

# A Comparative Study on Secondary Vocational Education in Taiwan and UK

Lu Ying chuan,  
National Chi Nan University

---



---

## Preface

- The study compares the secondary vocational education in Taiwan and United Kingdom, to understand the historical development progress, technical and vocational education system and the characteristic of the secondary vocational education between these two countries.
  - For achieve these objectives by using document review and a comparative method.
-

---



## Terms defined

- In this study secondary vocational education is means post-vocational secondary education.
    1. UK: 11-16 years old. involve 6th Form and 6th Form College.
    2. Taiwan: 15-18 years old, involve each vocational education system.
-



---

## 1.1 UK : Historical development progress

- **Stage1: Pioneer stage**
  - **Stage2: Wandering stage**
  - **Stage3: The rising phase**
  - **Stage4: Integration phase**
  - **Stage5: Innovation stage**
-



---

# Stage1: Pioneer stage

- 1889 Technical Instruction Act
  - 1902 Balfour act
  - 1926 Hadow Report
  - 1938 Spens Report
  - 1944 Education Act
-



---

## Stage2: Wandering stage

- Secondary vocational education became part of secondary education system , focus on vocational education function , but neglected its employment function.
  - Emphasis on academic rather than technical ability.
  - From 1945, Labour Party regained political power, they tried to find a way to reform education.
  - 1976, Education Act, about setting up comprehensive schools, then comprehensive school development very quickly and endangered the technical secondary schools and grammar schools.
-



---

## Stage3: The rising phase

- Even government add technical courses into comprehensive school but still not satisfactory.
  - Comprehensive school failure caused the decline of vocational education
  - 1983 started to implement Technical and Vocational Education Initiative. 1987, expand to all state schools in UK.
  - 1988, Education Reform Act. Stipulate industry and government establish City Technology College (CTC) together.
  - 1990, Education and Training for the 21st Century try to construction A Levels, general skills and vocational skills.
-



---

## Stage4: Integration phase

- 1986, National Council for Vocational Qualifications (NCVQ) establish .1988, National Vocational Qualifications (NVQ) was established.
  - 1992, General National Vocational Qualifications (GNVQ). GNVQ is designed for entrance into higher education or employment (and NVQ), It is a qualification with both vocational and academic.
-





---

## Stage4: Integration phase

- 1996, Dearing Report: Proposed General National Vocational qualifications (GNVQ) and academic standards two paths carry on integration .
  - 1999 Learning to Succeed: A New Framework for Post-16 Education White Paper and Key Skills all expect to improve academic and vocational ability of the 16-19 year old students.
-



---

## Stage5: Innovation stage

- 2000 Curriculum 2000, was a reform of the A Level (age 16-18) examination in the United Kingdom. The inclusion of key skills in Curriculum 2000 has provided many students with the opportunity to gain extra qualifications .
  - 2002 《 14-19: Extending Opportunities, Raising Standards 》 and 2003 《 14-19: Opportunity and Excellence 》 identify barriers to a coherent 14-19 phase and design ways to overcome them and establish equivalent concept of vocational education and the academic education.
-



## Stage5: Innovation stage

- 2005 《14-19: Education and Skills 》 At the heart of the reforms is an entitlement for all young people to access high-quality education that is best suited to them. All young people will be able to follow a course in one of 14 new specialised diploma lines .
  - 2007 《Raising Expectations: staying in education and training post-16 》 Planning since 2015, the age of compulsory education will extend from the current 16-year-old to 18 years old.
  - 2020 《2020 vision 》 Introduction 14 new specialized diplomas of combination academic and vocational guidance for 14-19 young people.
-

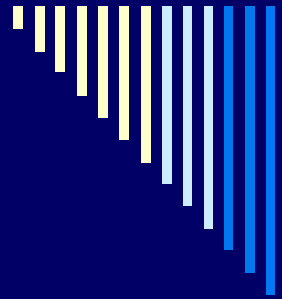


---

## 1.2 Taiwan: Historical development progress

Secondary vocational education in Taiwan's development process, try analysis in two ways:

- ❑ Development of secondary vocational education
  - ❑ The influence of the education reform policy
-



