

Asia-Pacific Economic Cooperation

ECOTECH Action Plan: Human Resources Development, 2001

APEC SOM Committee on ECOTECH (SCE)

2001

ECOTECH ACTION PLAN: HUMAN RESOURCES DEVELOPMENT

Ministers, at their meeting in Brunei in November 2000, reaffirmed the importance of ECOTECH in achieving the Bogor goals and called 'for a more focused and intensified action agenda' and instructed officials 'to consider the possibility of establishing IAPs on ECOTECH'.

The ESC in 2001 examined options for the establishment of a process to track individual and collective efforts in economic and technical cooperation. After consideration of its objectives and principles, the ESC at its meeting in Shenzhen, China, in May, recommended that the Ecotech IAPs should be renamed as 'ECOTECH Action Plan' (EAP).

In response to the ESC's recommendation, the SOM agreed that in the first instance the EAPs would focus on the theme of human resources development (HRD), based on the Common Policy Concepts identified in the Osaka Action Agenda Part II. EAPs would be submitted on a voluntary basis, and implemented as a pilot for two years.

In general, the individual reports seek to move forward the ECOTECH agenda to show the progress APEC has made in ECOTECH and to list what cooperative activities economies are considering introducing in response to HRD goals. The rationale behind the focus on individual and cooperative actions is to share best practices among APEC economies. Economies can choose to enter projects or programs that they deem worth sharing with other economies into the template. Interested economies viewing the individual actions of a particular economy could approach that economy to learn from its experiences. At the same time, member economies could find opportunities to participate in existing cooperative actions implemented by other economies, such as training programs and conferences. This would help facilitate the participation of member economies in APEC Ecotech activities and ensure a more focused and intensified Ecotech agenda.

The SOM has pleasure in presenting to Ministers the inaugural 16 EAPs, which represents a major step forward in advancing APEC's ECOTECH goals, notably in human resources development.

Recommendation

SOM recommends that Ministers:

- i) Endorse the formulation of EAPs, focusing on the HRD Common Policy Concepts of the OAA in the first instance, on a trial basis over two years;
- ii) Commend the submission of EAPs by member economies; and
- iii) Strongly encourage all members to participate in this practice.

ECOTECH ACTION PLAN: HUMAN RESOURCES DEVELOPMENT

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ECOTECH ACTION PLAN: BRUNEI DARUSSALAM

Common Policy Concepts	Actions	
	Individual	Cooperative
<p>a. Providing a basic education</p>	<p>Brunei Education has the vision to mould a well-rounded (syumul) Bruneian race, for a flawless and blissful life on earth and hereafter (akhirat), founded on the National Philosophy of a Malay Islamic Monarchy and incorporating the two elemnt of naqli (on the basis of the Holy Quran and Hadith) and Aqli (on the basis of reasoning);</p> <p>Brunei Education system</p> <p><u>Formal school System</u> The formal school system adopted a 1-6-3-2-2 pattern, that are 1 year in pre-school; 6 years in Primary; 3 years in lower secondary; 2 years in upper secondary and 2 years in pre-tertiary.</p> <p>The Bilingual System of Education has been extended to all private schools with the exception of registered schools, which cater to children of expatriates. The Bilingual System of Education enable all children to achieve an equitably high degree of proficiency in the Malay and English languages.</p> <p>On completion of the 6 years of primary school system, pupils are required to sit for the Primary Certificate of Education examination.</p> <p>At the end of the 3rd year of lower secondary, students st for the Lower Secondary Assessment Examination.</p> <p>At the upper secondary, student can pursue a two or three year course leading to Brunei Cambridge G.C.E. "O" level (2 years course for the high academic achievers) or G.C.E. "N" level (3 years course for the less academic inclined)</p> <p>At the pretertiary student who qualified will proceed 2 years of Pre-University course leading to Brunei Cambridge G.C.E. "A" level.</p> <p>Currently there are 128 primary schools, 26 secondary schools and 70 non-government schools.</p> <p>More details of the education structure can be obtained at http://www.moe.gov.bn/system.htm</p>	<p>To involve the private sectors in the vocational and technical education of Brunei, the Department of Technical Education (DTE) of the Ministry of Education has formed the "National Programme Advisory Committee" (NPAC) which consists of representative from the business, industry and the vocational & technical institutions. This committee advises the DTE on the relevancy of VTE training programmes and the state of the business and industry human resource requirement.</p> <p>Similarly UBD work cooperatively with University College in Cardiff; University of Leeds to develop the English-medium programmes; and whereas UBD work with Universiti Sains Malaysia and Universiti Kebangsaan Malaysia on Malay-medium programmes.</p>

	<p><u>Technical & Vocational Education & Training</u></p> <p>There are 7 education and training institutions and a Continuing Education section, which offer a wide range of full-time Vocation and Technical Education (VTE) programs at various certification levels which are validated by the Brunei Darussalam Technical and Vocational Council.</p> <p>These institutions also offer ad-hoc, short-term, upgrading and re-training programs to cater to the needs of government departments, the private sector and individual.</p> <p>Details on what the institutions offer can be obtained at http://www.moe.govbn/system.htm</p> <p><u>Tertiary Education</u></p> <p>Education and training at post-secondary level, in both academic and professional fields is provided by the University of Brunei Darussalam and the Brunei Institute of Technology.</p> <ul style="list-style-type: none"> • The University of Brunei Darussalam (UBD) Universiti Brunei Darussalam opened its doors to the first intake of 176 students in 1985. In 1988, the Sultan Hassanal Bolkiah Institute of Education was integrated with the University. <p>Today the University accommodates more than 300 academic staff and 2,800 students in six faculties, namely Arts and Social Sciences, Business, Economics and Policies Studies, Sultan Haji Omar Ali Saifuddien Institute of Islamic Studies, Science, Sultan Hassanal Bolkiah Institute of Education and Academy of Brunei Studies.</p> <p>Details of courses offered in UBD can be obtained at; http://www.ubd.edu.bn</p> <ul style="list-style-type: none"> • The Brunei Institute of Technology (ITB) ITB offered both academic and professional studies in the following fields: Business and Management, Computing and Information Systems; Electrical & Communication Engineering; Mechanical Engineering and Civil Engineering. <p>Details of courses offered in UBD can be obtained at; http://www.itb.edu.bn</p>	
<p>b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>	<p>No information available.</p>	<p>APEC Labour Market Information (LMI) – Brunei participates in this HRDWG project but unable to complete the databases as some of the information are not available.</p>

<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers</p>	<ul style="list-style-type: none"> • Joint workshop /seminar with Industry on Standards Based Management (SBM) for SMEs • Conducted / organized various training related to ISO 9000 / 14000 / 17025 in the area of Quality Management Systems for government departments/ industries • Resources and Standard Centre at Ministry of Industry & Primary Resources act as a nerve centre for the growth and development of small and medium enterprises in Brunei Darussalamh and provide facilities and expertise for facilitating the growth and development of small and medium enterprises by giving quality, effective and dynamic entrepreneurial assistance. One of the major task is to prepare and conduct supporting programmes on human resources development for the development of industries. <p>Some of the programs for SMEs that aims to upgrade their business, management and entrepreneurship skills:</p> <ul style="list-style-type: none"> - Entreprneurship Development Program - Enterprise Development Program <p>More information and details of course offered by the centre can be obtained at this address: http://www.bsmenet.org.bn/rchp/services/smeprogs.htm</p> <p>Also the centre with help of the private sectors has launched the BSME Web Site was developed to function as an information network for Brunei Darussalam's small and medium enterprises. Its main objective is to facilitate the exchange of business related information primarily amongst APEC member economies and other economies. The address is: http://www.bsmenet.org.bn/</p> <ul style="list-style-type: none"> • Recently a Business Program for Young People was launched by the Brunei Shell Petroleum which has a Business Skills Training Course called the "LiveWire" Brunei. <p>Details of this program can be obtained at this website: http://www.livewire-brunei.com/</p> <ul style="list-style-type: none"> • The Brunei Association for Science Education (BASE) aims to improve the teaching of Science and Technology by providing a medium for teachers express their opinions in educational matters such as lectures, meetings and discussions with other relevant bodies. It also organises activities for students that promotes science and technology education. This association is affiliated to other science association overseas. <p>More information on BASE is available at http://www.brunet.bn/org/base/base.htm</p> <ul style="list-style-type: none"> • The Department of Technical Education has established the Enterprise Development 	<ul style="list-style-type: none"> • Participated in the APEC Speakers Bureau on SBM for SMEs (handbook on SBM for SMEs delivered for yr 2000 and APEC Executives Industry handbook on international SBM expected to be delivered for yr 2001). • Participated in various SCSC TILF training related projects/APEC SCSC Conferences. • Resources and Standard Centre will implement the APEC Project on the "Training and Certification of Small Business Counsellors". • SEAMEO-VOCTECH SEAMEO VOCTECH was established on 28 August 1990 in Brunei Darussalam with the mandate to strengthen and improve the quality of Vocational and Technical Education and Training (VTET) through human resources development. <p>The Centre has the vision to strengthen the VTET systems in SEAMEO Member Countries by enhancing capabilities through collaborative efforts incorporating research and development, programme initiatives, networks, partnerships, and information services, thereby contributing to the development of a world-class workforce.</p> <p>More details of courses offered in the centre can be obtained at: http://www.brunet.bn/php/voctech/vocthome.htm</p> <ul style="list-style-type: none"> • ASEANEC The ASEAN-EC Management Centre (AEMC) is the product of an inter-regional dialogue focusing on an economic co-operation programme designed to be of mutual benefit for the ASEAN countries and the European Union (EU). The objective is to become a centre of excellence that addresses contemporary strategic issues in comparative, regional and inter-regional perspectives. <p>AEMC receives the support of a strong European network composed of leading management schools from the Community of European Management Schools (CEMS). The European co ordination unit of AEMC is the Lovanium International Management Centre(located near Brussels (Belgium), under the supervision of a Programme Director Europe.</p> <p>Among the many objectives, AEMC is to create an ASEAN Centre Of</p>
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	<p>Centre, in September 2000. It is to cater and assist graduates of Vocational and Technical Institutions to start their own business. Some of the aims are: to establish entrepreneurship culture among young graduates; to contribute to the development of human resource in entrepreneurship, and to promote self -employment and reduce dependency on government sector for jobs. There are regular attachment of Vocational and Technical teachers/educators to industry.</p> <p>For more information please call 02-425555 and Fax No: 02-422303</p> <ul style="list-style-type: none"> • Brunei Darussalam Institute of Chemistry aims to bring the general public and chemists together for the betterment of chemistry. The Institute facilitates the exchange of knowledge in chemistry and provides the opportunity for chemists to meet and communicate with each other. More information is available at this website: http://www.facs-as.org/member-society/brunei-introduction.htm • Brunei Darussalam Computer Society is active in promoting IT and regularly organizes annually a BITEX fair that shows latest hardware and software in IT industry as well as conducts workshops/seminars on IT, either on its own or in cooperation with other bodies. It recently launched a bursary awards for outstanding students in computer studies. The award follows the model employed by the Asia-Pacific Information Technology and Telecommunications Awards (APITTA), which is implemented in Australia and Malaysia. Winners will represent the country in the Asia Pacific 'Olympiad'. 	<p>Excellence for Human Resources Development and to enhance management efficiency and effectiveness in the private and public sectors and to help develop the capacities of management training throughout the region.</p> <p>For more details on the activities of AEMC go to this address: http://www.brunet.bn/php/aemc/aemc.htm</p>
<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<ul style="list-style-type: none"> • The Entrepreneurship Orientation and Awareness Program (EOAP) conduct by the Resource and Standard Centre aims to identify potential entrepreneurs from the youth, school leavers, retiring government employees and the general public. <p>More information at http://www.bsment.org.bn/rchp/services/eoap.htm</p> <ul style="list-style-type: none"> • The Resource and Standards Centre also offers an Attachment Programme for Students during school term holidays wishing to learn about primary resources sector (related to agriculture, fisheries and forestry) and entrepreneurship. The Centre has also been offering an Attachment Program for Retiring Members of the Royal Brunei Armed Forces, Other Government as well as Private Citizens and Permanent Residents of Brunei in the same sectors. • The Department of Technical Education introduced the Apprenticeship Training Scheme (ATS) for school leavers in 1999. Amongst the objectives of the ATS is to develop strong cooperation with employers in order to provide cost-effective, relevant quality education and training for school leavers. The ATS provides an alternative structure preparation for the growth of individuals through a systematic and practical oriented training in marketable skills required by employers. It encourages local youths to take up employment in the private sector. The ATS also supports the national objectives on 	<p>No information available.</p>

	<p>human resource development.</p> <p>For more information please call 02-425555 and Fax No: 02-422303</p> <ul style="list-style-type: none"> To tackle the increasing problem of unemployment, in particularly among graduate from Higher National Diploma (HND) and degree holders, His Majesty has allocate a substantial budget and instructed the Labour department to implement the Apprenticeship Training Scheme for these graduates. <p>The Apprenticeship Training Scheme for Graduates and HND holders is one the collaborative effort between the government of His Majesty The Sultan and the private sectors to helps the qualified graduates and HND holders to seek employment.</p> <p>The scheme is a voluntary scheme whereby employers in the country with potential job vacancies, mainly in the executive levels are invited to participate. The scheme is in the form of "on-the-job" and "off-the-job" training with participating employers for a period of between 3 to 6 months during which the Apprentice will receive specific monthly allowance from the government according to their qualifications. In an unfavourable economic climate, this scheme will alleviate the burden for employers in conducting training for new employees.</p> <p>The main objective of the scheme is to provide opportunities for unemployed graduates and HND holders gaining working experience in the private sector and to enrich private sector companies with local talents. Through this scheme the employer could assess the potential of local graduates and HND holders and in considering the suitability of their future employees before they can be employed permanently.</p>	
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<ul style="list-style-type: none"> His Majesty's Government has a local staff development program that upgrades the knowledge, skills and academic as well as technical and vocational qualifications of teachers, educators and trainers. Similarly, big companies in Brunei have their respective Human Resource Development programmes. Within the government, cooperation exists between various ministries and the Ministry of Education in developing and upgrading of school curricula. Private business are also consulted in developing curricula and other instructional materials and methodology The Department of Technical Education initiated the idea of providing locally Vocational and Technical teacher education programmes. These programmes have been implemented by the UBD since early 1997. The curricula of these programmes have been continuously reviewed to meet the changing demand of Vocational and Technical Education. 	<ul style="list-style-type: none"> Participated in the APEC Educators Exchange Programme in Singapore: The programme include sharing of information and experience in the use of IT in education among educators from APEC economies; discussions with officials from Singapore's Education Ministry and visits to Singapore schools to see how IT has been integrated into the school curriculum.
<p>f.</p>	<ul style="list-style-type: none"> The Department of Technical Education through its colleges such as the Technical 	

<p>Increasing opportunities for people seeking to gain skills</p>	<p>College, organize various short courses such as computing skills, electrical skills, construction and business skills.</p> <p>More information may be obtained from: http://www.mtssr.edu.bn/ShortCourses.htm</p> <ul style="list-style-type: none"> Resources and Standard Centre at Ministry of Industry & Primary Resources provide training program for existing entrepreneurs to improve their management skills and also introduction to the changes of technologies and the challenges. <p>Beside the Centre also help existing entrepreneurs in term of Business counseling and Business incubation.</p> <p>Http://www.bsmentet.org.bn/bsmeweb/humanres/trng.htm</p>	<p>No Information available.</p>
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<ul style="list-style-type: none"> Ministry of Education on a yearly basis offers in-service training, and scholarships to Civil servants in various disciplines for updating and/or upgrading purposes; Also the Civil Service Institutes offers numbers of in-service courses for updating and/or upgrading purposes to prepare organization and individuals to remain productive and meet the challenges in the 21st Century; Joint workshop /seminar with Industry on Standards Based Management (SBM) for SMEs National Standards Technical Committees reviewing national standards VS international standards for the purpose of alignment where appropriate (Exercise completed for timber related standards) For SMEs, the Resource and Standards Centre, of Ministry of Industry and Primary Resources has an Existing Entrepreneurs Program that aims to upgrade the knowledge and skills of entrepreneurs. <p>More information at http://www.bsmentet.org.bn/rchp/services/eetp.htm</p> <p>Schedule of courses offered by the Centre are published in its website http://www.bsmentet.org.bn/rchp/rchp.htm</p>	<ul style="list-style-type: none"> Participated in the APEC Speakers Bureau on SBM for SMEs (handbook on SBM for SMEs delivered for yr 2000 and APEC Executives Industry handbook on international SBM expected to be delivered for yr 2001) The Resource and Standards Centre of the Ministry of Industry and Primary Resources assists and supports the Young Entrepreneurs Association of Brunei Darussalam in their various programmes, where appropriate. For SMEs, Brunei co-organised an APEC Workshop on e-commerce for SMEs last June and is now working with the Non Aligned Movement-Centre for South South Technical Cooperation (NAM-CSSTC) in organizing another workshop on e-commerce for policy and decision makers, SME representatives in October 2001. Worked with Japan last year in conducting the initial workshop on APEC SME and New Business Support under its Evolving Cooperation Initiative.

<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>	<ul style="list-style-type: none"> • Conducted seminars on WTO rules. This programme will be expanded for SMEs. • Conducting training on interpretation and implementation of international standards where appropriate in the area of conformity assessment • Introduction of computer education at various levels of the education system to facilitate the development of e-commerce 	<ul style="list-style-type: none"> • Participated in various SCSC TILF projects/SCSC Conferences • Conducted seminar for SMEs on Total Quality Management (TQM) under ASEAN-Japan Project on TQM.
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ECOTECH ACTION PLAN: CANADA

APEC Annual Ministerial Meeting

Canada is pleased to submit its first ECOTECH Action Plan in accordance with the decision in APEC earlier in 2001 to prepare these documents on a voluntary basis for a two-year pilot period. We have applied the agreed approach, which is to put forward individual and cooperative actions that correspond to the eight Common Policy Concepts for human resources development of the Osaka Action Agenda. This contribution should be viewed as a draft that can be developed further and improved in the light of experience gained in preparing the EAP, and of the experience we hopefully will all have in using the EAPs in APEC. Like others, we take this opportunity to share observations gathered during this initial exercise.

The first observation, no doubt a common one, is simply how massive is the amount of information that could potentially be included. The universe covered by the Common Policy Concepts is very broad. There are in Canada a great many policies, programs, and institutions that address the broad spectrum of relevant education, skills, and labour market issues. It is neither possible nor desirable to outline them all. It should also be noted that in Canada, many of relevant responsibilities reside with or are shared with sub-national levels of governments, which makes it more complex to gather and present information on some domestic measures.

The mass of information on international cooperation is even larger. Canada's deep commitment to development cooperation in many parts of the world includes close ties with many APEC members through bilateral cooperation, multilateral channels, voluntary organizations, support for APEC itself, as well as through other regional organizations which include different sets of APEC members. Hundreds of current and planned projects could be enumerated, but the list would be too long to be digestible. The approach we have taken is to present a sample of projects being implemented through bilateral and regional mechanisms. We have not included any of Canada's support for projects of international financial institutions or other multilateral channels, as this would have led to an overly complex presentation.

A second observation, probably also widely shared, is that retrieving information on the basis of the Common Policy Concepts of Osaka Action Agenda is made difficult by the fact that information is not stored on that basis. It was necessary to rely on a rough approximation based on our own data storage and retrieval systems. As the pilot period proceeds, and as we discuss how to use the EAPs to solve problems and strengthen cooperation, our hope is that a more targeted approach may evolve.

It became clear in undertaking this work that APEC members are deeply involved in international cooperation on many of the issues covered by the eight Common Policy Concepts through a variety of non-APEC mechanisms. This of course applies in many fields. Our further work in this area should take full account of the other frameworks in which we participate so as to identify niches for distinct APEC value-added.

