked first in the Department of Education, the University of Science and Technology of Taipei University of Science and Technology University, will open two bachelor classes, cultivate refrigeration and air-conditioning and automotive industry talents, is expected to start in the 102 school year, each recruiting 25 people. Yao Lide,

president of Beijing University of Science and Technology, pointed out that the refrigeration and air-conditioning industry in Taiwan is very lacking. The North University of Refrigeration and Air-Conditioning Department will cooperate with the Taoyuan Vocational Training Center and the industry to recruit graduates of the 25-year-old, high-ranking refrigeration and air-conditioning department. The freshman is in the vocational training center. In the evening, I will go to the North University of Science and Technology to take a class. Before I rise to the second year, I will take a B-level technical license. From the second to the fourth semester, I will go to the industry to work in the evening and take the credits at night. In the fourth semester, I will go to the Taoyuan Vocational Training Center. Level technician certificate. The school's vehicle engineering department also adopts the same model, and cooperates with the Taipei Municipal Labor Bureau's vocational training center to recruit graduates of undergraduate vocational education under the age of 25, and internships at major automobile manufacturers such as BMW, Benz, and Lexus during the day. United Evening News reporter Wang Caizhen reported, 2012). Yao Lide believes that the graduates of the bachelor's black-handed class understand the theory and will implement it. They have two or three years of work experience at the time of graduation, and the A-level license is not a general black hand. He is optimistic that the student will be "as a boss" after 10 years of graduation. In this semester of the University of Science and Technology, the "apprenticeship system" has been cooperated with Ruijian Group and Muzha High-tech. The first students have been in class for two months and will continue to do so in the future.

National Pingtung University of Science and Technology takes tropical agriculture as the core of research. National Pingtung University of Science and Technology adopts the advantage-oriented strategy and takes "tropical agriculture" as its core advantage. The agricultural college develops the orientation of tropical agriculture and reduces the cultivation cost of agricultural technology talents. Tropical agriculture has always been the development focus of National Pingtung University of Science and Technology (hereinafter referred to as Pingtung University of Science and Technology), and has always enjoyed international prestige in academic research performance. Therefore, there is a high appeal for students enrolling students in the same southern tropical countries. R&D Chang Miao Zhiming said that in the ranking of the invention patents of the University of Science and Technology, Pingke University won the top spot in the 103rd year, and the derivative application income was nearly 40 million yuan. Miao Zhiming pointed out that in recent years, the employment rate of Pingke University graduates has reached more than 83.3, which is double the average employment rate of national technical colleges. More than 70% of students have found jobs within 3 months of graduation. Therefore, Enrollment registration and registration rates are also as high as 95%. The Department of Veterinary Medicine, Food Science, and Biotechnology are the most sought-after and in short supply. (Central News Agency reporter Guo Wei, 2019)

"Home Economics" Characteristics of Tainan University of Applied Sciences

The Tainan Institute of Applied Sciences is prominent in the Department of Home Economics. The predecessor of Tainan University of Applied Sciences is the "Private Tainan Home Economics College". In 1986, it was reorganized into the "Tainan Women's Technical College" with a special department. In 1995, it was renamed as "Tainan University of Science and Technology" and in 1999 it was renamed "Tainan University of Applied Sciences". Tainan University of Applied Sciences is based on humanities and art. It is established in the "home economy" and is known for its hospitality and leisure. In response to the booming development of the world tourism industry, it is combined with the government's development of tourism industry policies. Chen Hong, President of Tainan University of Applied Sciences, said that the new "Life Service Industry

Department" is divided into three major axes: "Management Management", "Life Service Design" and "Life Art Design". The courses are perfect, the teachers are strong, the equipment is perfect, and Combining the pulse and demand of the times, it has become the first choice for the family of science in the family (Ye Yip, reporter of the Industrial and Commercial Times, 2012). News and Events of the Presidential Palace of the Republic of China (2011) reported that Vice President Xiao Wanchang, accompanied by Tang Xuedong, Chairman of the University of Tainan University of Applied Sciences, and Chen Hongzhu, President of the University of Taiwan, attended the 100th graduation ceremony of the school and made "creative dreams - let yourself "Being competitive", the new graduates will be a creative dreamer, bravely welcoming success and a hundred percent future. In his speech, the Vice President stated that he had a special relationship with the "Tainan University of Applied Sciences". A few years ago, the school established the "Xiao Wanchang Lecture" and invited experts and scholars from home and abroad to give lectures at the university. He was highly appreciative and made him happy; Over the years, the school has been transforming and upgrading from the Tainan Home Economics College, which was established in 1954, to educate talents at the main of "cultural creativity" and the "creative cradle and humanistic ". The prize in various competitions have become a unique university and a model for vocational education in Taiwan.

The above three schools are gradually developing their core positions in response to the trend of the times and the needs of the industry. The Ministry of Education is also successfully transforming in the areas of talent cultivation, industry-university research and development, and industry integration through the model university technology program. The core value of vocational education is to be pragmatic and to promote long-term cooperation between industry and education and talent cultivation. It should be different from general universities in development and orientation. In order to enable the University of Science and Technology to exert its practical characteristics, it will construct an environment of industrial innovation and research and development, and promote the benefits of the cultivation of industry-university cooperation talents and the value-added of intellectual property. Yan Changshou (2010) said, the Kaiping school did not manage well . Later, he suggested to find their core positions. The school give up the auto repair department and specialize in catering. Today, Kaiping has become a leader in catering schools. Because it is the right thing to do, "find the core value." The technical post is the basic education of all science and technology in Taiwan. It is necessary to stabilize the foundation and face the international market and look for the future from a higher perspective.

Conclusion

In the past, Taiwan vocational students have been labeled as "bad students" for a long time. Higher vocational and tertiary education are not considered as "secondary choices" in high school. In recent years, the Ministry of Education has continuously promoted and modeled the school through schools, in an attempt to reverse the situation. Fortunately, the Ministry of Education has already discovered the crux of the problem, and has begun to adjust the evaluation methods so that the vocational schools will return to practice (Central News Agency reporters Chen Zhizhong and Xu Zhiwei report, 2019). Technical and vocational education should return to the track of "practical and practical use", and the purpose of "developing model science and technology university projects" is to construct a science and technology university as a pro-learning environment, so that each school can develop its own characteristics in a diversified way. Injecting new living water and exerting the diffusion benefits of the paradigm shift, so that talent cultivation and industry demand are closely aligned, shortening the gap between learning and use, "value-adding"

Taiwanese industry, leading the domestic industry to accelerate transformation and upgrading, creating another global eye-catching Economic miracle! The impact of the younger generation on the vocational school is not solved by the reform alone. The practical and pragmatic use emphasized by the vocational education is slightly improved under the attention of the second technical re-engineering plan! In the past 20 years, the specialists have been reformed, and the vocational and technical students have returned to school. The situation of the technical education system is still difficult now. But the crisis is also a turning point, adjusting the curriculum and the way of enrolling, and the technical colleges have to make a difference from ordinary universities. How do technical universities make themselves a popular school? The most important thing is to develop the unique characteristics of the school. Since students are chosen according to the reputation and characteristics of the school, it is necessary to take out the characteristics of the profession to show the advantages of the school. Taiwan technical schools will regain the value of the core of the technical position and themselves a popular schools.

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