# Development of secondary vocational education

- Stage1: Pioneer stage(~1945)
- Stage2: Embryonic stage (1945~1970)
- Stage3: Reform and prosperity phase  
(1970s~1980s)
- Stage4: Prosperity and adjustment phase  
(1991~1992)
- Stage5: Integration and development phase  
(1993~)

## Stage1: Pioneer stage

- The development of vocational education in Taiwan can be traced from Japanese pre-colonial period.
  - 1945, Chinese Nationalist Party relocated to Taiwan, vocational education in Taiwan was restructured and consolidated.
-

## Stage2: Embryonic stage

- 1953, The Government stipulated that the purpose of vocational education as: "Foster a technique specialized talented person to meet the needs of national economic development,"
- 1955, Vocational education reform begin
- 1965, Implementation the fourth period Economic Development Plan, vocational education have some reform. Government adjusted the number of general secondary and vocational school students from 6:4 ratio to 3:7 .

## Stage3: Reform and prosperity phase

- 1970, To trial West German vocational education Multistep teaching.
- 1976, Enhancement rotation-type cooperative education
- 1979(1979-1981) Implementation of the first phase of the improvement of industrial vocational education program.
- 1986, vocational school students increased quickly and providing for the construction and the industry abundant basic technical human resource and recreate the world admired the "Taiwan economic miracle"

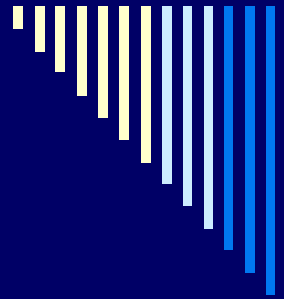


## Stage4: Prosperity and adjustment phase

- After 1991, The high-tech industry develops rapidly, the service industry is also prosperous. The basic unit technical manpower demand decreased.
- 2001 “Education reform self-criticism and improvement meeting” make a statement “Development of post-vocational secondary education that comprehensive school will become mainstream” It produced a structure crisis to senior vocational high school .

## Stage5: Integration and development phase

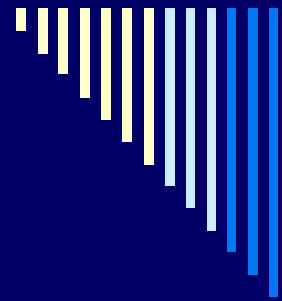
- 1995, The emphasis of comprehensive schools.
- 2002, Ministry of Education set the target that general school 、 comprehensive school 、 senior vocational high school these three system gradually adjust the ratio 1:1:1.
- 2003, Ministry of Education started planning to push for 12 Years Compulsory education in relation to senior vocational high school.



---

# The influence of the education reform police

- 1. 1994 “410 Education Reform”
  - 2. 1996 “Education Reform  
General Advisory Report”
  - 3. 1998 “Educational Reform Action  
Plan”
-



---

# The influence of the education reform police

- 4. 2000 “The White Paper of the Technological and Vocational Education Policy”
  - 5. 2001 “The senior high and vocational schools communitization project
  - 6. Boost “12 compulsory education” Project from 2007.
-



---

## 2.1 UK : Technical and vocational education system

- Education system: 11 years compulsory education, from 5 years old to 16 years old. That can be divided into followed:
    - Preschool or early childhood education,
    - Primary education,
    - Secondary education,
    - Continuing education
    - Higher education
-



---

## 2.1 UK: Technical and vocational education system

- Four stages.
    - Technical and vocational education
    - Training in chief progression in post-secondary education
    - Continuing education
    - Higher education.
-

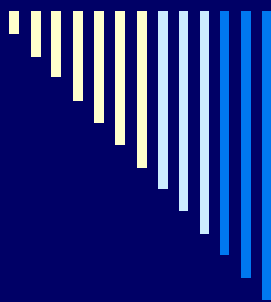


---

## 2.1 UK: Technical and vocational education system

- 14-16 years old is the main stage of implementation secondary technical and vocational education, after which can be connected to specific occupational skills or National Vocational Qualification, or broader vocational fields of the “General National Vocational Qualification,” or academic-oriented “continuous improvement in progression of qualifications of Secondary Education”.
-

---

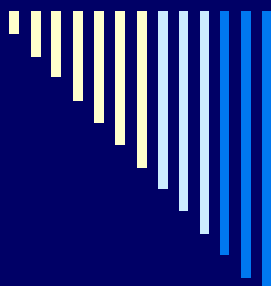


## 2.2 Taiwan: Technical and vocational education system

Education system: Compulsory Education  
(from 6 years old to 15 years old.)