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<p>Education in Canada is the responsibility of the 10 provinces and 3 territories. While educational structures and institutions across the country are similar in many ways, they have been developed by each jurisdiction to respond to the particular circumstances and historical and cultural heritage of the population they serve.</p> <ul style="list-style-type: none"> • Pre-Elementary Education Most jurisdictions offer pre-school or kindergarten programs that are offered by the local education authorities, providing pre-grade one education • Elementary And Secondary Education Public education is provided free to all Canadian citizens and permanent residents until the end of secondary school – normally at age 18. The ages for compulsory education vary from one jurisdiction to another; generally, schooling is required from age 6 or 7 to age 16. Elementary schools in most jurisdictions cover the first six to eight years of compulsory schooling. Afterwards, children proceed to a secondary education program. A great variety of programs – vocational (job training) as well as academic – are offered at the secondary level. Secondary school diplomas are granted to students who pass the compulsory and optional courses of their programs. • Postsecondary Education Once secondary school has been successfully completed, students may apply to a college career program or to a university. Enrollment in trade-vocational programs, such as apprenticeship, or other programs geared toward preparation for employment in an occupation or trade, generally does not require graduation from secondary school. Colleges, such as technical and vocational institutes, community colleges, regional colleges, CEGEPs (collège d'enseignement general et professionnel), offer programs for continuing education in the community or for developing skills for careers in business, the applied arts, technology, social services, and health sciences. Programs generally vary in length from six months to three years. Colleges award diplomas or certificates only. Programs leading to degrees are offered in universities or degree-granting institutions. It is possible to study at the bachelor's, master's, and doctoral levels. Some degree programs are available through correspondence courses and distance education. 	<p>Support for basic education is a key feature of Canada's broader commitment to help address basic human needs in the developing economies, partly by earmarking 25% of the \$ 2 billion (Canadian) of official development assistance that Canada provides annually. Canada views education as an enabling force for society as a whole, that brings with it profound improvements in quality of life, including economic and social well being and the strengthening of democratic participation.</p> <p>The Canadian International Development Agency (CIDA) has contributed to supporting basic education by supporting projects that train teachers in developing countries, provide basic education, improve curriculum and reduce gender inequality in the classroom. Selected relevant examples follow:</p> <p><u>Program Name:</u> Integrated Rural Development Poverty Reduction <u>Canadian Implementing Agency:</u> Mennonite Central Committee / Amity Foundation <u>Chinese Partner:</u> MOFTEC/Ministry of Agriculture <u>Program Description:</u> The goal of the project is to increase household livelihood security in Ningxia, Gansu, Shanxi and Guizhou, and build on existing Chinese capacity to address poverty alleviation. The project will work towards four interrelated critical purposes, including access to basic education for children and adult non-formal training in functional literacy/numeracy, practical skills and income generation.</p> <p><u>Program Name:</u> Community Development of Sampaniers <u>Canadian Implementing Agency:</u> Fraternité Viet Nam Incorporée <u>Program Description:</u> To work with the most disadvantaged Sampaniers in the region of Van Thai to escape from poverty. This will be accomplished through literacy training, the opportunity to complete primary education and/or to learn a trade.</p>

In Canada, as of 1999, educational attainment was as follows:

<u>Highest Level of Attainment</u>	<u>Percentage of population (%)</u>
0 – 8 years	11.0
Some secondary	18.4
Graduated from high school	19.3
Some postsecondary	8.9
Postsecondary certificate or diploma	27.7
University degree	14.8

There are an approximately equal number of males and females obtaining university degrees, with slightly more females than males obtaining earned doctorates.

There are several programs in place that relate to quality assurance of education in Canada, three of which are highlighted here:

Program Title: School Achievement Indicators Program (SAIP)

Program Description: The Council of Ministers of Education, Canada (CMEC) launched SAIP in 1993. SAIP allows jurisdictions to compare results achieved by 13 - and 16-year-olds across Canada in reading, writing, science, and mathematics. SAIP now undertakes a companion survey to be completed by principals, teachers, and students, which gives greater context for SAIP results. For more information, please consult: <http://www.cmec.ca/saip/indexe.stm>

Program Title: Pan-Canadian Education Indicators Program (PCEIP)

Pan-Canadian Education Research Agenda (PCERA)

Program Description: The PCEIP and the PCERA, a collaborative effort of the Council of Ministers of Education, Canada (CMEC) and Statistics Canada has increased the opportunities to form a link between education research and policy implementation.

In the year 2000, CMEC and Statistics Canada jointly published Education in Canada 1999. The document offers a comprehensive summary of statistics compiled through PCEIP.

The priority areas for PCERA are: learning outcomes; links between education and work; teacher education; diversity and equity; citizenship and social cohesion; special needs programing; and, technology.

Information on the above is available by following the links at:

<http://www.cmec.ca/stats/indexe.stm>

	<p>- Education Indicators</p> <p>The province of Quebec's education indicators have been published since 1986 as a performance assessment and accountability tool.</p> <p>The indicators are compiled from a longitudinal database in which all students are followed from kindergarten to the post-doctoral level, using an original application of demographic analysis methods to school phenomena. Intensive use is also made of students' results in pan-Canadian (SAIP) or international (TIMSS, PISA, PIRLS...) assessments. Finally, the program focuses on breaking down economic indicators into more basic elements on which decision-makers can have an impact.</p> <p>In addition to quality assurance programs, there are programs in Canada that work on a national level to promote educational attainment in disadvantaged populations. Two are described below:</p> <p><u>Program Title:</u> Aboriginal Head Start (AHS)</p> <p><u>Program Description:</u> AHS is a program for First Nations, Inuit, and Métis children and their families living in urban centres and northern communities. AHS provides children an opportunity to develop the capabilities, attitudes, and confidence to be successful in school. The program is funded by Health Canada. Data from the 1999 first AHS National Process and Administrative Evaluation Survey demonstrate impressive results in AHS communities. For more information, please visit: http://www.hc-sc.gc.ca/hppb/childhood-youth/acy.html</p> <p><u>Program Title:</u> National Literacy Secretariat -- Family Literacy Program</p> <p><u>Program Description:</u> Family Literacy addresses cycles of low literacy that are perpetuated across generations in families, in isolated communities, and in neighbourhoods and, in particular, within areas that have experienced little economic opportunity over many years. The NLS emphasis on family literacy includes support to community and literacy organizations to develop family literacy activities for low-literacy adults, research into family literacy models and materials.</p>	
<p>b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>	<p>Human Resources Development Canada (HRDC) is mandated to enable Canadians to participate fully in the workplace and in the community. HRDC develops employment policy, including the labour supply, labour demand and labour market efficiency dimensions. The following programs are highlights of HRDC initiatives:</p> <p><u>Program Title:</u> Labour Market Information Service</p> <p><u>Program Description:</u> The Labour Market Information service provides general and detailed information on current conditions in local labour markets across Canada. This information is designated to assist unemployed people with job searching, career orientation and training decisions. For more information, please consult: http://www.hrdc-drhc.gc.ca/menu/lmi_mega.html</p>	<p><u>Project Title:</u> Task Force on the Financial & Economic Crisis</p> <p><u>Project Description:</u> The project, completed in 1999, examined human and labour market impacts of the current macroeconomic conditions in the Asia-Pacific Region.</p> <p><u>Lead Apec Forum:</u> Human Resources Development Working Group</p> <p><u>Lead Economy:</u> Canada</p> <p><u>Member Economy:</u> Canada, Australia</p> <p><u>Project Title:</u> APEC Labour Market Information (LMI) Database</p> <p><u>Project Description:</u> Canada participates in the APEC-LMI Database, a project within the Human Resources Development Working Group (HRDWG). It contains comparable data/information on APEC regional</p>

	<p><u>Program Title:</u> Job Futures 2000 (publication)</p> <p><u>Program Description:</u> Job Futures 2000 provides Canadians with the latest information available about the world of work—information that is important for anyone in the process of making decisions, or advising others about making decisions, related to career or educational planning. It includes:</p> <ul style="list-style-type: none"> - overviews of the labour market and general economic trends; - detailed information on all occupational groups and post-secondary fields of study; - current and future labour market conditions; and - prospects for finding work in the Canadian workforce. <p>For more information, please consult: http://jobfutures.ca/</p>	<p>labour markets that can be used as the basis, or as bases, for understanding the changing nature of human resources within the APEC economies. This information facilitates the enhancement of efficiency in regional labour markets.</p> <p>www.apecsec.org.sg</p> <p>Project Title: Southeast Asia Ministers of Education Organization (SEAMEO) Program of Cooperation in Human Resources Development – Phase II</p> <p><u>Implementing Agency:</u> Southeast Asian Ministers of Education Secretariat, Bangkok</p> <p>email: seames@mis-mug.go.th</p> <p>website: http://www.seameo.org</p> <p><u>Local Partners :</u> Southeast Asia Ministers of Education Organization centres of excellence in mathematics and science (RECSAM, Malaysia); tropical agriculture (SEARCA, Philippines); biology (BIOTROP, Indonesia); medicine (TROPMED, Thailand, Indonesia, Malaysia, Philippines); language (RELC, Singapore); and education innovation (INNOTECH, Philippines)</p> <p><u>Project Description:</u> The project aims to strengthen the institutional capacities of SEAMEO Centres to respond to education, science and culture human resource needs. Joint research and other technical cooperation activities are carried out through linkages with designated Canadian universities and colleges.</p>
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers</p>	<p>Within HRDC, The Labour Market Policy Directorate is responsible for the analysis of labour market issues, the development of policy options, and for on-going consultations with labour market stakeholders.</p> <p>Ongoing policy issues include the following:</p> <ul style="list-style-type: none"> - Interprovincial labour mobility, and promoting the development of practices which allow all Canadians to use their labour market skills; - Immigration, the selection of skilled immigrants, and factors predicting and supporting successful immigrant integration into the Canadian labour force; - Life-long learning and skills development, to enable full labour force participation in Canada's ever changing economy; - Older worker adjustment and labour market issues related to ageing in Canadian society; - Changing nature of work and the policy implications for growth in non-standard work and access to benefits; - meeting the increasing skill requirements of the knowledge-based economy; - The transition of young Canadians from school to the labour force. <p>For more information, please consult:</p>	<p><u>Program Title:</u> Support for APEC-Phase II</p> <p><u>Program Description:</u> The Canadian International Development Agency provided \$4.8 million over five years (1996-2001) to enable a broad range of cooperative activities in APEC, which were implemented through some 69 projects. These projects covered quite a broad area, but some of the key emphases were gender issues, strengthening the functioning of public sector institutions, governance, and youth. Support for the development and work of the APEC Group on Gender Integration, the Women Leaders Network, gender mainstreaming in key fora, and measures to support a variety of capacity building activities associated with the HRD Working Group figure prominently in this.</p> <p><u>Program Title:</u> APEC Youth Festival and APEC Young Leaders/Entrepreneurs Forum</p> <p><u>Program Description:</u> On the initiative of the Chinese and Canadian Governments, the All-China Youth Federation and the Institute for Leadership Development of Canada hosted the APEC Youth Festival & Young Leaders/Entrepreneurs Forum in Beijing and Shanghai between</p>

	<p>http://www.hrdc-drhc.gc.ca/stratpol/lmp/labour.shtml</p> <p>Program Title: National Occupational and Skills Standards</p> <p>Program Descriptions: Another program of HRDC, these human resources tools describe the skills and knowledge needed to perform competently in the workplace. Occupational skills standards are an essential starting point to help educators and trainers give learners the skills and abilities that an industry requires as well as helping workers and employers determine their unique training needs. For more information, please consult: http://www.hrdc-drhc.gc.ca/hrib/hrp-prh/english/nos/index_e.shtml</p> <p>The Consortium on Public Expectations of Post-Secondary Education is a consortium within the Council of Ministers of Education (CMEC). Recently, they have published two reports:</p> <p>Publication Title: A Report on Public Expectations of Postsecondary Education in Canada. Publication available at: http://www.cmec.ca/postsec/expectations.en.pdf</p> <p>Publication Title: The E-Learning E-volution in Colleges and Universities: A Pan-Canadian Challenge</p> <p>Publication Description: In cooperation with Industry Canada, a report was prepared on Online Learning in Canada. A copy of the report is available at: http://www.cmec.ca/postsec/evolution.en.pdf</p> <p>Program Title: Aboriginal Business Service Network</p> <p>Program Description: This virtual portal provides a “one-stop shop” for Aboriginal entrepreneurs, and those who wish to become entrepreneurs. The information and services available through the site supports and develops the capacities of Aboriginal entrepreneurs. www.cbsc.org/absn</p> <p>Program Title: CONTACT! The Canadian Management Network</p> <p>Program Description: CONTACT is an informative and interactive network, created by Industry Canada, that offers support to Canada’s SMEs. It is Canada’s most comprehensive information on small business support organizations, and also offers a virtual forum to help entrepreneurs network with their peers and with small-business counsellors nationwide. http://strategis.ic.gc.ca/contact</p> <p>There are many programs active at the provincial level. Following are some highlights of current best-practice:</p> <ul style="list-style-type: none"> • Future Quest <p>The Province of Nova Scotia’s Future Quest is a program for youth between the ages of 18</p>	<p>July 9 and July 14, 2001. The main theme of the AEPC Young Leaders/Entrepreneurs Forum was “Building Common Prosperity by Meeting Challenges of Youth in the New Economy”. Participants focused their attention on the issues of: Youth Development within an APEC Framework; Narrowing the Digital Divide; Preserving the Vitality of Innovation and Enterprising; Ways that the Internet Changes the Mode of Commercial Operation; and Development of Information Technology.</p> <p>Program Title: Integration of Information and Communication Technologies (ICTs) Through Teacher Professional Development and Pre-Service Teacher Training.</p> <p>Program Description: This project, completed in 1999, was designed to support interested APEC economies as they strive to enhance and improve the integration of ICTs into the learning experience, through teacher professional development and pre-service teacher training. An international workshop presenting the results was held in 1999.</p> <p>Lead Apec Forum: Human Resources Development Working Group Lead Economy: Canada</p> <p>Program Title: Innovation and Apprenticeship in Pollution Prevention</p> <p>Program Description: To provide process or product innovation in pollution prevention to SMEs and to provide apprenticeship opportunities to future engineers and scientist in this field.</p> <p>Lead Apec Forum: Industrial Science & Technology Working Group Lead Economy: Canada</p> <p>Member Economies: Canada, Indonesia, Chinese Taipei, Republic of Korea, Peru</p> <p>Program Title: Educational Policy Implementation and Gender Equity in HRD</p> <p>Partners: University of Regina / Educational Institute of Jilin Province (Changchun, Jilin Province)</p> <p>Program Description: The project strengthened the Management Training Centre at the Educational Institute of Jilin Province in in-service training for educational administrators and in the development and implementation of policies affecting girls and women in education.</p> <p>Program Title: Cooperation in Financial Sector Reform – CFSR</p> <p>Canadian Implementing Agency: Ernst and Young Indonesian Partner: Indonesian Department of Finance</p> <p>Program Description: The CFSR Project focused on increasing the capacity of financial units in Indonesia, both in the private and public</p>
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	<p>and 30 who want to start their own businesses. Future Quest fosters the development of entrepreneurial attitudes, skills, and knowledge. The Future Quest experience focuses on personal growth as much as on business knowledge and is built around five paths of learning. The experiences, workshops, presentations, and various features and requirements of Future Quest embody and/or reflect these five paths: specific knowledge and training, mentorship, planning, peer group, and - the Amantra@ of the Centre for Entrepreneurship and Development - AJust do it! For more information, please consult: http://www.ceed.ednet.ns.ca/How/future.html</p> <ul style="list-style-type: none"> • WORKFORCE Manitoba <p>WORKFORCE Manitoba, a branch of the provincial Department of Education, Training and Youth, was implemented in 1991 to promote and increase private sector investment in training and long-term human resource planning. The program assists business and industry in priority sectors of the economy, which have human resource issues affecting competitiveness. It is the sole program that has a mandate to initiate and develop sectoral partnerships, address human resource issues, provide cost sharing for the training of existing workers.</p> <p>Activities supported through sectoral initiatives include: skill upgrading of existing workers; working with institutions on course updating and new course development; partnerships with high schools to address the needs of adult learners, with post-secondary institutions and community agencies to create awareness of opportunities in industry; participation in the development of national occupational standards; and identification and program support to address emerging training needs. For more information, please consult: www.edu.gov.mb.ca/tce/resource_bus/workforce_MB.html</p>	<p>sectors. The purpose of this project was the strengthening of key economic and financial units of the Indonesian government and increasing professional knowledge in the private and public sectors. It made provision for training of 300 senior level managers in government and the private sector with skills related to the insurance industry and pension programs.</p> <p><u>Project Title:</u> Canada-ASEAN Regional Training Program <u>Project Description:</u> One of the main objectives of the project are to upgrade skills and knowledge for ASEAN's middle and senior-level public official. The project contains provision for short-term training, practical attachments and study tours, and a limited number of longer-term scholarships in Canada. Courses completed to date are in the areas of telecommunications, insurance, banking and finance, filtration technology, customs and tax administration, broadcasting, theatre, and records management. <u>Location:</u> Singapore <u>Implementing Agency:</u> CIDA/ Development Cooperation Section, Canadian High Commission, Singapore.</p> <p><u>Project Title:</u> Canada-ASEAN Regional Doctorate in Business Administration <u>Project Description:</u> The objective of the project is to strengthen the capacity of business administration schools in Southeast Asia to produce managers through (1) the establishment of regional PhD programs in business administration in the Philippines and Thailand and (2) general human resource and research capacity building in the Philippines, Thailand, Indonesia and Malaysia. <u>Location:</u> Manila, Philippines. <u>Implementing Agency:</u> Association of Deans of Southeast Asian Graduate Schools of Management (http://www.adsgm.org), Manila, Philippines <u>Local Partners:</u> Chulalongkorn University, Thammasat University and the National Institute for Development Administration, Thailand, and De La Salle University and University of the Philippines, Philippines</p> <p><u>Project Title:</u> Marine Scholarship Program (MSP) <u>Project Description:</u> The Marine Scholarship Program (MSP) awards approximately twenty scholarships each year for specific marine related programs at Dalhousie University, Université du Québec à Rimouski, and the World Maritime University. One of the objectives being to increase the presence of women in the field of ocean management,</p>
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		<p>approximately 50% of the awards are made available to women.</p> <p><u>Project Title:</u> Golden Jubilee Training and Visits Fund <u>Project Description:</u> Aimed at assisting Thailand in managing its development in key sectors, funds are provided for short-term training and technical missions in sectors of mutual interest (on a responsive basis) and scholarships for education in Canada and Thailand (focused on poor families in Northeast Thailand). To date, 11 senior Thai officials were trained in Canada in various fields such as education, information technology, management training, agriculture and health, good governance and children's human rights.</p> <p><u>Project Title:</u> National Economic and Social Development Board (NESDB) Institutional Support <u>Project Description:</u> This project is aimed at increasing the technical and institutional capacity of NESDB in its role as the central planning agency and economic policy advisor to the Thai Government.</p> <p><u>Project Title:</u> Southeast Asia Gender Equity Program (SEAGEP) <u>Project Description:</u> This project assists Southeast Asian gender networks, organizations, institutions and governments, working regionally, to implement the Platform for Action endorsed by the UN Fourth World Conference on Women in Beijing in September 1995 and to address other critical regional gender issues.</p> <p><u>Project Title:</u> Asian Internship Pilot Project - Phase II <u>Project Description:</u> To encourage and promote human connectivity, skills transfer and private sector interchange between Canada and Asia, six Southeast Asian interns from four countries (Indonesia, Thailand, Cambodia and Viet Nam) participated in the Management Cooperative Program for at Capilano College. The six interns received full academic credit for their participation in the Asia Pacific Management Cooperative Program (APMCP) as well as work experience through a Canadian linkage practicum built into the program. The trainees also received extensive English language tutoring.</p> <p><u>Project Title:</u> Rattanakosin Scholarship, Phase III <u>Implementing Agency:</u> SMCogesult through the Technical Cooperation Facility <u>Project Description:</u> This project provided scholarships as well as long- and short-term professional and technical training to improve human</p>
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		<p>resource capacities in fields corresponding to Thailand's development priorities. Over 100 students from the public and private sectors have been trained at graduate and doctorate levels in the fields of engineering, energy and mineral resources, business, industry and the social sciences. A total of 22 Thai students completed postgraduate programmes at Canadian universities.</p>
<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<p>At a policy level, HRDC works within Employment Insurance policies to develop strategies that support Canadians who face temporary work interruption with measures that maintain and foster workforce attachment. The following programs are representative examples of the programs that HRDC offers to support life-long learning:</p> <p><u>Program Title</u> Employment Benefits and Support Measures <u>Program Description</u>: Assist individuals to prepare for, obtain and maintain employment.</p> <p><u>Program Title</u> Youth Employment Strategy <u>Program Description</u>: The Youth Employment Strategy is the Government of Canada's action plan to boost the employability of Canadian youth. Its main aim is to ensure young people get the skills, knowledge, experience and opportunity they need to participate in the world of work. For more information, please consult: http://jeunesse.gc.ca/</p> <p><u>Program Title</u>: National Literacy Secretariat <u>Program Description</u>: Develops measures to ensure that Canadians have access to the literacy skills that are prerequisite for participation in an advanced economy while engaging in active consultations with the provinces, the private sector and voluntary organizations. For more information, please consult: http://www.nald.ca/nls.htm</p> <p><u>Program Title</u>: Office of Learning Technologies (OLT) <u>Program Description</u>: The OLT works to raise awareness of the opportunities, challenges and benefits of technology-based learning and to act as a catalyst for innovation in the area of technology-enabled learning and skills development. For more information, please consult: http://olt-bta.hrdc-drhc.gc.ca/</p>	<p><u>Project Title</u>: Best Practices Workshop on School-to-Work Transitions in APEC Member Economies for Youth at Greatest Risk of Unemployment <u>Project Description</u>: This project, completed in 1999, facilitated in a workshop setting, information sharing, discussion, and comparative analysis of a range of best practices in school-to-work transitions in APEC member economies for youth aged 13-30 who are at greatest risk of unemployment. <u>Lead Apec Forum</u>: Human Resources Development Working Group <u>Lead Economy</u>: Canada</p> <p><u>Project Title</u>: Trilateral and Technical Cooperation <u>Project Description</u>: This project aims to increase understanding between Southeast Asia Regional and Canadian Institutions and to facilitate long-term cooperation through specialized short-term training, conferences and technical missions in Canada and Southeast Asia. The scope of the project has been expanded to include study tours, workshops, conferences, and missions for senior officials from Southeast Asia to private and public institutions in Canada. Several activities have been jointly implemented with the Government of Singapore in the areas of: (a) banking and financial sector training; (b) public sector leadership; and (c) preservation of the capacity of scientific institutions. <u>Implementing Agency</u>: CIDA/ Development Cooperation Section, Canadian High Commission, Singapore</p> <p><u>Project Title</u>: Xinjiang Women's Income Generating <u>Project Description</u>: The project improve women's access to and control over income through functional literacy, business management and skills training as well as access to credit. It targets women in villages with primarily minority populations. The early results of credit and training programs have been highly successful in terms of both recovery of loans (100%) and capacity building. <u>Canadian Implementing Agency</u>: Canadian Co-operative Association (CCA) <u>Chinese Partner</u>: Ministry of Foreign Trade and Economic Cooperation (MOFTEC), Xinjiang Department of Foreign Trade and Economic</p>