- Preschool or early childhood education
  - Primary education
  - Secondary education
  - Continuing education
  - Higher education
-





## 2.2 Taiwan: Technical and vocational education system

### “Consistentlization” of technical and vocational education system.

Junior technical class



Vocational / Comprehensive school



College (Junior College, Five-year college)



Institute of technology / University of technology (2 years or BA, MA, Phd)

---



## 3.1 UK: Characteristic of secondary vocational education

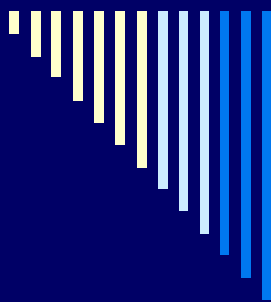
- Centralized educational reform
  - Mainstreaming vocational education.
  - **Innovation** National Vocational Qualification system.
  - Emphasis on both vocational education and academic education
-



---

## 3.1 UK: Characteristic of secondary vocational education

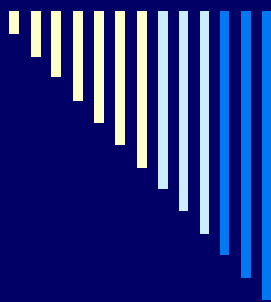
- Close cooperation between schools and enterprises
  - Sound technical and vocational education system
  - Emphasize on adaptive learning at different kinds of institutions  
(comprehensive school /6th form colleges/ furthered colleges)
-



---

## 3.2 Taiwan: Characteristic of secondary vocational education

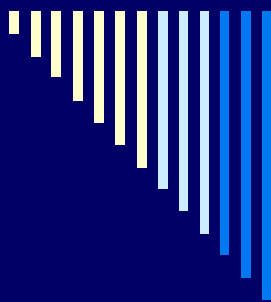
- Consistentlization of Vocational Education System
  - Multiple admission system.
  - Actively hold various professional skills competition
-



---

## 3.2 Taiwan: Characteristic of secondary vocational education

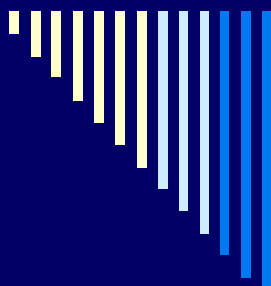
- Emphasis on industry-university cooperation.
  - The strategic alliance between secondary vocational school and Institution of technology.
  - Pay attention to accreditation.
-



---

## 4.1 UK: The conclusions of this study are as follows

- The historical development on secondary vocational education in Taiwan and UK is different.
  - In order to keep high quality and unity on education, UK government has stronger administrative control on education.
-



---

## 4.1 UK: The conclusions of this study are as follows

- Vocational courses start at junior high schools in both countries.
  - The purpose of secondary vocational education in Taiwan and UK includes employment and higher school advancement. School subjects combine both theory and practices.
  - Vocational in Taiwan is both career-oriented and employment-oriented , but tends to be more career-oriented. Vocational in UK is belonging career-oriented.
-



---

# Suggestions

- What Taiwan government should learn from UK:
    - Study and observe secondary vocational school over a long period of time and carefully assess the feasibility of policy .
    - Taiwan should learn from United Kingdom which constantly revised vocational education policy through legislation.
  - The Taiwanese government should increase the cooperation between schools and enterprises.
-



---



# Suggestions

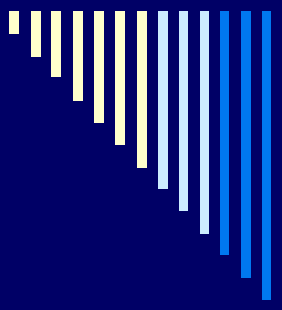
- Every school should establish its own employment center to help students obtain employment information.
  - Secondary vocational education should stress on both academic and skills.
-



---

# Suggestions

- Ensure the quality of skills by making exam more practice-oriented through inviting enterprise to take part in exam preparation.
  - Try to import the UK's Modern Apprenticeship System and allow students to choose business and training schools.
-



Thank you.