		<p>Cooperation</p> <p><u>Program Title:</u> Private Enterprise Participation Project – PEP <u>Canadian Implementing Agency:</u> The Alliance of Manufacturers and Exporters of Canada <u>Indonensian Partner:</u> Indonesian Chamber of Commerce and Industry (KADIN) and Department of Cooperatives and Small and Medium Enterprise <u>Program Description:</u> This project will increase the productivity of Indonesian small and medium enterprises through the establishment of business enhancement services necessary to develop a successful business. It consists of two components: (i) capacity enhancement programs will improve the ability to formulate credible and feasible business plans and loan applications, assist in making the transition from traditional methods of management, production, and marketing to a more global perspective, and enable the acquisition of technical skills and equipment; and (ii) capacity development within KADIN through linkages with Canadian organizations, development of a resource/documentation centre, market surveys, and feasibility studies.</p> <p><u>Project Title:</u> Vietnam-Canada Micro-Enterprises Pr omotion <u>Implementing Agency:</u> Centre canadien d'études et de coopération internationale (CECI) <u>Project Description:</u> This project supported Viet Nam in developing operational models of small-scale rural enterprises and adapting them to local conditions, in order to help provide employment and contribute to the reduction of poverty in rural areas. Micro-enterprises were established in two or three of Viet Nam's poorer provinces and managers received advice on obtaining credit from local financial institutions. The aim was to provide models which could be replicated in other regions of the country.</p>
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<p>As education in Canada is under provincial jurisdiction, many of the programs that respond to this policy concept are based at the provincial level. The following three programs are representative examples of best practice in Canada:</p> <p><u>Program Title:</u> Adult Learning and Literacy, Community-based Adult Literacy <u>Program Description:</u> In existence for over 10 years, the Province of Manitoba community-based Adult Literacy Initiative continues to exemplify the best of what is achievable in a community-based, learner-centred adult literacy program with limited financial resources. It has produced program development and best practices resource materials and a Certificate in Literacy and Learning system for learners. In addition, it has created a professional development training program that has not only served to increase the expertise of the</p>	<p><u>Project Title:</u> Young Canadian Volunteers in Viet Nam <u>Project Description:</u> This project is assisting Viet Nam to acquire the technical and language skills necessary for enhanced socio-economic development and transformation to a market economy. Young Canadian volunteers are helping to develop the language capabilities (English and French) and teaching methodologies of Viet Namese teachers in education institutions, and improving language skills of civil servants in key ministries associated with the delivery of Canadian official development assistance. <u>Implementing Agency:</u> World Universtiy Services of Canada (WUSC) <u>Project Title:</u> Special University Linkage Consolidation Program</p>

	<p>practitioners and volunteer tutors, but has also offered a wide range of learning opportunities to adult literacy learners. Although part-time, the literacy programs have been able to develop student groups, provide small group instruction, and deliver short courses.</p> <p><u>Program Title:</u> Financial Support Program for Co-op Vocational and Technical Training <u>Program Description:</u> The Financial Support Program for Co-op Training (known by its French acronym ATE, Alternance travail-études) is offered by the Quebec Ministry of Education to vocational and technical training institutions in order to promote co-op training opportunities, including the adaptation of curricula to the co-op structure. For more information, please consult: www.inforoutefpt.org/ate</p> <p><u>Program Title:</u> New Brunswick Youth Apprenticeship Program <u>Program Description:</u> The Province of New Brunswick Youth Apprenticeship Program represents a unique and innovative approach to career and transition preparation for secondary students about to enter the rapidly changing and increasingly technological global economy. Reflecting a multi-level collaborative partnership involving secondary and postsecondary educational institutions, government, business organizations and employers, the Youth Apprenticeship Program is designed to address the province's future requirements for a base of skilled employees. For more information, please consult: http://www.gov.nb.ca/</p> <p><u>Program Title:</u> Job Start/Future Skills Program <u>Program Description:</u> The Job Start/Future Skills Program is one of the long standing programs in the Province of Saskatchewan training environment. The program provides a broad array of recognized skills training opportunities for Saskatchewan residents and employers. The program assists individuals, employers, industry associations, and public training institutions to deliver timely skills training to provide opportunities for full-time sustainable employment.</p> <p><u>Program Title:</u> Education@Canada <u>Program Description:</u> A new Web site designed to inform the international community about Canada's education systems. The Web site provides educators, prospective students, and governments from abroad with a wealth of information on the education programs in any particular province or territory, as well as a number of relevant links to national learning organizations. The Web site address is www.educationcanada.cmec.ca. The site is managed by the Council of Ministers of Education, Canada (CMEC).</p>	<p>(SULCP) <u>Canadian Implementing Agency:</u> Association of Universities and Colleges of Canada (AUCC) <u>Chinese Partner:</u> Ministry of Education <u>Project Description:</u> The program helps selected Chinese universities and teaching hospitals improve their effectiveness, efficiency and relevance in addressing targeted development priorities and increases their teaching, research and outreach service capacities.</p> <p><u>Project Title:</u> Canada-China Higher Education Program (CCHPE) <u>Canadian Implementing Agency:</u> Cross Reference Consulting <u>Chinese Partner:</u> Ministry of Education <u>Project Description:</u> The program enhances the capacity of China's institutions of higher learning to serve China's priority development needs and to foster sustainable partnerships between Canadian and Chinese institutions of higher learning as they adapt to the changing needs of an interdependent global community. Among the accomplishments: capacity and curriculum have been improved in environmental resource management, environmental economics, modern and computational physics, microwave chemistry, gender equity, management and finance, material science and condensed matter, transport and communications, agriculture extension, earth sciences, tourism, and rural and urban planning.</p> <p><u>Project Title:</u> A Higher Education Strategy for the Twenty-first Century <u>Project Partners:</u> University of Manitoba, Department of Physics, Winnipeg, Manitoba / Lanzhou University, Lanzhou, Gansu <u>Project Description:</u> The project enhances higher education strategy for the twenty-first century relevant to the needs of the northwest region of China by modifying the education system in the area of Condensed Matter Physics and Material Science stressing individual-based learning and by strengthening the Material Science discipline.</p> <p><u>Project Title:</u> Eastern Indonesia Universities Development Project, Phase II - EIUDP II <u>Canadian Implementing Agency:</u> Simon Fraser University <u>Indonesian Partners:</u> Ministry of Education and Culture <u>Project Description:</u> Phase II includes training at the Master's and PhD levels in the sciences (mathematics, statistics, biology, chemistry, and physics) in Indonesia, Philippines, and Canada. So far the project has facilitated the establishment of faculties of science in the four Indonesian</p>
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		partner universities. It has also contributed to the institutionalization of the English Language Training Centre, created to help Eastern Indonesian students pass the TOEFL exam. This project will also improve the skills and qualifications of faculty through training in Canada, including training in the English language and administration of university programs.
f. Increasing opportunities for people seeking to gain skills	<p>The federal government is in the process of designing a national skills agenda which takes in consideration lifelong learning for all Canadians and enables skilled immigrants to more easily access the labour market. Some related projects are:</p> <p><u>Project Title:</u> Prior Learning Assessment and Recognition <u>Project Description:</u> Prior Learning Assessment (PLA) is a process that involves the identification, documentation, assessment, and recognition of learning acquired through formal and informal study. This may include work and life experience, training, independent study, volunteering, travel, hobbies, and family experiences. The recognition of prior learning can be used towards the requirements of an academic or training program, occupational / professional certification, or for employment/labour market entry purposes.</p> <p><u>Project Title:</u> Canadian Information Centre for International Credentials (CICIC) <u>Project Description:</u> A joint venture of the Council of Ministers of Education, Canada (CMEC) and the Government of Canada, CICIC collects, organizes and distribute information, and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational and occupational qualification. www.cicic.ca <u>Program Title:</u> Education@Canada <u>Program Description:</u> A new Web site designed to inform the international community about Canada's education systems. The Web site provides educators, prospective students, and governments from abroad with a wealth of information on the education programs in any particular province or territory, as well as a number of relevant links to national learning organizations. The Web site address is www.educationcanada.cmec.ca. The site is managed by the Council of Ministers of Education, Canada (CMEC).</p> <p><u>Program Title:</u> Information and Communication Technology Integration Initiative Canada <u>Program Description:</u> All jurisdictions are working to effectively integrate information and communication technology (ICT) that will support and enhance student learning. The Province of British Columbia initiative provides a flexible and sustainable model for supporting teacher training and developing classroom-based learning resources.</p>	<p><u>Project Title:</u> A Degree Program for Certificate Nurses in China <u>Project Partners:</u> University of Manitoba / West China University of Medical Science (Chengdu, Sichuan Province) <u>Project Description:</u> The project establishes a Centre of Excellence in nursing education at West China University of Medical Sciences (WCUMS). A two-year degree program will be developed for nurses with a three-year advanced Certificate in Nursing. The program is offered initially on site and subsequently via distance education to in-service nurses in Southwest China and serves as a model for other parts of China.</p> <p><u>Project Title:</u> Canada-Thailand Women's Initiatives Fund (WIF) <u>Project Description:</u> This project seeks to improve Thai women's political, entrepreneurial and managerial skills and to strengthen the capacity of Thai public and private sector institutions and organizations to heighten gender equity awareness and to deliver programs of benefit to women.</p>

<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<p>On a policy level, the Human Investment Programs Branch of HRDC manages a variety of programs that fulfil the following mandates:</p> <ul style="list-style-type: none"> - To work with sector councils and on sectoral initiatives; developing and maintaining occupational and career awareness information; and supporting apprenticeship and labour mobility. - To foster partnerships with industry and the learning system - Working to help Canada's labour-force develop the skills needed to keep pace with the evolving labour market. - To produce sector and occupational studies that provide analyses of current and future human resources development needs, issues and challenges facing a particular industry or occupation, such as the supply and demand of skilled labour, the impact of changing technology, the need for skills upgrading and the adequacy of existing training. For more information, please consult: http://www.hrdc-drhc.gc.ca/hrib/hri/irh/menu/home.shtml <p><u>Program Title:</u> SchoolNet <u>Program Description:</u> Canada's SchoolNet is a collaborative initiative led by Industry Canada, in partnership with provincial and territorial governments, the education community and the private sector. The project mandate is to encourage all of Canada's 16,500 schools to get connected to the internet. The program is a part of Connecting Canadians, the Government of Canada's strategy to keep Canada among the leaders in connecting its citizens to the Internet. SchoolNet offers valuable services geared to help Canadian educators and students integrate information and communication technologies (ICT) into learning. One of SchoolNet's main objectives is to provide Canadians with the tools and resources needed to succeed in today's knowledge-based economy. For more information, please consult: http://www.schoolnet.ca/</p>	<p><u>Project Title:</u> Canada - Indonesia Technology Network - CITN <u>Project Description:</u> The CITN Project will establish a link to a network of small entrepreneurs and research and development groups in Indonesia. Increased support, access, and use of research and development by Indonesian small and medium enterprises in order to promote their competitiveness in the global market. <u>Location:</u> Indonesia <u>Canadian Implementing Agency:</u> National Research Council of Canada (NRC) <u>Indonesian Partner:</u> Agency for the Assessment and Application of Technology (BPPT)</p>
<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment.</p>	<p>Policies and Program Interests:</p> <ul style="list-style-type: none"> - Labour issues in the context of economic integration in the Americas - International labour agreements/arrangements in the Americas - New approaches to Inter-American cooperation on labour questions, including promotion of core labour standards and enforcement of labour legislation - Cooperative activities also include participation by business and labour organizations as well as the provinces since they have primary jurisdiction over labour matters. 	<p><u>Project Title:</u> Canadian Education Centres (CEC) <u>Project Description:</u> This program facilitates access to Canadian post-secondary education in at least 14 APEC economies. <u>Project Title:</u> Private Enterprise Accelerated Resource Linkages–PEARL <u>Project Description:</u> The PEARL Project can be broken down into two related components: - The Partnership Development Facility funds projects proposed by the Philippine private sector, government, and non-government agencies and associations who provide support to small and medium enterprises (SME). - The Investment Promotion and Technology Transfer Mechanism will promote alliances between Canadian and Philippine SME's by placing an advisor in the Dept. of Trade and Industry's Board of Investments.</p>

		<p><u>Project Title:</u> Viet Nam Canada Economic and Environmental Management Project</p> <p><u>Project Description:</u> his project builds on the gains of the Viet Nam Indochina Sustainable Economic Development (VISED) project by contributing in the strengthening of the policy analysis capabilities of selected Viet Nameese institutions, researchers, analysts and decision-makers in the areas of economic reform and environmental management..</p> <p><u>Project Title:</u> Philippine Entrepreneur Support Project – ESP <u>Canadian Implementing Agency:</u> Consultation Nadeau International Inc. <u>Philippine Partner:</u> Regional Offices of the Dept. of Trade and Industry (DTI) <u>Project Description:</u> The ESP strengthened the ability of the service industry to accommodate and better serve the small entrepreneurs of the Philippines. It worked closely with entrepreneurs, government, and the service providers in order to reach mutually beneficial agreements and policies for the efficient delivery of services.</p> <p><u>Project Title:</u> APEC Workshop on Trade Facilitation <u>Project Description:</u> In 2000, Canada received TILF funding to organize, with the World Bank and the Asia-Pacific Foundation of Canada, an APEC Workshop on Trade Facilitation. The workshop took place in Singapore in September 2000 and focussed on "new directions for APEC's work on trade facilitation and the development challenge". It attracted over 100 participants from 20 of APEC's 21 economies, with participation from governments, academics and the private sector. The Asia-Pacific Foundation of Canada published a report entitled "Cutting Through Red Tape: New Directions for APEC's Trade Facilitation Agenda" as a result of the workshop. This publication can be accessed on the Asia-Pacific Foundation of Canada's website: http://www.asiapacific.ca/analysis/pubs/other/trade.pdf</p> <p><u>Project Title:</u> APEC Trade Facilitation <u>Project Description:</u> In 2001, Canada also received TILF funding to undertake a major research project to follow -up on many of the recommendations emerging from the September 2000 workshop on trade facilitation. A team of consultants led by the World Bank was selected to conduct this work, which will be completed in time for the 2002 meeting of Ministers Responsible for Trade in Mexico. The study will evaluate the economic benefits of trade facilitation in three distinct</p>
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		<p>areas: customs, standards and business mobility, with a view of developing recommendations for an APEC trade facilitation capacity building initiative that would address cross-cutting issues.</p> <p><u>Project Title:</u> Training Programs on WTO General Agreement on Trade in Services (GATS)</p> <p><u>Project Description:</u> In 2001, Canada received TILF funding to organize two training programs on the WTO General Agreement on Trade in Services (GATS). These two programs are in support of the APEC WTO Capacity Building Initiative agreed by Leaders in Brunei in 2000. The first training program was on the GATS agreement on telecommunications and brought together 20 participants from 9 APEC economies (China, Indonesia, Mexico, Russia, Peru, Singapore, Chinese Taipei, Thailand and Viet Nam) in Singapore on August 27-31, 2001. The training program was organized by the Government of Canada in collaboration with the Canadian Centre for Trade Policy and Law and the APEC Secretariat. The second training program, which will focus on the GATS agreement on financial services, will take place later this year.</p> <p><u>Program Title:</u> APEC Economic Integration Program</p> <p><u>Program Description:</u> The Canadian International Development Agency (CIDA) is developing an "APEC Economic Integration Program" in support of the APEC WTO Capacity Building Initiative. This will be a multi-year program that will include substantial resources aimed at improving the capacity of developing APEC economies to participate effectively in the multilateral trading system.</p>
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ECOTECH ACTION PLAN: CHILE

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<p>Ministry of Education</p> <ul style="list-style-type: none"> • Full School Day Initiative <p>Complex and ambitious educational reform, that will require changing both formal and informal rules, and structures as well as cultures. Chile's education reform aims to extend the school day, by abolishing the two-shift system on which half of Chile's state schools still operate. It also seeks to modernize the syllabus and improve teacher training. The extension and quality of school time is a critical element behind the opportunity to learn. Within the country, schools and educational systems that have systematically made use of longer periods of school work, show higher academic performances. International comparative studies on factors that influence positively the learning process, show that one of the most decisive is time devoted to school work. Students in the new system will benefit from having more time in schools as it will affect conditions for improved quality of learning and school experiences. Also there will be more time for recreational activities demanded by the attention span of different age groups. There will be time to develop cognitive skills and engage in team work. Additionally, students will have increased opportunities to cultivate areas of individual interest and to get remedial assistance when needed. Having time at school for homework will be especially important for those students who lack appropriate conditions at home. Lastly, students will now be able to claim full ownership of their schools, thus generating a feeling of belonging and identity ties, an important factor in education.</p> <ul style="list-style-type: none"> • Increased Educational Funding <p>In order to entice private sector contributions to education, a system of shared funding involving private subsidised and municipal secondary schools, has been made available. – additionally, there is the recent enactment of a Law of Donations for Educational Purposes, which establishes tax concessions for the contributions from business enterprises to education. Chile allows private companies to operate state-financed schools. It has also tried to create competition: parents can choose which schools their children attend. State schools get a monthly grant, which varies with the number of pupils enrolled and their attendance record. But in practice parental choice is limited because poorer parents lack information, and cannot afford the bus fare to more distant schools in better-off areas.</p> <p>Refer to: www.mineduc.cl</p>	
b. Analyzing the regional labor market to allow sound	Ministry of Labor and Social Security of Chile: Observatory of the Labor Market	Within the context of OAS, development of an Information System on Labor Markets (SISMEL) with participation of 20 American countries, including Chile, Mexico, Peru and Canada.

forecasting of trends and needs in HRD		Refer to: http://www.sismel.net
c. increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers	<p>Ministry of Education</p> <ul style="list-style-type: none"> • Strengthening Initial Teacher Training Program Confronted with the need for change in teacher training and lacking the power to initiate such change, the national government opted to push improvement by offering to fund projects presented by teacher education institutions on a competitive basis. The total amount to be disbursed over a four year period was USD\$ 25 million; it was clearly the greatest amount for teacher education. It covered institutions with 80% of student teacher population, of different size and student composition and scattered throughout the country from the extreme north to the extreme south. As a result a review of the teacher education curriculum is taking place considering in general the following aspects: horizontal and vertical integration among content areas bearing in mind their relationship to teaching, interdisciplinarity, depth rather coverage and problem focus more than discipline focus; up dating of contents both in relation to international state-of-the-art as well as in relation to the new curriculum frameworks for basic and secondary education developed by the Education Reform Programme; focus on values education as a cross sectional component of the curriculum, with emphasis on respect for human rights, ecological responsibility and democratic participation; practical learning as part of the curricular structure of the teacher education programme. 17 Universities are part of the programme, covering 80% of the student teacher population of Chile. • Fundación Chile A private non-profit corporation that aims to develop innovative programs and activities, by transferring technologies that contribute to the improved use of natural resources and to Chile's development of human and productive skills. • Development Program for Educational Innovation Its aim is to collaborate with the school system, the Government and the private sector so that Chilean education can face the challenges of the information society. <p>1999/2000 Activities</p> <ul style="list-style-type: none"> - Educational Internet 2000 Project that creates a WEB teaching plans and develops a long-distance training model for teachers. It is carried out together with the Ministry of Education's ENLACES Project, the Chilean Telephone Company and with the support of Fundación Andes. - A project to improve and certify school performance, undertaken together with researches from the Faculty of Education, Catholic University of Chile, will develop three innovative products: a certification model for school performance, a self-evaluation system for the performance and a self-administered program for improving performance in the establishments. - Participation in the project that promotes the integration of audiovisual aids in school 	

	<p>education, undertaken together with the National television Council, the National University Network (REUNA, UNICEF and the cable television companies VTR and SKY).</p> <ul style="list-style-type: none"> - Project to develop a teacher incentives system applied, experimentally, in a set of subsidized private schools. - A study on teachers' perceptions of using new technologies. - A study on how to incorporate new technologies in the initial preparation of teachers. 	
d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life	<p>Ministry of Labor and Social Security of Chile</p> <ul style="list-style-type: none"> • Program Pro-employment designed as a contingency program to reduced high unemployment levels. • Program of Education and Permanent Training (Programa de Educación y Capacitación Permanente), conjoint program between the Ministries of Labor and Education of Chile funded by the World Bank with the advise of Mexican experts. 	
e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers	<p>Ministry of Education & Ministry of Labour</p> <ul style="list-style-type: none"> • The Permanent Education and Training Programme is designing a system of national evaluation and certification of studies addressed mainly to the adult population. Also a system of evaluation and certification of competence, linked to the productive sectors, is planned for the non-formal system. Its implementation started this year with support from the World Bank. 	
f. Increasing opportunities for people seeking to gain skills	<p>Ministry of Labor</p> <ul style="list-style-type: none"> • National Service for Training and Employment (SENCE). Promotes the development of the labor capability of workers, with the purpose of contributing to an adequate level of employment, improving the productivity of the workers and companies and the equality of the procedures and products. Among other functions, provides occupational orientation to the workers, develops, approves and supervises the occupational training activities performed by the companies, authorize organisms to provide a scholarship program for the training of people in financial need. • Law 19518 Develops new regulation applied to the Chilean training system in order to improve its quality, its coverage and propose a better and real participation of the workers in the company's training decisions, through the creation of Bi-party Training Committees. Likewise, it creates the National Training Fund that will stimulate directly the improvement of the work capabilities of the workers by training grants, direct financial aid to small and medium-sized companies, bonus to apprentice contracts and labor restructuring programs, among other lines of action. 	

	<p>www.mintrab.gob.cl/english/index</p> <p>Fondef-Conicyt. Fund for the Promotion of Scientific and Technological Development.</p> <ul style="list-style-type: none"> • Founded in 1991 as a direct government initiative to improve the level of R&D. Conicyt is the administrator of this fund. FONDEF-Conicyt has an objective to improve the productivity and competitiveness of the major economical sectors. FONDEF-Conicyt supports ten areas among them Education (innovation in higher education). Some Projects: - Training Teachers Technological education (with the assistance of the Association of Canadian Community Colleges) <ul style="list-style-type: none"> - Fostering massive significative learning through the use of validated digital contents offered through the Internet. - Educational Model for the Development in Secondary Schools Located in Small Towns of Marginal Economy. <p>www.fondef.cl/ingles/about.html</p> <p>Catholic University of Chile</p> <ul style="list-style-type: none"> • Training and Continuing Education Center. <p>There are several programs targeted at various types of audiences. The main goal of these program is community development, among others: Productivity and Quality in Business Sector, Comprehensive Training and Development, Training in Computing and Informatics, Development of the Person and the Family.</p> <p>www.pec.cl/english/relacion/c_extensh/index.html</p>	
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<p>Ministry of Education</p> <ul style="list-style-type: none"> • The Higher Education Improvement Project. <p>Aims at improving the performance of the Chilean higher education system in: a) coherence and efficiency; b) quality and relevance; and c) equity. The project consist of three components. First, policy framework and capacity building will develop definitions of the appropriate roles of higher education institutions – universities, professional institutes, and technical training centers; establish policies and mechanisms to facilitate transfer of students and graduates between institutions; propose amendments to present and proposed laws; develop policies and new working procedures in the various types of higher education institutions; and build capacity for management at the various educational institutions.</p> <p>Second, quality assurance will consolidate the national system for quality assurance; establish a qualification framework for study programs; and design and implement a quality awareness campaign. Third, financing will establish a coherent policy basis as the foundation for a</p>	<p>Ministry of Labor</p> <p>Within the context of the Chile-Canada Labor Cooperation Agreement, a Seminar on Service Delivery Mechanism in the Digital Economy will be held in the year 2002.</p>

	<p>funding methodology; increase accountability and develop a funding methodology; establish a competitive fund to promote quality and relevance; and assess and revise the student loan and scholarship schemes to increase equity in access and opportunities for further education.</p> <p>Ministry of Education</p> <ul style="list-style-type: none"> • Enlaces Network <p>Chile seeks to become an information society, with equal opportunities for all of its members. With these challenges in mind, the Ministry of Education initiated the Enlaces Network in 1992. Its aim was to construct a national educational structure linking all of Chile's State-subsidized primary and secondary schools. Under the auspices of the Educational Quality and Equity Improvement Program (MECE), part of Chile's groundbreaking Educational Reform, Enlaces began to train teachers and install the necessary network infrastructure – along with computer equipment, software and educational resources – in schools throughout the country. The grid was intended to enrich the curriculum, provide teachers with new educational tools and give all Chilean students equal access to an expanded offering of learning resources, no matter where their schools were located. Enlaces computer screens have become a new kind of blackboard for Chilean schools.</p>	
<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>		

ECOTECH ACTION PLAN: PEOPLE'S REPUBLIC OF CHINA

Common Policy Concepts	Actions	
	Individual	Cooperative
<p>a.</p> <p>Providing a basic education</p>	<ul style="list-style-type: none"> • Compulsory Education Law To provide all-round basic education, the Chinese government has enforced the Compulsory Education Law, which stipulates that children of school age are entitled to receive nine years of basic education, and their rights are protected jointly by the government, schools and their families. To carry out the Law, the government has been improving the legal system, issuing guidance to different regions and implementing the Law through phased programs. It has built the capacity of school teachers, giving special support to the poverty-stricken areas and minority-inhabited regions and attached great importance to disabled children and mobilized all walks of life to vigorously support the implementation of basic education policies. <p>By the end of 2000 the coverage rate of compulsory education has exceeded 85%. The enrolment rate of the children of primary school age has reached 99.1%. The gross enrolment rate of junior middle school has reached 88.6%. The pupils enrolled by the country's primary schools are 130.1325 million. The students in junior middle schools are 62.5629 million. Meanwhile, the ratio of boys and girls enrolled in school is generally a balanced one. The compulsory education for the disabled children has also seen a marked progress.</p> <ul style="list-style-type: none"> • The 10th Five-Year Plan for Economic and Social Development (2001-05) states that the country should vigorously push quality education and stress cultivating the creativity and capability, to ensure that students improve in terms of their morality, intellect, physical fitness and aesthetic appreciation. The regions that have basically popularized nine-year compulsory education are required to consolidate the achievements and further increase the compulsory education rate while the areas that have not popularized the compulsory education should work to enlarge the coverage of the plan. The effort should be focused on popularizing the compulsory education in the western region and minority-inhabited regions. • The goal of China's basic education from 2001 to 2005 is: <ul style="list-style-type: none"> - to give top priority to popularizing the nine-year compulsory education and wiping out adult illiteracy; - to further expand the coverage of compulsory education with the enrolment rate of junior middle schools exceeding 90%; the literacy rate of youths and adults maintaining above 90%; and the enrolment rate of senior middle schools reaching 60%; - to develop the preschool education system. 	<ul style="list-style-type: none"> • Support and actively participate in the activities of APEC Study Centers and APEC Education Foundation. • Since 1982 the cooperation between China and UNICEF has been initiated in areas of special education, early childhood education, basic education, workshops on training teachers, compiling textbooks for pupils and infants, teaching instruments researching and developing, and enhancing the primary school education in poor areas, etc. • Cooperate with UNDP to support China's education development since 1980. By now, UNDP has carried out more than 20 cooperation programs such as convoking workshops on training management personnel and promoting 9-year compulsory education in poverty-stricken areas. • APEC and Asia-Europe Foundation (ASEF) have rendered economic assistance and implemented dozens of cooperation programs which provided great opportunities for China to improve the management of basic education, enhance the overall capacity of school teachers, and promote the compulsory education in poverty-stricken areas.
<p>b.</p>	<ul style="list-style-type: none"> • Increase the employment scale 	<p>Labor market development is one of the key factors in China's economic</p>

<p>Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>	<p>By the end of 2000, 711 million people have been employed, including 212 million in cities and 499 million in the countryside. In 2000, the urban employees saw an increase of 21.81 million as against that in 1995, and the unemployment rate was 3.1%. The employment structure has also been changed in two ways: first, the employees by the first industry dropped to less than 50% for the first time in 1998; second, the growth rate of employees of the tertiary industry exceeded that of the second industry for the first time. At the end of 2000, the ratio of employees between the first, secondary and tertiary industries is 50:22.5:27.5.</p> <ul style="list-style-type: none"> • Transfer redundant rural labor to non-farming sectors <p>The government started the national program to develop employment for rural labors from early 1990s. By now the employment system for rural laborers has been established and more than 30 million rural laborers have been moved to non-farming sectors.</p>	<p>reform. China has established extensive cooperation with <i>UNDP, World Bank and ILO etc.</i> in this area, and actively participated in relevant activities of APEC, such as the Labor Market Information Database Project.</p>
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs scientists and educators and trainers</p>	<p>The strategies for developing specialized human resources in the new century include:</p> <ul style="list-style-type: none"> - Improving the overall quality of the professional human resources; - Building a group of high quality and socialized professional and technical personnel; - Developing a high quality and professional civil service; - Developing a group of high quality and career business executives; - Deepening the personnel management reform of state-owned enterprises according to modern corporate system and the practice of WTO; - Promoting the rational distribution of human resources among regions; - Optimizing the allocation of human resources among industries; - Speeding up the HRD in Western China; - Helping specialists to upgrade their knowledge and through the state's life-long learning project including the "New Century Leading Professional Personnel Program." 	<p>Extensive programs have been developed bilaterally and multilaterally in the development of business executives and other professionals. In APEC, China has initiated and sponsored a number of projects, for example:</p> <ul style="list-style-type: none"> - APEC Human Resources Development in Basic Industry Project; - Senior Executive Training Program for APEC Economic Development Zones.
<p>d. Reducing skills deficiencies and unemployment by designing training programs for application at all stages of a person's working life</p>	<ul style="list-style-type: none"> • Vocational training <p>From 1997, people are offered vocational training of one to three years before they are employed. After they have acquired certain qualification, they will get a job in the labor market under the aegis of the government. So far about 70% of the workforce have received vocational training.</p> <ul style="list-style-type: none"> • Combating illiteracy <p>The efforts in primary education, anti-illiteracy campaign and life-long learning are carried out simultaneously in a coordinated way. The quality of teaching has been improved as relevant work is undertaken in compiling textbook and training teachers. By the end of 2000, China's illiteracy rate has dropped drastically. The illiteracy rate of youth and adult (15-45 years of age) has dropped to 4.8%.</p>	<p>China has put skills development at high priority in international cooperation, and voluntarily joined in other APEC economies in promoting skills development projects such as:</p> <ul style="list-style-type: none"> - Vocational Training Project in Cooperation with Enterprises, - APEC Vocational Training Program, and APEC Human Resources Development-Venture Business.
<p>e. Improving the quality of curricula, teaching methods and instructional</p>	<p>To improve the quality of training for managers, special emphasis has been given to adopting differentiated training methods according to differing needs of enterprises, as well as systemizing and streamlining these methods.</p>	<p>China has carried out many programs bilaterally and multilaterally in this regard. For instance, in 1996 and 2000, the Minister of Education participated in the APEC Education Ministerial Meeting held in the US and Singapore. By now, some Chinese schools and colleges have vigorously participated in three priority areas initiated by APEC, namely:</p>

materials for managers and other workers.		<ul style="list-style-type: none"> - Providing High-Quality Instruction in Key Subject Areas ; - Facilitating Mobility of Persons and Information for HRD; - Developing Ways to Monitor Performance of Education Systems)
f. Increasing opportunities for people seeking to gain skills	<ul style="list-style-type: none"> • Re-employment project for laid-off workers The project is implemented from 1996. It is aimed at making full use of the resources of government, business, and other social sectors to provide policy support and employment services and to help the laid-off workers to seek new employment opportunities. Since 1998, a series of re-employment policies have helped 13 million of the 21 million laid off workers get the new jobs. • Strategic plan of employment guidance To build up capacity for the laid-off workers, the government initiated a strategic plan, which has offered employment instruction and professional training to 10 million unemployed staff and workers in three years from 1998 to 2000. 	<p>In order to increase training opportunities for the laid-off workers, China has cooperated with many international organizations in areas of skills development and life-long learning</p> <ul style="list-style-type: none"> - China initiated and organized with other APEC members the project of the Role and Status of Women in Social and Economic Development in Asia and Pacific Region, which is an APEC-wide survey to provide more skills development opportunities for women. - China actively participated in projects such as Cross-Culture Training for Business and Technology Incubator. - Since 1999, China and ASEF have carried out a number of cooperative programs in the field of education, such as the program of Asia-Europe Business Training, and 99 ASEF Summer School. - By now, more than 10 Colleges and schools have respectively participated in the Asia-Europe Education Hinge Program and Asia-Europe Classroom Program.
g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes	<p>In the age of the New Economy, great efforts have been made to prepare institutions and individuals to meet new challenges and remain productive. Workshops and seminars have been custom-designed for government officials and business executives to assist them in adapting to the new age and new development. Numerous programs have been carried out to help technicians to upgrade their knowledge and foster their creativity, the most famous one among them being "the New Century Leading Professional Program". Particular emphasis is put on cultivating people specialized in high-tech area, especially those engaged in electronic information, biological engineering, aerospace and aviation and new materials, etc.</p>	<p>As a fast growing economy, China has been very active in international cooperation on institutional and individual capacity building to cope with the rapid economic and technological changes. A number of APEC projects were proposed and implemented by China, such as:</p> <ul style="list-style-type: none"> - Symposium on Capacity Building of APEC Executives on International Business Management, - Capacity Building Program for Trade and Investment Insurance Practitioners, - APEC Forum on Human Resources Development.
h. Promoting HRD toward the liberalization and facilitation of trade and investment	<ul style="list-style-type: none"> • To achieve Bogor Goals, and implement various initiatives in the TILF agenda, China take moves to build up capacity in specific industrial sectors and assist them in meeting the challenges of world leading companies in their liberalization process. • Besides, entry to WTO may bring about new challenges to many of China's industrial sectors as well. China is bent on training a large number of WTO experts, familiar with WTO rules and capable of solving international trade disputes. By 2005, the total number of WTO experts will amount to 54 million, a rise of 14.86 million compared with the number in 1999. Effort will be made in developing high-tech human resources and raise their overall capacity in order to meet the needs of social & economic development. The human resources management system of state-owned enterprises will be further reformed according to the modern corporate system and the general practice of WTO. 	<p>With the understanding that HRD is a key in trade and investment liberalization and facilitation, China has been actively promoting HRD for TILF in APEC. For example, China as the project co-sponsor, has organized with other economies the Trade and Investment Insurance Training Program, which run for 4 years in 2 phases with more than 200 participants from 10 economies.</p>

ECOTECH ACTION PLAN: HONG KONG, CHINA

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<p>The Government provides nine-year free and universal basic education, beginning at the age of six and up to 15. Beyond that, up to 90% of children receives highly subsidized senior secondary education or equivalent technical education. Starting from the 2002-03 school year, highly subsidized senior secondary education or vocational training will be provided for all Secondary Three students who have the ability and wish to continue their study.</p> <p>We promote school-based management. Schools are given flexibility in the use of resources and curriculum practices.</p> <p>We are committed to providing quality learning and teaching environment in which our young people can develop their full potential. We will enable 60% of our primary school pupils to study in whole-day schools by 2002. We will further enable virtually all pupils to study in whole-day schools by 2007.</p> <p>Under the five-year (1998-2003) Information Technology in education strategy, the Government assumes a leadership and co-ordination role in promoting IT in education, and schools are given the flexibility to devise their own IT plans and to set the pace for incorporating IT in education.</p> <p>To enhance English language learning, native English-speaking teachers/ teaching assistants have been provided to schools under Native English-speaking Teacher scheme. We will also provide more resources to primary schools to enhance curriculum leadership in the teaching of English.</p> <p>A Quality Education Fund (QEF) of HK\$ 5 billion has been set up to finance worthwhile one-off projects for the promotion of quality education in schools.</p> <p>To promote sharing of experience and dissemination of good practices among primary and secondary school teachers as well as early childhood education workers, we will continue to facilitate the development of teachers' networks in various districts. Promotion of good practices will be conducted by way of seminars, workshops, collaborative teaching, lesson demonstrations, building up of information networks, etc.</p> <p>We will ensure that no students will be deprived of education for lack of financial means. We provide direct subsidies to kindergartens, free and universal education at primary and junior secondary levels, and heavily subsidized senior secondary and tertiary education.</p>	<p>An exchange programme with Singapore has been held in 2000 and 2001. Selected teachers and students stayed in the other economy for two weeks to experience the local school life and culture</p>

	<p>Assistance for primary and secondary school students takes the form of remission of school fees, grants for the purchase of textbooks, and/or subsidies for travel expenses.</p> <p>In order to respond more effectively to the changing demands of the community, and to ensure that our education system will meet the needs of HKC in the 21st century, we have launched/ will launch a number of initiatives under education reform, which are related to student assessment mechanism, school curriculum and teacher professionalism</p> <p>We have taken steps to increase our resources and support to facilitate the development of quality private schools.</p>	
<p>b. Analysing the regional labour market to allow sound forecasting of trends and needs in HRD</p>	<p>The Census and Statistics Department conducts continuous household surveys to generate full information on economically active population, employment, unemployment and underemployment on a household basis. In addition, information from employers is collected about wage rates, employment and vacancies. The results of the surveys are released regularly and can be located on http://www.info.gov.hk/censtatd. Unemployment and underemployment rates are released monthly. The Government also conducts regular projections of manpower supply and requirements to keep track of the latest developments in the labour market.</p> <p>In addition, the Vocational Training Council (VTC) and Employees Retraining Board conduct regular in-depth surveys of specific industry sectors' needs. The VTC Manpower Surveys cover 22 sectors and are released on a biennial basis. The information is available on the website http://www.vtc.edu.hk.</p>	<p>HKC participates in the activities of the APEC–Labour Market Information (LMI) Group. HKC also complies with the Labour Statistics Convention of the International Labour Organization, subject to minor modifications relevant to our own circumstances.</p>
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers and e. Improving the quality of curricula, teaching materials and instructional materials for managers and other workers</p>	<p>The Management Development Centre of Hong Kong (MDC) under the Vocational Training Council, established in 1984, aims to develop, promote and extend managerial effectiveness in HKC. Major activities include the development and distribution of management learning material, the provision of workshops and seminars for managers and courses for management trainers. A wide range of manager development materials, covering works, reports, case compendiums, training manuals, learning packs, videos, and CD ROMs are provided by the MDC. They are designed for the use of supervisors and managers for self-learning purposes and by management trainers as resources and aids for developing and delivering training courses.</p> <p>“Train the Trainers” programmes with related curricula and products are conducted by the MDC.</p> <p>Electronic-Learning is provided by the MDC through “Cyber -MDC”. It enables client organizations to access to management courses on-line with facilitator–led tutorials. More information can be located at http://www.mdchk.com.</p> <p>To support newly founded small and medium enterprises (SMEs) the MDC provides a full range of office facilities and management advisory services through its Business Start-up</p>	<p>Programmes conducted by the MDC with regional participants include:</p> <ul style="list-style-type: none"> - “Management Skills with WTO Focus” for a group of 30 government officials from Huizhou Municipal Government, China - “Management Training Series for China Managers” for HKC organizations with operations in China - “Regional Case Writing Analysis and Skills Workshop” which is a three-day residential programme - “Hong Kong and Macau Management Case Analysis Competitions”

	<p>Centre (BSC). The BSC aims to act as a facilitator/incubator to business starters by offering them tailored supporting services. By paying a monthly fee of HK\$500, users are offered free business advisory services (in law, finance, accounting, marketing, China trade, business management and operational problem etc.), free access to information/training/reference materials available, well-equipped office environment and an optional fixed cubicle to serve as an office (for which a higher monthly fee is charged). The BSC also organizes from time to time courses, seminars, and training programmes relevant to business start-up and business management.</p> <p>Described below are two new initiatives aiming to enhance the development of managers and entrepreneurs:</p> <ul style="list-style-type: none"> - The Business Start-up Assistance Scheme, which targets mainly unemployed people above the age of 30 and with no more than lower secondary education, was recently launched by the Employees Retraining Board (ERB). Trainees, having completed ERB's business start-up courses, may apply for a loan of up to a maximum of HK\$100,000 (for 70% of which the Government acts as a guarantor). In addition, ERB provides support and follow-up services including provision of office facilities, advice/counselling services, organization of relevant seminars/workshops and the use of VTC's BSC at a preferential rate. - The Trade and Industry Department (TID)'s Small and Medium Enterprises Information Centre (SMEIC) is a free one-stop shop providing information on government licensing requirements, and services provided by various government departments and industry support organizations. It also runs a Pilot Mentorship Programme which provides business start-ups with one-on-one free counseling services from successful businessmen. TID will upgrade the service offered by the SMEIC to include advisory services, on topics such as how to start a business, in addition to disseminating information. It will also expand its Mentorship Programme to enable more business start-ups to benefit from it. 	
<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life and</p>	<p>The Youth Pre-employment Training (YPT) scheme for young school leavers mainly between the age of 15-19 was launched in 1999. The YPT scheme aims to enhance young people's employability through concerted efforts of government, training bodies, voluntary agencies and employers. Training in leadership, self-discipline, job search and interpersonal skills, and computer application is provided. More information can be located at http://www.yptp.com.hk.</p> <p>The Skills Upgrading Scheme was launched in 2001 to help equip workers of low educational attainment to upgrade their skills and enhance economic competitiveness. Employers, employees and training providers are directly involved in the development of programme contents, accreditation and certification. The tripartite partnership safeguards the relevance and quality of the programme, and ensures recognition of the qualification by employers. More information can be located at http://www.info.gov.hk/emb/eng/new/index.htm.</p>	

<p>f. Increasing opportunities for people seeking to gain skills</p>	<p>The Employees Retraining Board (ERB) administers a wide range of courses to help the unemployed and eligible workers adjust to changes in the labour market and acquire new or enhanced skills to find alternative employment. ERB's priority target group is workers aged 30 or above with no more than lower secondary education. The courses offered by the ERB fall into three main categories – job search skills, job specific skills and general skills. More information can be located at http://www.erb.org</p> <p>In February 2001 the Labour Department launched the “Pre-employment Pilot Programme for the Middle-aged” to help the long-term unemployed, mainly aged 40 or above, to return to work. The project comprises counselling, pre-employment training, placement with induction training and follow -up services. More information can be located at http://www.info.gov.hk/labour/eng/news/midage.html.</p>	
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<p>The Government recognizes that one of the most significant (possibly the most significant) factors in success in the new economy is to ensure a supply of quality ICT manpower. We published in August 2001 the Report of the Task Force on IT Manpower on measures to achieve this. The report can be located at http://www.info.gov.hk/itbb.</p> <p>The Report noted that in the new information age IT workers are required not only in the IT industry but in almost every other sector of the economy. The Report on Manpower Projection to 2005 commissioned by the Government, estimated that the overall demand for IT personnel in HK would increase at an average annual growth rate of 11.8%.</p> <p>Recognizing the importance of developing IT human resources, the Government has been investing substantially at all levels of education and training:</p> <ul style="list-style-type: none"> - The five-year strategy “Information Technology for Learning in a New Era” was launched in primary and secondary schools in 1998 to drive the development of IT in education. - In the tertiary sector, institutions have introduced diverse IT curricula at degree level or above as well as strengthening the campus IT infrastructure. Some local universities require all their students to have basic IT knowledge and the successful completion of an IT proficiency test is a requirement for graduation. - Local vocational retraining and industry support bodies provide a wide range of IT training at sub-degree level to sustain the development of the economy. There is also a wide range of continuing and professional education on IT for life-long learning. - Accreditation of IT skills below degree level has been greatly facilitated with the launching in May 2001 of Hong Kong International Computer Driving Licence programme. <p>Future directions to be explored in line with the recommendations in the Report include:</p> <ul style="list-style-type: none"> - Collaborating with the IT industry to provide more professional IT training for secondary students; - Increasing the number of places for IT-related studies at all levels in our tertiary 	<p>The University of Hong Kong has participated in the APEC Cyber Education Consortium project. On 1 June 2001 HKC launched the “Admission of Mainland Professionals Scheme”.</p> <p>Other cooperative actions to be taken as a result of the recommendations in the Report of the Task Force on IT Manpower include:</p> <ul style="list-style-type: none"> - The Immigration Department has streamlined the admission regime for overseas IT professionals. Details can be obtained from http://www.info.gov.hk/immd - Encouraging world-renowned private IT training institutions to operate in HKC. - Intensifying exchange/Internship programmes with overseas IT training institutions and companies. - Improving the standard of English (which is de facto the worldwide IT language) through immersion.

	<p>institutions;</p> <ul style="list-style-type: none"> - Promotion and acceptance of credit transfer/exemption; - Increased collaboration between tertiary institutions and the IT industry to set up dedicated training programmes or corporate schools; - Exploring the feasibility of establishing a community college specializing in IT/software technology. 	
<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>	<p>HKC is a free port and there is no tariff or import restriction on any imports (save those restrictions necessary for fulfilling our obligations to our trading partners, or for meeting public health, safety or internal security needs). This means that HKC undergoes continuous structural adjustment in response to the external trading environment and changing comparative advantages. We have put in place various retraining programmes for unemployed workers including those having lost their jobs as a result of the continuous structural adjustment (please refer to previous sections for details), but we do not have any specific retraining programmes for workers displaced by imports.</p>	<p>Contribution to the WTO Trust Fund – To assist developing economies to participate effectively in WTO's trade and investment liberalization work, HKC has made two contributions to the WTO Trust Fund, the first of US\$ 1.25 million in 1999 and the second of CHF 1 million (over US\$615,000) in April 2001, for technical assistance work programmes principally targeted at economies in the Asia-Pacific region.</p> <p>Training Programme for Intellectual Property Experts – As a contribution to the APEC Strategic Plan on Capacity Building, HKC will host an Intellectual Property Experts Capacity Building Programme for TRIPS Implementation in February/March 2002, primarily targeted at developing member economies.</p> <p>Business Mobility – HKC is one of the lead economies of the Immigration Technical Cooperation Groups of the APEC Informal Experts' Group on Business Mobility. We have been offering assistance to China, Singapore and Viet Nam and since 1999 have conducted technical assistance workshops on "Detection and Travel Document Fraud" in HKC, China and Viet Nam.</p> <p>Standards and Conformance – In response to the new requirement in ISO/IEC 17025, the Hong Kong Accreditation Services (HKAS) organized in June 2001 an Asia Pacific Laboratory Accreditation Cooperation (APLAC) Workshop on Measurement Uncertainty in Testing.</p> <p>Customs Procedures – HKC reviewed the "Code on Conduct and Discipline" for Customs staff and distributed the new version to other APEC SCCP (Sub-Committee on Customs Procedures) members in February 2001 as a technical assistance instrument.</p>

ECOTECH ACTION PLAN: JAPAN

Common Policy Concepts	Actions	
	Individual	Cooperative
<p>a. Providing a quality basic education</p>	<p><u>Project title:</u> Millenium Project - Informatization of Education <u>Status:</u> On-going (2000-2005) <u>Objectives:</u> The project aims to make all public elementary, junior and high schools accessible to the Internet and to provide all teachers in public schools with the computer skill by 2001. <u>Activities:</u> To develop the environment to be used computer by teachers and students at classroom for all subjects by 2005. - Environmental development (Computer facilities, access to the Internet, School LAN Systems, etc.) - Capacity building (Teacher training, improvement of contents, etc.) <u>Outcome & deliverable:</u> Teachers and students from elementary to high schools can use computer at classroom for all subjects <u>For more information:</u> Ministry of Education, Culture, Sports, Science and Technology, +81-3-3501-2677.</p>	<p>Medium-Term Policy on ODA (formulated in 1999) provides a systematic and concrete ODA approach for the next five years. Priority issues and sectors of the Policy include support for poverty alleviation and social development programs (basic education, health and medical care and gender), human resources development, etc. The Policy established that Japanese cooperation in the field of education will place emphasis on basic education with appropriate consideration for the autonomy of the partner country, and will be linked with such issues as capacity building in school administration and related areas, expansion of support for women's basic education, and public participation. Japan is also working to tie its support of basic education with its efforts to promote vocational education that meets the actual circumstances of each region and improvement of employment capacity.</p> <p>Various cooperation through grant aid (such as construction of education-related facilities, expansion of broadcast education services, training and retraining of educators, provision of equipment), technical cooperation (such as dispatch of experts and Japan Oversees Cooperation Volunteers, and acceptance of trainees) and loan on a bilateral basis.</p> <p>During the FY 2000, Grant Assistance for Grassroots Project was provided to educational institutions, NGOs or local authorities in 9 APEC member economies (Papua New Guinea, Indonesia, Viet Nam, Thailand, People's Republic of China, Chile, Philippines, Peru and Malaysia) for construction of education facilities, training of teachers and others.</p> <p>A number of project subsidies were also provided to Japanese NGOs under the NGO Subsidy Framework to support activities of Japanese NGOs in various fields in developing economies. Among those activities supported are support for educational facilities, educational personnel, teaching materials, equipment, research, seminars.</p> <p>For more information: http://www.mofa.go.jp or http://www.jica.go.jp</p> <p>e-Japan Priority Policy Program (Promotion of Education/Learning)</p>

<p>b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>		<p>and Human Resources Development)</p> <p>One of the targets is that the IT education system in elementary, lower- and upper-secondary and universities will be strengthened in addition to lifelong information education for general public being enhanced. Priority policies include digitization of school education, etc, enhancement of IT education.</p> <p>For more information: http://www.kantei.go.jp/foreign/it/</p> <p><u>Project title</u> : Workshop in International Migration & Its Policy in the APEC members (HRD 12/99S)</p> <p><u>Status</u> : Completed in Oct 2000.</p> <p><u>Objectives</u> : To investigate the relationship between international migration and structural changes in the APEC member economies</p> <p><u>Activities</u> : Workshop was organized in Oct 2000 in Chinese Taipei</p> <ul style="list-style-type: none"> - Regional perspectives of migration, - Skills and migration, - Mobility of highly-skilled workers, - Data availability, in particular the necessity of migration stock data, - Possibility of analyzing the relations between international migration and domestic labor markets, - Migration policy and - Effects of foreign direct investment on international migration. <p><u>Private involvement</u>: yes</p> <p><u>Participants</u>: 16 member economies presented their economies ' reports and regional overviews</p> <p><u>Output & deliverables</u>: participants with better understanding of situations surrounding international migration and structural change issues, initiating possibilities for further cooperation</p> <p><u>For more information</u>: www.apecsec.org.sg/hrd/hrd-lspw_kshop.html</p>
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<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers</p>	<p><u>Project title:</u> To Provide the Information for the Professional Development of Engineers <u>Status:</u> On-going (2000) <u>Objective:</u> To foster competent and sufficient engineers <u>Activities:</u> To develop the contents for professional development of engineers and provide them nationwide through Internet <u>Expected Outcome:</u> To strengthen domestic technological foundation <u>Private Involvement:</u> Yes. To request academic associations and entrepreneurs to produce best contents <u>For more information:</u> Ministry of Education, Culture, Sports, Science and Technology, e-mail: gishi@mext.go.jp</p>	<p><u>Project Title:</u> APEC White-Collar Training Program on Production And Material Handling Management under the Total Management System (HRD 31/1997S) <u>Status:</u> On-going <u>Objective:</u> Middle managers (white-collar workers) in charge of production and material handling management by providing systematic training to enhance their knowledge and skills appropriate to the needs of the labor market <u>Activities:</u> Training opportunities such as lectures and factory visits <u>Output & deliverables:</u> - To enhance knowledge, skills and employability of white-collar workers, targeting middle managers in charge of production and material handling management, and keep their employment in fact of the change of labor market and the adoption of new technologies - To contribute to improving quality of white-collar labor force in the APEC region, which leads to stronger and more flexible labor market: - In the long run, to disseminate training results to the corporate members through the network of the employers' organizations. <u>Participants:</u> developing economies <u>Private involvement:</u> Yes (lectures and factory visits) <u>For more information:</u> APEC Project Database</p>
	<p>e-Japan Priority Policy Programme (Promotion of Education/Learning and Human Resources Development)</p> <p>Targets include that by increasing the number of people with master 's degrees and doctorates in IT-related fields, advanced IT technical experts and researchers shall be ensured in the private, academic and public sectors.</p>	<p><u>Project Title:</u> HRD for Venture Business Project: Symposium And Workshop on Entrepreneurship <u>Status:</u> Completed <u>Objective:</u> - to understand current HRD activities for entrepreneurship in the APEC region, - to identify HRD needs of entrepreneurs, - to prepare for establishment of a network of educational institutions in the same field in the EC region for future collaboration. <u>Activities:</u> first forum and workshop was held in Tokyo in January. Second activity, a symposium and a workshop was held in Manila in March to discuss the roles of entrepreneurs, to exchange information and to discuss actions for linkages among institutions. <u>Output & deliverables:</u> It was agreed to strengthen the linkages among the institutions engaged in the entrepreneur development within the APEC region. <u>Participants:</u> 12 economies (Canada, People's Republic of China, Hong Kong, China, Indonesia, Korea, New Zealand, Philippines, Singapore, Chinese Taipei, Thailand, USA, Japan)</p>

		<p><u>Private Involvement</u>: One university and institutes as joint organizers <u>For more information</u>: Institute for International Studies and Training, Japan, e-mail: inaba@iist.or.jp</p>
		<p><u>Project Title</u>: Partners for Progress project – Management for Consultancy for SMEs <u>Status</u>: On-going <u>Objective</u>: To equip the APEC member participants with the knowledge and skills to provide consultancy assistance for SMEs, and to promote mutual understanding among APEC member economies with respect to the development of the SMEs. <u>Activities</u>: 4-week training programme planned in Jan 2002 <u>Participant</u>: Training course is open to all APEC economies <u>Output & deliverables</u>: participants equipped with up-dated and skills and better understanding of the situation in other economies <u>Private Involvement</u>: Yes (lecturers and participants) <u>For more information</u>: Japan International Cooperation Agency, Regional Department I, +81-3-5352-5578, e-mail: yoshina@jica.go.jp</p>
		<p><u>Project Title</u>: ASEAN University Network / Southeast Asia Engineering Development Network (AUN /SE ED NET) <u>Status</u>: On-going (AUN inaugurated in Apr. 2001 in Bangkok) <u>Activities</u>: The Japanese Government supports ASEAN in strengthening education by making a network of top-level universities of all ASEAN countries. Activities include funding for research, provision of research equipment, academic seminars, publication, graduate study program, short-term training, short-term study. <u>Objective</u>: To facilitate human resources development in the field of engineering. <u>Output & deliverables</u>: Network of top-level universities in all ASEAN countries. <u>For more information</u>: www.aun.chula.ac.th</p>
		<p><u>Project Title</u>: Fostering of Young Researchers <u>Status</u>: On-going <u>Objective</u>: To foster Japanese and foreign young researchers <u>Activities</u>: Fellowship programs for young researchers in Japanese national universities and national research institutes and for foreign young researchers <u>Output & deliverables</u>: To foster the young researchers <u>For more information</u>: Ministry of Education, Culture, Sports, Science and Technology, +81-3-5253-4111 (Rep)</p>

<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>		<p><u>Project Title:</u> APEC Vocational Training Project in Cooperation With Enterprises (HRD 25/1996S) <u>Status:</u> On-going <u>Objective:</u> To contribute to the human resources development within community of the APEC region by cooperating with local firms and business groups in providing vocational training for basic skill development to the unemployed people, job seekers, etc. outside those firms. <u>Activities:</u> This is a multi-year project. Two developing economies in the APEC region are chosen every year. The preparatory surveys are conducted in the first year followed by vocational training at some enterprises in the two consecutive years respectively. After that, follow-up training is conducted in some of the enterprises during a year, based on the result of the final evaluation. <u>Output & deliverables (Planned):</u> Enhanced employability of the trainees will increase their chance to participate in the labor market and promote their social integration. <u>Participants:</u> Each developing economy of the APEC <u>Private Involvement:</u> Yes (Vocational training and follow-up training programs at the enterprises were conducted or will be conducted.) <u>For more information:</u> APED Project Database or http://www.ovta.or.jp</p>
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers;</p>	<p>e-Japan Priority Policy Program (Promotion of Education/Learning and Human Resources Development)</p> <p>Policy priorities include development of creative human resources with specialized knowledge and skills. Initiatives include enhancement of IT-related courses at specialized training colleges through which IT specialist training programs for businessmen at the forefront of companies and entrepreneurship development programs for those who create new businesses will be formulated, and the results thereof will be implemented at each vocational school.</p>	<p><u>Project Title:</u> Human Resources Development in Manufacturing Industry (APEC HRDWG project) <u>Status:</u> Completed in Oct. 2000 <u>Activities:</u> Forum was held in 24-26 Oct 2000 in Japan <u>Objective:</u> To discuss how to promote HRD in manufacturing industry to cope with these drastic change and to exchange experience and information <u>Outputs & deliverables:</u> The discussion contributed to identifying the effective measures, which should be taken by the public/private sector in the field, and developing HRD policy and implementing it in each economy. <u>Participants:</u> All APEC member economies were invited and 13 economies participated. Participants were from both public and private sectors. <u>Private Involvement:</u> Yes (Participants and resource persons) <u>For more information:</u> http://www.ovta.or.jp</p>

	<p>White-collar Workers Human Resources Development</p> <p>It becomes important for white-collar workers to obtain advanced technical knowledge and skills anytime during their business career. In this regard, the “Lifelong Human Resources Development Center” has been established, which develops and conducts leading and model vocational training courses for white-collar workers.</p>	<p><u>Project Title</u>: Human Resources Development in response to Advancement of IT (APEC HRDWG project)</p> <p><u>Status</u>: Planned in Dec 2001</p> <p><u>Activities</u>: Forum will be held in 10-12 December 2001 in Japan</p> <p><u>Objectives</u>: To discuss what occupational ability is required of workers in accordance with the advancement of IT, and explore how to promote human resources development in terms of IT by exchange of experience ideas, field visits, presentation of best practices, etc.</p> <p><u>Output & deliverable (Planned)</u>: The discussion will be expected to contribute to identifying the effective measures which should be taken by the public/private sector in this field and to developing human resource development policy as well as implementing it in each economy.</p> <p><u>Participants</u>: All APEC member economies will be invited.</p> <p><u>Private Involvement</u>: Yes (Participants)</p> <p><u>For more information</u>: Ministry of Health, Labour and Welfare, +81-3-3502-2630 (fax), e-mail: enomoto-katsuya@ mhlw.go.jp</p>
<p>f. Increasing opportunities for people seeking to gain skills:</p>	<p><u>Project Title</u>: IT Frontier Project for Special Training Colleges</p> <p><u>Status</u>: On-going (2001)</p> <p><u>Objectives</u>: To develop special training colleges as core facilities to foster the IT specialists</p> <p><u>Activities</u>: Development of the curriculum and internship programs in cooperation with venture companies</p> <ul style="list-style-type: none"> - Curriculum development for the qualified workers and teachers - Development of internship programs and entrepreneur fostering program in cooperation with private sector <p><u>Outcome & deliverables (Planned)</u>: To increase IT specialists with practical skill and entrepreneur</p> <p><u>For more information</u>: Ministry of Education, Culture, Sports, Science and Technology, +81-3-5253-4111 (Rep)</p>	<p><u>Project Title</u>: Implementation of training seafarer in Developing Economies</p> <p><u>Status</u>: On-going</p> <p><u>Activities</u>:</p> <ul style="list-style-type: none"> - Introductory training in Marine Technical College for 2 months - On board training at National Institute for Sea Training for 3 months - Training on the ships of shipping agents for 9 months - After these trainings, trainees will take the maritime examination in their economies <p><u>Participants</u>: Philippines, Indonesia, Viet Nam</p> <p><u>Output & deliverables</u>: By FY2000, 831 trainees were invited and trained.</p> <p><u>For more information</u>: Ministry of Land, Infrastructure and Transport, +81-3-5253-1561 (FAX), e-mail: souno-y2cx@mlit.go.jp</p>

	<p>Education and Training Benefits System</p> <p>The System started in December 1999 to support workers who voluntarily make efforts for capacity building and to stabilize employment, by subsidizing 80% of the total expenses borne by workers (but no more than 300,000 yen) to take certain kind of education and training courses.</p> <p>Workers to be covered by this System are those who are or were secured by employment insurance for more than five years in total. In the latter's case, this System is applicable for only one year after they become unemployed.</p> <p>Courses to be covered are those designated by the Minister for Health, Labour and Welfare as vocational training courses necessary for stabilization and promotion of employment.</p>	<p><u>Project Title</u>: Inviting stakeholders in seafarer education in developing economies for promoting the cooperation about seafarer education</p> <p><u>Status</u>: On-going</p> <p><u>Activities</u>: Inviting stakeholders to study Japanese seafarer education system and facilities</p> <p><u>Participants</u>: 19 economies in Asia, Africa and Latin America</p> <p><u>Output & deliverables</u>: By FY2000, 51 guests from Asia, Africa and America were invited.</p> <p><u>Private Involvement</u>: None</p> <p><u>For more information</u>: Ministry of Land, Infrastructure and Transport, +81-3-5253-1561(FAX), e-mail: souno-y2cx@mlit.go.jp</p>
		<p><u>Project Title</u>: Establishment of human resources cooperation Center</p> <p><u>Status</u>: On-going</p> <p><u>Activities</u>: Establishment of human resources cooperation centers</p> <p><u>Objective</u>: To provide Japanese language courses, implement high-level business training including IT utilization techniques.</p> <p><u>For more information</u>: http://www.mofa.go.jp</p>
		<p><u>Project Title</u>: Assistance to third countries through IT advanced countries (JSPP21)</p> <p><u>Status</u>: On-going</p> <p><u>Objective</u>: Joint program for building human resources of developing economies called "Japan-Singapore Partnership Program for the 21st Century" (JSPP21), cost of which are borne by both Japan and Singapore</p> <p><u>Activities</u>: Every year, near ly 20 training courses are offered, trainees from neighboring economies. Eight IT-related courses will be open in 2001, under which two PFP (Partners for Progress) projects, namely, "Management Consultancy for SMEs" and "International Trade Financing" have been conducted as self-funded projects of HRDWG.</p> <p><u>For more information</u>: http://www.mofa.go.jp and description of two projects under Common Policy Concepts c. and g., respectively.</p>

<p>g Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes;</p>	<p><u>Project Title</u>: Fostering High-qualified Worker at Special Training Colleges by Industry-College Collaboration <u>Status</u>: On-going (2001) <u>Objectives</u>: To improve the capacity of special training college to develop the qualified technicians responding. <u>Activities</u>: Research and surveys carried by the collaborative the changing society, Implementation and development of the action programs in cooperation with industry and college <u>Outcome & deliverables (Planned)</u>: To strengthen the quality of the special training colleges and foster the Industry-College Collaboration <u>For more information</u>: Ministry of Education Culture, Sports, Science and Technology, +81-3-5253-4111 (Rep)</p>	<p><u>Project Title</u>: APEC Engineer Project <u>Status</u>: On-going (1995 -) <u>Objectives</u>: Promoting the mobility of qualified engineers within the APEC region <u>Activities</u>: Bilateral or multilateral negotiations based on the scheme which is established in APEC engineer coordinating committee <u>Participating economies</u>: Australia, Canada, Korea, Japan, New Zealand, Malaysia and Hong Kong (at present) <u>For more information</u>: Ministry of Education, Culture, Sports, Science and Technology, +81-3-5253-4111 (Rep)</p>
	<p><u>Project Title</u>: Rika-e Initiative <u>Status</u>: On-going (2000-2005) <u>Objectives</u>: To promote public understanding of science and technology and fostering human resources for science and technology <u>Activities</u>: Providing schools with digital learning materials about latest research outcomes through Internet <u>Outcome & deliverable (Planned)</u>: Development of digital learning - Development of digital learning materials using advanced research outcomes - Development of distributing system for such contents with instructional materials <u>Private Involvement</u>: Yes. We will cooperate with textbook companies to develop materials. <u>For more information</u>: Ministry of Education, Culture, Sports, Science and Technology, +81-3-3581-4111 (Tel/Rep), +81-3-5253-4022 (Fax)</p>	<p><u>Project Title</u>: OECD/Japan Seminar <u>Status</u>: Completed (June 2001) <u>Objectives</u>: To provide the opportunity to exchange information and views on E-learning in Post-Secondary Education <u>Activities</u>: Seminar held in June 2001 <u>Outcome & deliverables</u>: Promoting the recognition of the trends, issues and policy challenges on E-learning between public and private sectors in post secondary education <u>Participating economies</u>: Australia, Austria, Canada, Denmark, Finland, France, Germany, Greece, Hungary, Japan, Netherlands, New Zealand, Norway, Sweden, Switzerland, Turkey, United Kingdom and United States <u>Observer economy</u>: Chinese Taipei, Hong Kong China and Thailand <u>Private Involvement</u>: Yes. Some presentations were made by private sectors. <u>For more information</u>: kikan@mext.go.jp</p>
	<p>e-Japan Priority Policy Programme (Promotion of Education/Learning and Human Resources Development)</p> <p>Policy priorities include provision of IT learning opportunities. Initiatives include support for vocational manpower development in the IT field which offer a variety of vocational training to prevent the digital divide among workers due to the rapid progress of IT, employment mismatches, employment uncertainty, and improving workers' IT literacy. Knowledge and skills of workers engaging in specialized and technical occupations including the IT field, etc. will be further enhanced..</p>	<p><u>Project Title</u>: Partners for Progress project – International Trade Financing <u>Status</u>: On-going <u>Objective</u>: Designed for middle to senior government officials of APEC member economies, to equip them with the techniques of international business financing in order to survive and explore opportunities in the current economic turmoil and emerges successfully through internationalization of their operations. <u>Activities</u>: 2-week training programme <u>Participant</u>: Training course is open to all APEC economies <u>Outcomes & deliverables</u>: participants equipped with up-dated techniques and skills and better understanding of the situation in other</p>

		<p>economies</p> <p><u>Private Involvement</u>: Yes (lecturers and participants)</p> <p><u>Participants</u>: developing member economies</p> <p><u>For more information</u>: Japan International Cooperation Agency</p>
	<p><u>Project Title</u>: HRD training support programme</p> <p><u>Status</u>: On-going (2001)</p> <p><u>Objective</u>: To foster experts in information and communication technology field</p> <p><u>Activities</u>: To support public corporations and other organizations which conduct training activities for fostering experts in information and communication technology field</p> <p><u>Expected Outcome</u>: By fostering experts, to contribute to Japan's policy to become IT-related human resources rich nation and to create new employment in the information and communication technology field</p> <p><u>For more information</u>: Ministry of Public Management, Home Affairs, Posts and Telecommunications, tel: 81-3-5253-5743</p>	<p><u>Project Title</u>: Japan-Brunei Darussalam APEC Joint Seminar on Strengthening Human Resource Development for Structural Reform</p> <p><u>Status</u>: Completed (Sept 2000)</p> <p><u>Objective</u>: (1) to provide an opportunity for assessing current situations of HRD, and identifying requirements to improve HRD for advancing industrial structure, (2) to discuss policy options that will help promote HRD for advancing industrial structure and (3) to examine the measures that APEC can adopt in order to improve HRD for advancing industrial structure</p> <p><u>Activities</u>: 2-day seminar co-organized by Japan and Brunei Darussalam in co-operation with United Nations Development Programme</p> <p><u>Outcomes & deliverables</u>: recommendations submitted to SOM3 in 2000</p> <p><u>Private Involvement</u>: Yes (speakers and participants)</p> <p><u>Participants</u>: Seminar was open to all member economies.</p> <p><u>For more information</u>: Ministry of Foreign Affairs, Japan, Tel: 81-3-3580-3311 or Ministry of Industry & Primary Resources, Brunei Darussalam</p>
	<p>Development and conduct of highly vocational training</p> <p>There are various public vocational training facilities in Japan. For middle-level skilled labors, the "Advanced Polytechnic Center" has been established as a special facility to conduct advanced vocational training courses in the high-tech field.</p>	

<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>		<p><u>Project Title</u>: Alternative Dispute Resolution Executive Education Project 2000 (HRD 01/2000T) <u>Status</u>: On-going <u>Activities</u>: a workshop, a series of seminars and a symposium as well, producing curricula and teaching material for the use of such seminars in various APEC economies <u>Objective</u>: To facilitate trade and investment in APEC economies by</p> <ul style="list-style-type: none"> - raising awareness about ADR in commercial dispute resolution, - enhancing the skills of business people and their professional advisers in negotiation, and dispute resolution, - promoting the use of ADR methods for commercial dispute resolution. <p><u>Outcome & deliverables</u>: Private and public sector organizations which engaged in international trade and investment, and their professional advisers as well as management educational institutions to learn necessary skills and knowledge. <u>Participants</u>: 17 economies (Australia, Brunei, Canada, Chile, People's Republic of China, Hong Kong, China, Indonesia, Korea, Mexico, New Zealand, Philippines, Singapore, Chinese Taipei, Thailand, USA, Viet Nam, Japan) <u>Private Involvement</u>: Yes. Dispute resolution centers, chamber of commerce and educational institutions are involved in organizing seminars. Business executives and their legal advisers are beneficiaries of the project. <u>For more information</u>: APEC Project Database, or maeda@iist.or.jp</p>
		<p><u>Project Title</u>: Workshop for the establishment and Enhancement of vehicle safety standards, Certification, harmonization and mutual Recognition in Asian economies <u>Status</u>: On-going (as to HRD component) <u>Activities</u>: Workshop has been implemented since 2000 in Japan.</p> <ul style="list-style-type: none"> - Training for the harmonization of environmental and safety standards and for the confirmation method of conformance, - Training for the registration system certification in consistence with circumstances of each economy - Training for the facilitation of harmonizing standards and the introduction of registration system for certification <p><u>Output & deliverables (Planned)</u>: Japan aims to plant Asia economies with the existing advanced skills of standards and certification in Japan with vehicles, and then to contribute to establish the systems of safety</p>

		<p>standards and certification in each economy.</p> <p><u>Participants</u>: People's Republic of China, Thailand, Philippines, Malaysia, Indonesia, Viet Nam</p> <p><u>Private Involvement</u>: Yes. Lecturers are dispatched from JASIC (Japan Automobile Standards Internationalization Center)</p> <p><u>For more information</u>: +81-3-5253-1561 (FAX) or e-mail: souno-y2cx@mlit.go.jp</p>
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- Notes:
1. FY means Japan's Fiscal Year (from 1 April to 31 March of the following year).
 2. APEC projects (APEC-funded and self-funded ones) bear respective project numbers.
 3. Those projects without Project Numbers of indication are conducted outside the APEC fora

ECOTECH ACTION PLAN: KOREA

Common Policy Concepts	Actions	
	Domestic	Cooperative
a. Providing a basic education	<ul style="list-style-type: none"> • The HRD Korea, a government-funded agency, conducts training of skilled and multi-skilled workers to foster middle-level manpower in the fields of national key industries and new industries. • Ministry of Education & HRD has conducted school reform initiatives; Brain Korea 21, Teacher Education & Training, Student Performance Evaluation, Use of ICT in education. • All primary and secondary schools are equipped with basic technological infrastructure including computers, Internet, VTR, etc. Ministry of Education & Human Resources Development has implemented educational policies and efforts that emphasize education on ICT (Information and Communication Technology) for improving the ICT skills and knowledge of all students and adults. • Government-funded agencies such as KEDI (Korean Educational Development Institute), KERIS (Korea Education & Research Information Service) provide diverse educational services in order to offer an open & flexible venue to learn, to promote lifelong learning, and to develop educational resources through up-to-date information and communications technologies. KERIS has developed and diffused teaching methods and materials necessary for using ICT in education. 	
b. Analyzing the regional labor market to allow sound forecasting of trends needs in HRD	<ul style="list-style-type: none"> • Government-funded research institutes such as Korea Labor Institute and Central Employment Information Center analyze the regional labor market and each economy's trends in HRD and announce the results. 	
c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers	<ul style="list-style-type: none"> • Korea University of Technology and Education conducts training designed to foster and upgrade training instructors . • Policies promoting the quality of in-service as well as pre-service teacher training are being implemented in order to attract and retain well-qualified teachers in the teaching profession. As a step toward improving the quality of in-service teacher training, especially in the field of ICT, online and offline teacher training programs have been implemented. • In 1999 the Ministry of Education launched a reform project for higher education. The project is called Brain Korea 21 (hereafter BK 21), which aims at fostering world-class scholars in research to found the creative and advanced knowledge-base necessary for the 21st century. The project is geared at re-engineering the overall higher education system to meet the challenges of the 21st century. 	<ul style="list-style-type: none"> • Korea transfers efficient training methods and new technology by inviting and training managers or training instructors of APEC member economies
d. Reducing skills deficiencies and	<ul style="list-style-type: none"> • The Korean government conducts vocational ability development training for employees to prepare them for technological development. • The government provides the unemployed with the training organized centering on the 	

<p>unemployment by designing training programs for applications at all stages of a person's working life</p>	<p>occupational areas which suffer from a shortage of workforce or are promising in the future.</p> <ul style="list-style-type: none"> Public vocational training institutions are used as ability development centers for local citizens to realize a lifelong learning society. Ministry of Education & HRD has established the Center for Lifelong Learning and provided diverse vocational training programs and information via Internet and offline classes. 	
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<ul style="list-style-type: none"> The government is encouraging the development of excellent training materials and methods through open competition among private training instructors. The HRD Korea has developed training standards reflecting the demands of industries. Ministry of Education & Human Resources Development has encouraged educators to develop teaching methods and multimedia materials for effective usage of ICT in education and apply ICT to class. 	
<p>f. Increasing opportunities for people seeking to gain skills</p>	<ul style="list-style-type: none"> The Korean government has established Employment Security Centers around the nation which provide counseling service to trainees so that it can implement trainee-oriented training. The government has improved the accessibility of training by providing comprehensive and systematic information on training and qualification through HRD-NET. KERIS has provide EDUNET service, which is the online educational information system, contains thousands of online services and resources such as personalized service, a free web hosting service, creating an online community, and sharing educational resources. KERIS has provided EDUNET service free of charge that is the online educational information system for individuals as well as teachers. EDUNET contains thousands of online services and resources such as personalized service, a free web hosting service, creating an online community, and sharing educational resources. 	<ul style="list-style-type: none"> Korea hosted the 1st APEC Youth Skill Camp.
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<ul style="list-style-type: none"> The Korean government has increased workers' productivity by giving workers opportunity of lifelong vocational ability development through upgrade training training on paid leave and student loans for employees. For providing field training on ICT to teachers, the Korean government has conducted YIV program that is one of ACEC(APEC Cyber Education Cooperation) projects. 	<ul style="list-style-type: none"> Youth Internet Volunteer (YIV) program has been conducted at Indonesia and Thailand during August 5 through August 19, 2001. ACEC projects have a future plan to provide teachers in the APEC region with online teacher training programs on ICT.

h. Promoting HRD toward the liberalization and facilitation of trade and investment		• Korea is pushing forward with the APEC Engineer Project.
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ECOTECH ACTION PLAN: MALAYSIA

Common Policy Concepts	Actions	
	Individual	Cooperative
<p>a. Providing a basic education</p>	<p>Education comes under the purview of the Federal Government and most schools in the country are public schools. Malaysia provides 11 years of free schooling and approximately 18% of the annual national budget is allocated for education. Malaysia has a literacy rate of 93%.</p> <ul style="list-style-type: none"> • Pre-school Children between four and six years of age begin their education at pre-school kindergartens. Kindergartens are set up throughout the country by the government and the private sector. There is a high degree flexibility in terms of teaching approaches and medium of instruction. Kindergarten education emphasizes socialisation, personality development and preparation for primary schooling. • Primary education Primary schooling begins for seven year old children may be completed within five to seven years. Primary education is divided into two levels, level one emphasizes the 3 Rs whilst level two builds upon these basic skills as well as an introduction to the basic sciences. Development of personality, attitudes and values are also emphasized at the level. An assessment examination is carried out upon completion of year six of primary schooling. • Secondary education Secondary school offers a comprehensive education programme. The curriculum includes a wide range of subjects from the arts and sciences as well as religious and vocational and technical subjects that provide a practical technical bias and a hands-on approach to learning. With the emphasis placed on technological literacy, the smart school concept was introduced in 1996. <p>An assessment examination is carried out at the end of the third year of secondary education. Students are then moved into more specialised fields of study for a further minimum of two years of upper secondary education.</p> <p>All secondary school students sit for the Malaysian Certificate of Education Examination at the end of their five year secondary education.</p>	
<p>b. Analyzing the regional labor market to allow sound forecasting of</p>		<p>Malaysia participates in growth triangle cooperation programme through the working group of IMT-GT (Indonesia, Malaysia and Thailand), IMS-GT (Indonesia, Malaysia and Singapore), and BIMP-EAGA (Brunei, Indonesia, Malaysia and the Philippines).</p>

trends and needs in HRD		<p>The Growth Triangle programme promotes cooperation among the countries in order to generate greater economic growth in the neighbouring region through:</p> <ul style="list-style-type: none"> - Establishment of labour market information; - Exchange of expertise and training; - Development of skills standards and certification; and - Labour mobility resolution.
c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers	<p>The Human Resources Development Fund (HRDF) assists to defray all or parts of the training costs for retraining and skill upgrading programmes undertaken by the respective employers.</p> <p>All categories of employees under the HRDF are eligible for training and retraining. Upgrading of management skills even at the advanced level for higher knowledge sophistication, efficient marketing network as well as innovative and creativity skills are eligible for training grants under the HRDF.</p> <p>Training and retraining for all skills related to the business and operational requirements of companies are eligible for training grants.</p> <p>Malaysia conducts a National Instructor Training Programme (NITP) to provide the expertise necessary for vocational instructors. This programme offers instructor training, supervisory training as well as vocational and advanced skill training for the duration of two to three years. The programme's practical, hands-on approach to learning accelerates knowledge transfer and promotes teaching skills and knowledge development.</p>	<p>Malaysia has participated in the Vocational Training for APEC Member Economies – The Further Training of Vocational Training Instructors/Teachers programme since 1997. The fellowship programme includes lectures, practices and study tours to various public and private institutions/organisations.</p> <p>The Korean Government provides the training course as part of its technical cooperation programme. A total of seventeen participants from Malaysia have benefited from it. The programme helps them to gain more knowledge and upgrade their skills in order to develop an effective vocational training system.</p>
d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life	<p>Malaysia has put in place training programmes to meet the needs of the new economy. These include pre-employment training as well as retraining of those already at work. The objective is to make Malaysian workers remain employable in the face of changes in the job market. A core strategy is to inculcate lifelong learning as well as equip Malaysian workers with critical enabling skills that are relevant across jobs.</p> <p>To assist workers in securing jobs, including those who are affected by retrenchment, the MOHR is also seeking to leverage Information and Communication Technology (ICT) by setting up an Electronic Labour Exchange (ELX).</p> <p>To embrace ICT knowledge in all levels of society, the Ministry through the Manpower Department continues to promote ICT literacy throughout the country. About 15 Industrial Training Institutes (ITIs) and Advanced Technology Centres (ADTECs) run the ICT training session for two hours every week. The session is open to everyone who is interested in learning more about ICT. The target group for the ICT literacy campaign comprises people of all ages from different background including workers, students, housewives, senior citizens and disabled people. Within the period of six months, it is estimated that there will be 66,000</p>	

	<p>participants trained all over the country through this ICT Literacy Awareness Campaign.</p> <p>Under the Training Scheme for Retrenched Workers, PSMB also offers various courses at the certificate or diploma level, including ICT. The retrenched workers can choose to undertake any types of suitable courses under the programme and the training fees will be fully paid. This is to assist workers to upgrade their skills and increase their employability and mobility while employers stand to gain from having more skilled workers in the labour market.</p>	
e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers	<p>To create definitive workplace skills and standards, the MOHR through the National Vocational Training Council (MLVK) recognises skill achievement according to the competency levels that meet the prescribed standards. The standards are developed by the MLVK in collaboration with experienced workers and practitioners from industries and instructors from training institutions.</p> <p>The skill standards enable employers and workers to assess skill competencies and to focus training needs based on provision of specific job skills. Acquiring recognised standards enhance workers' professionalism and quality of work in which leads to employability. This makes skills upgrading more cost-effective and flexible.</p>	<p>Malaysia participated in an APEC Forum on Human Resources Development 1999-Vocational Training Policies Towards 21st Century, Chiba, Japan on 13 - 15 July 1999. This forum helps the participants to gather information in order to develop an effective vocational training that enables the workforce to face the rapid changes of the industries.</p> <p>Malaysia participated in the 1st APEC Youth Skill Camp, Ulsan City, Korea on 22 - 25 September 2000. This programme promotes an exchange of ideas regarding youth vocational training while encouraging cooperation and networking among APEC member economies.</p>
f. Increasing opportunities for people seeking to gain skills	<p>The Malaysian Government continues to play a strong role in creating the necessary learning infrastructure and constructive environment for HRD. In the public sector, four Ministries are highly involved in providing and upgrading knowledge and skills i.e. Ministry of Education (MOE), Ministry of Entrepreneur Development (MOED), Ministry of Youth and Sports (MOYS) and Ministry of Human Resources (MOHR). On the other hand, the private sector's involvement also plays a significant role in imparting education and training.</p> <p>The MOHR through the Manpower Department continues to build and upgrade training institutions under its purview. Currently, there are 14 Industrial Training Institutes (ITIs), four Advanced Technology Centres (ADTECs), a Japan-Malaysia Technical Institute (JMTI) and a Centre for Instructor and Advanced Skills Training (CIAST). Meanwhile, under the Eighth Malaysia Plan (8MP), the MHR is planning to build more training institutes in order to further escalate training capacity. With the completion of the new training institutes under 8MP, the training capacity under the Ministry will increase by twofold from the existing 17,000 training places.</p> <p>The focus of the training is geared towards ICT and technically related fields such as the engineering trades. More Malaysians will therefore be provided with the opportunity to acquire technical skills as well as higher order cognitive skills.</p> <p>The Skills Development Fund (SDF) provides financial assistance to school leavers and those already working who intend to pursue tertiary education in skill-based career. To further lend support to lifelong learning, the financial assistance will also be available for</p>	<p>In conjunction with the 21st APEC HRD Working Group in Sapporo, Japan, Malaysia participated in the Multimedia Distant Learning (MDL) – Seminar on Industrial HRD by Virtual Learning on 24 January 2000. The seminar is aimed to introduce extensive training opportunities to a large number of recipients by using modern information technology and multimedia virtual learning system. Participants learn about the Asian Virtual Network (AVN) Initiative, along with case studies of distance education and training at higher educational institutions as well as demonstration of distance training using video conferencing system.</p> <p>Malaysia is also involved in an APEC Vocational Training Project in Cooperation With Enterprises for the period of two years beginning April 2000. This project in Malaysia is undertaken by Japan through the coordination of Matsushita HRD Center and Overseas Vocational Training Association (OVTA, Japan). The cooperation of multinationals in the region by providing vocational training to the people outside of their own companies contributes to the HRD of the local community.</p> <p>Malaysia through the Centre for Instructor and Advanced Skill Training (CIAST) conducts training programme for less developing countries with the cooperation of the Government of Japan. Participating countries include Thailand, Indonesia, the Philippines, Laos, Viet Nam, Cambodia, Papua New Guinea, Fiji and Tonga. In addition, a 3-way Technical</p>

	those intending to go for training on a part-time basis. With a flexible long-term loan facility and a low administrative charge, SDF appeals to those who are in need of financial assistance to take the opportunity to learn and upgrade their skills.	Cooperation Programme between Malaysia, Japan and France has also benefited participants from African countries.
g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes	<p>The promotion of employer-based training through various HRDF schemes helps to encourage organisations, particularly the small and medium industries (SMEs) to become learning organisations where people can continually expand their capacity to create the results that they desire and where people are continually learning how to learn together.</p> <p>Learning in this regard means not only using new technologies to access global knowledge, but also utilising them to communicate with other people about innovation. This helps organisations to flourish by adding value through the development of intellectual capital that keeps them abreast with constant changes.</p>	<p>Malaysia participated in a Japan-Brunei APEC Joint Seminar on Strengthening Human Resources Development for Structural Reform, Bandar Sri Begawan, Brunei on 12 – 13 September 2000.</p> <p>The programme was sponsored by the Government of Japan in order to provide an opportunity for APEC member economies to assess current situations of HRD and identify requirements in terms of improving HRD for advancing industrial structure. Participants also discussed policy options that would create conducive environment for HRD and measures that APEC could adopt in order to improve HRD in advancing industrial structure of the Asia-Pacific region.</p>
h. Promoting HRD toward the liberalization and facilitation of trade and investment	<p>To achieve the status of a fully developed and industrialised country by the year 2020, Malaysia adopts a significant consideration on HRD in all major development plans. The HRD imperatives obtain their place in the Five-Year Development Plans, the Outline Perspective Plans, the Industrial Master Plans by outlining provisions, policies, strategies and programmes for a progressive human resource advancement.</p> <p>In line with the Vision 2020 and the transformation towards the knowledge-based economy (K-economy), the MOHR is focusing on HRD with the aim of producing a pool of highly skilled knowledge workers to ensure a successful development into the K-economy. Reflecting the view that learning and knowledge creation is of prime importance, the Ministry promotes lifelong learning through the development of a National Skills Recognition System, training programmes to meet the needs of the industry, retraining to upgrade skills of the workforce and a Skill Development Fund to improve accessibility to learning.</p>	<p>A Seminar on Best Practices for Public-Business Sector Partnership in Skills Development was held in Penang, Malaysia on 6 - 7 May 1999. The seminar is aimed to provide a platform for APEC economies to share experiences on public-private sector development and to explore opportunities to value-add current efforts. It is also to encourage members of APEC to adopt and implement closer public-business partnerships in skill training development. Furthermore, the seminar helps to promote networking amongst skill training providers within APEC economies towards mutual support and sharing of resources and experiences. This seminar was organised by the Malaysian Government.</p> <p>Malaysia participated in an APEC High Level Meeting On Human Capacity Building, Beijing, China on 15 – 16 May 2001. The aim of the meeting is to strengthen human capacity building in APEC economies for the new economy and technological revolution. It focuses mainly on:</p> <ul style="list-style-type: none"> i) assessing the challenges ahead in building and exploiting the new economy, the importance of human factor and the readiness of the economies; ii) exploring innovative ways in which businesses and education and training institutions can adopt in order to develop strategic options for the future; and iii) discussing better policy approaches by Governments so as to establish more effective partnerships with businesses, educators and trainers.

ECOTECH ACTION PLAN: MEXICO

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<p>National Council of Education for Life and Work (CONEVIT)</p> <p>This system has been organised by coordinating policy and actions among various public and private institutions, related to out-of-school education and to for the job and on the job training.</p> <p>At present efforts are under way to integrate a National System which can offer alternatives for life – long education and training, with the participation of entities responsible for these actions. The purpose is to build a bridge easing the way between the workplace and formal education, with the support of technology of information and communication, learning and communication, and which allows for the recognition of knowledge, skills and abilities acquired in one or the other setting. (STPS)</p> <p>The Ministry of Education has implemented the following programs</p> <p>Program for the Development of Initial Education (PRODEI) (SEP) Educational Attention to Women (SEP/INEA) transformed in the last quarter of 1997 into an educational axis called Gender and Family. Project Education throughout the Lifetime (INEA/SEP) Junior High School for Adults (INEA/SEP)</p> <p>The National Council of Educational Development (CONAFE/SEP) operates the following educational programs and projects</p> <p>Compensatory Programs: Program to Reduce the Educational Backwardness (PARE), Program to Reduce the Educational Backwardness in Basic Education (PAREB), Comprehensive Program to Reduce the Educational Backwardness (PIARE), Program for the Development of Initial Education (PRODEI), and Program to Support Disadvantaged Schools (PAED).</p> <p>Educational Programs: Community Preschool Program (PC), Community Health Program, Family Feeding and Nutrition Program, Educational Attention Projects for Indigenous Population (PAEPI), Educational Attention Project for the Migrant Agricultural Population (PAEPIAM), Community Participation Program in the Educational Tasks and Community Coursed (CC).</p> <p>Educational Development Programs: Rural Educational Financing, Teachers in Service, and</p>	

	<p>Teachers' Study System.</p> <p>Program of Indigenous School Shelters (INI/SEP) "Tele-secondary" system <i>Road to Secondary School</i> pilot project</p> <p>The Ministry of Social Development (SEDESOL) has implemented the following projects</p> <p>Basic Education Stimuli Program Education, Health, and Food Program (PROGRESA)</p>	
<p>b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>	<p>The General Coordination of Labour Policy, Research and Statistics is the responsible, within the Ministry of Labour and Social Welfare (STPS), for producing, co-ordinating, integrating, promoting and evaluating studies and statistics on labour issues.</p> <p>STPS will operate a new system on employment monitoring within the National Employment Service. This system will be designed and developed to operate interactively on Internet, and will bring together on a single website information from various sources, both internal and external, in order to provide the user relevant and up-to-date information on the main features and behaviour of employment and labour markets, both on a regional and national basis. (STPS)</p> <p>The Ministry of Agriculture, Cattle Breeding, Rural Development and Fisheries (SAGARPA) has developed the following program</p> <p>Temporary Employment Program (PET)</p> <p>The Ministry of Labor and Social Welfare (STPS), Ministry of Foreign Affairs (SRE) and National Commission for Women (CONMUJER) in collaboration with the International Labour Organization (ILO) have implemented the following program</p> <p>International Program More and Better Employment for Women in Mexico (1998 – 2000).</p>	
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and education/trainers</p>	<p>Integral Quality and Modernisation Program (CIMO)</p> <p>The purpose of this program is to provide technical and financial support for the introduction and implementation of training programs for employed workers and for the development of quality, productivity and competitiveness in micro, small and medium enterprises. (STPS)</p>	
<p>d.</p>	<p>Program of Grants for Unemployed Persons (PROBECAT)</p>	

<p>Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<p>This Program was created in 1984 in order to provide training to unemployed and underemployed persons in precarious economic conditions, giving them the skills required by productive units and helping them gain access to better jobs. (SHCP)</p> <p>The Ministry of Education (SEP) has implemented the following programs</p> <p>Program for the Development of Initial Education (PRODEI) Educational Attention to Women (SEP/INEA) transformed in the last quarter of 1997 into an educational axis called Gender and Family.</p> <p>Project Education throughout the Lifetime (INEA/SEP) Junior High School for Adults (INEA/SEP)</p> <p>The National Council of Educational Development (CONAFE/SEP) operates the following educational programs and projects</p> <p>Compensatory Programs: Program to Reduce the Educational Backwardness (PARE), Program to Reduce the Educational Backwardness in Basic Education (PAREB), Comprehensive Program to Reduce the Educational Backwardness (PIARE), Program for the Development of Initial Education (PRODEI), and Program to Support Disadvantaged Schools (PAED).</p> <p>Educational Programs: Community Preschool Program (PC), Community Health Program, Family Feeding and Nutrition Program, Educational Attention Projects for Indigenous Population (PAEPI), Educational Attention Project for the Migrant Agricultural Population (PAEPIAM), Community Participation Program in the Educational Tasks and Community Course (CC).</p> <p>Educational Development Programs: Rural Educational Financing, Teachers in Service, and Teachers' Study System. Program of Indigenous School Shelters (INI/SEP) "Tele-secondary" system <i>Road to Secondary School</i> pilot project</p> <p>The Ministry of Social Development (SEDESOL) has developed the following programs</p> <p>Basic Education Stimuli Program Education, Health, and Food Program (PROGRESA) Program for Retired Teachers</p> <p>INTER-INSTITUTIONAL COORDINATION</p>	
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	<p>In 1996, the Women in the Rural Development Program (MDR).</p> <p>Ministry of Labor and Social Welfare (STPS), Ministry of Foreign Affairs (SRE) and National Commission for Women (CONMUJER) in collaboration with the International Labour Organization (ILO)</p> <p>International Program More and Better Employment for Women in Mexico (1998 – 2000).</p> <p>National System for the Integral Development of Families</p> <p>Agencies Service of for labor integration for disabled people, giving services of vocational and labor orientation as well as emotional advise 1995.</p> <p>The National Institute of Senility (INSEN)</p> <p>Program to foster opportunity equality for third age people in the field of employment and to reincorporate elder women in remunerated activities.</p>	
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<p>Council for the Standardisation and Certification of Labour Competencies (CONOCER)</p> <p>CONOCER was created in 1995 by agreement between the Ministry of Labour and Social Welfare and the Ministry of Public Education. It includes representatives from the government, workers, employers and the agriculture and livestock sector. The purpose of this organisation is to promote continuous self improvement in people's skills by providing certification of labour competencies.</p>	
<p>f. Increasing opportunities for people seeking to gain skills</p>	<p>Integral Quality and Modernisation Program (CIMO)</p> <p>The purpose of this program is to provide technical and financial support for the introduction and implementation of training programs for employed workers and for the development of quality, productivity and competitiveness in micro, small and medium enterprises. (STPS)</p> <p>Program of Grants for Unemployed Persons (PROBECAT)</p> <p>This Program was created in 1984 in order to provide training to unemployed and underemployed persons in precarious economic conditions, giving them the skills required by productive units and helping them gain access to better jobs. (STPS)</p> <p>Mexico participates as a member of the <i>core-group</i> in the Initiative of the Collaboration "Think Tank" for future economic leaders, led by Australia, and in the Training for Financial Regulators and Supervisors, led by the Asian Bank of Development of the Financial</p>	

	<p>Ministers Process. (SHCP)</p> <p>The Ministry of Education has developed the project</p> <p>National Lifelong Education Program (SEP)</p> <p>Ministry of Social Development (SEDESOL)</p> <p>National Fund for Support to Solidarity Companies (FONAES) Credit to the Word Program Women's Productive Development Program (PDPM). National Program for Temporary Agricultural Laborers (PRONJAG) The Infrastructure Program Productive Agro-ecology Program Indigenous National Institute (INI) Social Training Program</p> <p>Ministry of Labor and Social Welfare (STPS), Ministry of Foreign Affairs (SRE) and National Commission of Women (CONMUJER) in collaboration with the International Labour Organization (ILO)</p> <p>International Program More and Better Employment for Women in Mexico (1998 – 2000).</p> <p>Ministry of Social Development (SEDESOL)</p> <p>National Fund to Foster Crafts (FONART)</p> <p>Ministry of Labor and Social Welfare (STPS), Ministry of Foreign Affairs (SRE) and National Commission of Women (CONMUJER) in collaboration with the Food and Agricultural Organization (FAO)</p> <p>National Network of Technical Cooperation for Support Institutions and Organisms for Rural Women, 1998</p>	
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and</p>	<p>Project for the Modernisation of Technical Education and Training (PMETyC)</p> <p>In 1993, the Ministries of Public Education and of Labour and Social Welfare started to work on restructuring technical education and training in Mexico, in order to make human resource development the central basis for improving the competitiveness of firms and the professional and personal advancement of workers. These actions led to the design and implementation in 1995 of the Project for the Modernisation of Technical Education and Training (PMETyC),</p>	

<p>technological changes</p>	<p>operated by both Ministries and the Council for the Standardisation and Certification of Labour Competencies (CONOCER). (STPS)</p> <p>Ministry of Education (SEP)</p> <p>Project Education throughout the Lifetime (INEA/SEP) In 1999, the Micro-financing Fund for Rural Women (FOMMUR)</p> <p>Ministry of Social Development (SEDESOL) National Fund to Foster Crafts (FONART) Indigenous National Institute (INI) Social Training Program</p> <p>Nacional Financiera (NAFIN)</p> <p>Global Program for Integral Support of Small Enterprises</p> <p>Ministry of Agriculture, Cattle Breeding and Rural Development (SAGAR)</p> <p>Units for Women (UAIM) Program Women in Rural Development (MDR) Program of Rural Equipping of MDR Program to Assist Women in the Field, Normal Investment Program Social and Productive Development Program in Poor Regions, Development Project for Rural Marginal Communities in the Areas of Iztle, Regional Sustainable Development Program Agro-Ecological Productive Program.</p> <p>Ministry of Social Development (SEDESOL)</p> <p>National Fund for Social Enterprises (FONAES). Productive Development Program for Women Fund to Support Enterprises Owned by Women National Program for Temporary Agricultural Workers (PRONJAG)</p> <p>Ministry of Agrarian Reforms (SRA)</p> <p>Program for farming women, in National Fund of Ejido Fostering (FIFONAFE)</p>	
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<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>	<p>The Ministry of Labour and Social Welfare has developed the following program</p> <p>Mexican Seasonal Agriculture Workers Program. In order to recruit and administer the temporary hiring of unemployed agricultural workers, this program was created in 1974. Its object is to recruit, select and send to Canadian farms, Mexican workers with ample labour experience as agricultural workers, day labourers or peasants, and whose main or only activity is farming. (STPS)</p>	
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ECOTECH ACTION PLAN: NEW ZEALAND

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<p>New Zealand Curriculum</p> <p>The NZ Curriculum for schools sets out the areas and levels of knowledge, understanding and skills to be developed by students during the years of schooling.</p> <p>The curriculum covers seven essential learning areas (language and languages; mathematics; science; technology; social sciences; health and physical wellbeing; and the arts) and seven essential skills (communication; numeracy; information, problem solving; self-management and competitive; social and co-operative; physical; and work and study). www.minedu.govt.nz</p>	<p>NZ provides assistance in many Pacific and Asian economies through its Overseas Development Assistance (NZODA) programmes, including:</p> <ul style="list-style-type: none"> - Assistance with development of secondary school curricula and professional development for school staff in Tonga - Assistance with developments in all levels and areas of education in Niue: early childhood education, primary, secondary; professional development for teachers and school management; advice and support for central management - Development of literacy resources in English and vernacular languages - Training in teaching English as a Second Language (Diploma TESOL) - Co-ordinated packages of training, resources, institutional strengthening, curriculum development - Groundbreaking work in Early Childhood Education in the Solomon Islands, which had a positive impact for children, their parents and the whole community. Project design and implementation is fully owned by Solomon Is. The participants at training are mostly women who had left school at age 14 or younger - Funding of volunteers through Volunteer Services Abroad - UNESCO and Pacific Forum programmes in the Pacific
	<p>Te Whaariki – Early Childhood Education Curriculum and Desirable Objectives and Practices (DOPs)</p> <p>Te Whaariki is a national curriculum for early childhood care and education that all chartered (government funded) early childhood services must implement. It describes principles on which early childhood experiences must be based, strands of learning and development, and goals relating to the outcomes expected at each stage of a child's development. It gives examples of appropriate learning activities. www.minedu.govt.nz</p>	<p>Consortium for APEC Cyber Education Cooperation (ACEC)</p> <p>This is a project initiated by the APEC Education Foundation, involving the APEC Education Network (EDNET); The Centre for Information Technology in School and Teacher Education (CITE) (University of Hong Kong); Korea Education Research Information Service (KERIS); and the 2020 Communications Trust Group (New Zealand).</p> <p>ACEC offers an opportunity for educators and policy makers from APEC economies to work together to improve educational practice. Key activities of ACEC are:</p> <ul style="list-style-type: none"> - A web portal to give access to contributing projects and materials produced by the participants; - Developing educational communities including on-line communities; - Projects to build the capability of teachers.

	<p>National Certificate of Educational Achievement (NCEA)</p> <p>The NCEA will be introduced from 2002 as the major secondary school qualification (years 11-13). It is a flexible standards-based qualification using a variety of external and internal assessment methods. Students earn credit by meeting national standards in school subjects or “unit standards” developed by industry. It is administered by the New Zealand Qualifications Authority (NZQA). www.nzqa.govt.nz</p>	
	<p>National Assessment Strategy</p> <p>This strategy provides a framework for system, school and classroom level assessment of students’ achievement and learning needs. It supports requirements for schools to prioritise literacy and numeracy, identify students at risk of underachievement; and develop teaching strategies to address their needs.</p> <p>Key initiatives under the strategy are:</p> <ul style="list-style-type: none"> - Nationally benchmarked assessment tools in years 5-7 in English and Maori, for teachers and schools to assess, report and tailor teaching strategies to students’ foundation literacy and numeracy skills; and - Exemplars of achievement standards for levels 1-5 of the national curriculum in all essential learning areas, to raise expectations and to help teachers judge student achievement consistently. - Professional development for teachers with a focus on formative assessment to improve learning. 	
	<p>Te Kete Ipurangi – the Online Learning Centre www.tki.org.nz</p> <p>New Zealand's bilingual education portal is an initiative of the Ministry of Education. Te Kete Ipurangi aims to provide a cost effective electronic platform to:</p> <ul style="list-style-type: none"> - Access useful information on the Internet for New Zealand school communities and families; - Help educators by providing a clear path to quality online information, services and resources (including Ministry of Education material) to meet a diverse range of school needs; - Provide a gateway to useful and relevant education-related content on the world wide web; - Establish a community of learners sharing information, with site development being shaped by user feedback; and - Provide fair opportunities for promotion and housing of commercial resources, products and services. 	

	<p>Literacy and Numeracy Strategy</p> <p>The Literacy and Numeracy strategy provides a single overview of the development of literacy and numeracy skills, knowledge and attitudes from early childhood, through schools to adults. The three key themes are: clarifying expectations for learners achievement; lifting professional capability; and developing community capability. www.minedu.govt</p> <p>The strategy co-ordinates a national system of literacy interventions targeting learners, their families and communities, teachers and educational leaders, teaching resources and support systems. Specific initiatives target those most at risk of failing to read and write for success – including Maori and Pacific students. Elements of the strategy include:</p> <ul style="list-style-type: none"> - Professional development programmes, including a Literacy leadership programme for primary school principals and a numeracy development project targeting all primary school teachers; - Development of new teaching and learning materials - Public communications programmes - Specialist itinerant Resource Teachers: Literacy working across clusters of schools with year 1-8 students. 	
	<p>Targeted Funding for Educational Achievement (TFEA)</p> <p>This school resourcing system targets additional funding to schools in communities of lower socio-economic status. Schools are grouped into ten “deciles” using an index based on: household incomes from employment and welfare; parents’ occupation and education; and household crowding; and student ethnicity.</p>	
	<p>Schools Innovations Pool</p> <p>Contestable funding available to schools and other groups for innovative proposals to improve outcomes for students at risk of failure.</p>	
	<p>Books in Homes</p> <p>A community based initiative to foster literacy for primary school students especially in low socio-economic areas. Managed by the Alan Duff Charitable Foundation www.booksinhomes.org.nz. Schools and sponsors share costs of providing books selected by the children. The programme includes visits to schools by high profile community role models, theatre productions, and events and activities to promote parental and community involvement.</p>	

	<p>Iwi Initiatives</p> <p>Partnerships between the Ministry of Education and Maori Iwi (tribal) organisations and other groups. Projects are individually tailored to local needs and conditions, but share principles of: mutual commitment and clear goals for raising Maori students' achievement; strengthening school-community links; improving responsiveness and teaching quality; and strengthening governance in schools.</p>	
	<p>SEMO</p> <p>A partnership between the communities and schools of Mangere and Otara in South Auckland and the Ministry of Education, aimed at improving education in an area where school quality had become a concern. Two key initiatives underway are:</p> <ul style="list-style-type: none"> - Communities in Schools (CIS) to strengthen relationships between the schools and their communities by focusing on literacy; - Early Childhood Primary Link (ECPL) to strengthen links between the homes, early childhood settings and schools. <p>A third initiative is planned: Analysis and Use of Student Achievement Data (AUSAD).</p>	
	<p>More than Words: The New Zealand Adult Literacy Strategy</p> <p>The Adult Literacy Strategy has the broad goal that over the long-term New Zealanders should enjoy a level of literacy which enables them to participate fully in all aspects of life, including work, family and the community, and to have the opportunity to achieve literacy in English and Te Reo Maori. The strategy has three key elements:</p> <ul style="list-style-type: none"> - Developing the capability of adult literacy providers to deliver quality programmes; - Improving quality systems to ensure that programmes are world class; and - Increasing opportunities for adult literacy learning by significantly increasing provision in workplaces, communities, and tertiary institutions; <p>Principles of the strategy are that gains for learners will be achieved as quickly as possible; programmes will match learners' needs in <i>content and pace</i>; best practice, evaluation, and research will guide programme development; and programmes will reflect the diversity of learners.</p> <p>The Ministry of Education provides overall direction and planning, and co-ordinates development of standards and best practice models.</p>	

<p>b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>	<p>A number of government agencies are undertaking work to identify skills shortages, including:</p> <ul style="list-style-type: none"> - Labour Market Policy Group - Ministry of Economic Development 	<p>NZ provides technical assistance for Niue with the development of a Human Resource Development plan</p>
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers</p>	<p>Teacher Supply Initiatives</p> <p>A range of initiatives aim to increase the size and improve the quality of the teaching workforce, and to address specific areas of supply shortage. These include targeted recruitment advertising, scholarships and study awards, mentoring and support networks, relocation and returning teacher grants, and allowances for trainees in subjects with shortages. www.teachnz.govt.nz</p> <p>Tertiary Education Strategy</p> <p>The New Zealand Government appointed a Tertiary Education Advisory Commission to review the Tertiary Education sector. The commission's reports provide a basis for developing a national tertiary education strategy and a review of existing regulatory and funding mechanisms. The new strategy and related policy changes will focus on: improving quality of teaching and research; improving co-ordination and collaboration within the sector; and improving alignment with economic and social development goals.</p>	<p>NZODA programmes in this area include:</p> <ul style="list-style-type: none"> - Provision of scholarships and awards for training in a wide range of areas - commerce and sciences are two of the subject areas with largest uptake - Support for institutional strengthening at primary, secondary, teachers colleges and tertiary institutions in the Pacific and direct provision and support for development of teacher qualifications in country - Specialist training in geothermal technology. NZ Targets Pacific Rim countries in which geothermal energy is or will be developed. Students are both scientists and educators - Support for tourism development (particularly in the South Pacific), including planning, ecotourism and on-going training. - Provision of the Diploma of Public Service Management in several countries on a modular basis - Specialised English language training, in NZ, for government officials and for scientists - English language training at the Cambodia Institute of Technology - Funding of volunteers through Volunteer Service Abroad - The Mekong Institute in Thailand provides training for officials, with a focus on acceleration of sustainable economic cooperation and social development in the Greater Mekong Subregion. NZODA established and built the Institute and currently purchases the courses the Institute provides - Crafts and Women's Weaving projects in Lombok, Indonesia
		<p>Co-operative agreements and exchange programmes between tertiary institutions and those in other APEC economies</p>

<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<p>Industry Training System</p> <p>The New Zealand Industry Training system is administered by Skill New Zealand www.skillnz.govt.nz. Skill standards and qualifications are developed by Industry Training Organisations (ITOs) formed by industry groupings to provide industry-wide training solutions. Experts from within industry define performance standards and these are registered on the National Qualifications Framework administered by the NZ Qualifications Authority www.NZQA.govt.nz.</p> <p>Training is delivered on the job (assessed by a registered assessor) and off-site by a registered training provider such as a polytechnic or private training establishment. On the job training can be carried out by experienced staff or external trainers. Training is funded partly by industry and partly by a government Industry Training Fund.</p>	<p>A range of training options are provided by NZ through its ODA programmes, including:</p> <ul style="list-style-type: none"> - Provision of scholarships and awards in NZ, the region and in country, in a wide range of areas for both school leavers and people in the workforce - In country training targeted to specific identified needs - public, private, State Owned Enterprises & Non-Governmental Organisations - Short term training targeted to people in mid-career, including workplace attachments in New Zealand or the region - Rural Skills Training - community based agricultural training - Technical and vocational training - NZ and local specialists work together to develop technical/vocational curricula for secondary schools - Provision of education for qualifications through scholarships, in country and regional awards and delivery of qualifications in country - Specialised English Language training, in NZ for government officials and for scientists - Pottery, Crafts and Women's Weaving projects in Lombok, Indonesia
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<p>National Qualifications Framework</p> <p>The National Qualifications Framework is a structure designed to bring coherence to qualifications. Qualifications are registered at eight levels, from year 11 of schooling or vocational entry to post-graduate. Qualifications are defined in terms of learning outcomes and credit totals. It is a quality assured framework, in which qualifications are registered, providers accredited to assess and award credits, and moderation systems ensure nationwide consistency. Learners who register on the Framework are able to accumulate credits over time and at their own pace as they work towards a qualification. The framework is administered by the New Zealand Qualifications Authority www.nzqa.govt.nz.</p>	<p>NZODA programmes in this area include:</p> <ul style="list-style-type: none"> - Support for the development and delivery of the Diploma in Capacity Building for NGOs - Support for the Commonwealth of Learning (a Commonwealth funded Distance Education organisation) and its resource (curricula, instructional materials) development activities) - Small Business Enterprise Centre (SBEC) developed in Pacific Countries. Support has included curriculum development. SBECs deliver training for those intending to develop businesses - Funding of volunteers through VSA

<p>f. Increasing opportunities for people seeking to gain skills</p>	<p>Training Opportunities Programme (TOPs)</p> <p>Training Opportunities is a labour market programme of full-time fully-funded training designed for people disadvantaged in terms of employment participation and educational achievement. Most trainees enter the programme with few or no qualifications. Training covers a range of skills from generic and life skills to specific pre-employment skills for industry. Work experience is an important component. Participants complete “unit standards” to gain credits on the National Qualifications Framework, often leading to recognised National Certificates. Skills and qualifications can be built up from course to course. Training providers are expected to design courses tailored to individuals’ needs and to support them into employment or further training. The programme is administered by Skill New Zealand www.skillnz.govt.nz. Annual reports on the programme are available on-line.</p>	<p>Projects in this field sponsored through NZODA include:</p> <ul style="list-style-type: none"> - Development of Small Business Enterprise Centres (SBEC) in the South Pacific. SBECs offer training and support for those intending to develop businesses - Delivery of the Diploma Public Service Management incountry on a modular basis (modules of Human Resources, Finance, Planning, Policy, Service Delivery and Evaluation) in Samoa, Tonga, Cook Is. This programme has targeted public and private sectors and supported public sector reform - Support for tourism development (particularly in the South Pacific), including planning, ecotourism and on-going training - In country scholarships in Tonga for both school leavers and people in the workforce, targeting those who would otherwise be ineligible for scholarships. Some courses of study are undertaken at education institutions that have a twinning arrangement with NZ institutions and successful students can staircase onto further qualifications in NZ
	<p>Youth Training</p> <p>Youth training provides an alternative stream of education and training experiences for young people who have left school with no or low qualifications. It provides a high level of support and may include literacy, numeracy, general workplace skills and specific vocational skills. The focus is on creating pathways into further education and training for sustainable employment. Programmes are tailored to individuals’ specific needs and are delivered by providers contracted to Skill New Zealand www.skillnz.govt.nz. Annual reports on the programme are available on-line.</p> <p>Modern Apprenticeships</p> <p>A work-based education initiative for young people, combining the best of the apprenticeship tradition with additional features to assist young people into employment based training for national qualifications. It is administered by Skill New Zealand www.skillnz.govt.nz.</p> <p>The programme makes it easier for employers to recruit and train young people. Contracted co-ordinator organisations select candidates, handle administration and paperwork related to training, can act as the employing agent, supervise training progress and provide advice to employers.</p> <p>Modern Apprenticeships are now available in 24 industries and complements other industry training and tertiary education pathways. Numbers will be increased gradually as the new training infrastructure develops. The aim is 3000 new Modern Apprenticeships by early 2002.</p>	

<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>		<p>NZ's cooperative work in this area include:</p> <ul style="list-style-type: none"> - Delivery of the Diploma in Public Service Management in country on a modular basis - In country training targeted to specific identified needs, e.g. mainframe management for computer engineers in Samoa - Support for tourism development (particularly in the South Pacific), including planning, ecotourism and on-going training. - The Mekong Institute in Thailand provides training for officials with a focus on acceleration of sustainable economic cooperation and social development in the Greater Mekong Subregion. NZODA established and built the Institute and currently purchases the courses the Institute provides
<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>		<p>NZ is leading the APEC WTO Sanitary and Phytosanitary (SPS) and Technical Barriers to Trade (TBT) Points-of-Enquiry Capacity Building project. The project has two components (the first already completed):</p> <ul style="list-style-type: none"> - Facilitate the attendance of 8 APEC developing economies to relevant TBT and SPS special meetings on transparency; and to produce a Resource Pack for the TBT and SPS Enquiry Points, which will include some explanatory documentation on the basic requirements for transparency and notification under those Agreements, examples of best practice from around the world, and provide some technical information on the hardware, software and domestic communication processes normally associated with points-of-enquiry under either Agreement. - The development and operation of two symposia on the operation of TBT and SPS Enquiry Points. These are scheduled to be held in Bangkok and Lima in May 2002.
		<p>The Mekong Institute in Thailand provides training for officials with a focus on acceleration of sustainable economic cooperation and social development in the Greater Mekong Subregion. NZODA established and built the Institute and currently purchases the courses the Institute provides</p>

		<p>Executive Capacity Building on International Rules and Standards</p> <p>This project is to build the capacity of private and state sector organisations with an emphasis on needs assessment, design and delivery of management development programmes that focus on international rules and standards. Outputs will include a curriculum of training modules developed around a competency model for global managers, and a series of pilot training programmes.</p> <p>Lead Economy: New Zealand</p> <p>TILF Funding Approved 2001. Start Date May 2002.</p>
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ECOTECH ACTION PLAN: PERU

Common Policy Concepts	Actions	
	Individual	Cooperative
<p>a. Providing a basic education</p>	<p>Ministry of Education</p> <p>The Peruvian Education System has had a large process of changes and transformations in its regulations and the Peruvian Society has received the great influence of this situation in the last ten years.</p> <p>This long process has achieved the constitution of an educational system that nowadays shows the most comprehensive organization of Peru, having more than 60 thousand of educational centers and approximately 16 non-school programs with an educational level.</p> <ul style="list-style-type: none"> • Elementary Education The supply of this education has priority. The Initial Education is for 5-year old children. To receive this education is important because in this first stage of education the children improve substantively its future skills and achieve the success and their personal achievement in the school. It has been developed an intense program of Take Care Community Homes or Wawa Wasi (house for the children, in quechua language). This is a 0-2 year old children program where the children receive prior assistance. Children's parents can request the government this kind of service as a government complementary effort. (Nowadays Peru has more than 2,000 Wawa Wasi to supply this kind of necessity in children). • High School Education It has identified the necessity to improve this education. It has been working on a long-distance education program inside rural areas; as well as it has been working in the improvement and enhancing of the existent infrastructure. • Bilingual Education Peru as a multi cultural country, has more than 60 groups of ethnic-linguistic people. This is one of the reasons that it has established a Bilingual and Cultural Education that seeks the access of an education of quality, which contains a universal affectivity. On this framework, it has been training around 5 thousand trainers that teach 100,000 students approximately. Moreover, it has elaborated educational materials printed in 8 different languages that are not the official language of Peru, Spanish. • Adult Education This education is taught inside the educational program and at educational centers. In 2000 it has taught 46,816 students approximately, coming from the primary level. Moreover it has trained 170,248 high school students. 	<p>OAS Kindergarden Project (it has the participation of Peru, Chile, Colombia and Mexico).</p> <p><u>Project Title:</u> Eliminating the worst forms of Child Labor and Providing Educational Opportunities for Youth Project <u>Description:</u> The objective of this project is to examine strategies that have been successful in removing children from the worst forms of child labor work and providing them with educational opportunities: to identify lesson learned; and to facilitate the design of appropriate implementation projects for interested APEC economies. This project will examine rehabilitation programs and programs that provide incentives to move children out of employment and into education. It will create an opportunity to share the best methods and the most positive experiences, and to develop expertise. <u>Lead Economy:</u> United States, in cooperation with Thailand <u>Lead APEC Forum:</u> HRDWG Participating Economies: Indonesia, Philippines, Viet Nam, Papua New Guinea, Mexico, Peru, Canada <u>Project Status:</u> In Progress; Conference held in Bangkok in October 2000, with participants from governments, international organizations, and civil society. Participants agreed on the importance Of raising public awareness of the problem and creating a better understanding in communities and within families of the benefits of education. A follow-up workshop was held in June 2001, where participants exchanged views regarding the design of a public awareness campaign, highlighting the economic and social benefits of moving children out of the workplace and into relevant, accessible educational environments. The discussions contributed to a new project proposal, endorsed by HRD23, "APEC Awareness Raising Campaign: Moving Children Out of Abusive Employment and Into Education." The project will build on the lessons learned during the October 2000 conference, with implementation beginning July 2001.</p>

	<ul style="list-style-type: none"> - Primary Education for Youth and mature people This kind of education is taught specially for 15-year-old people. Since 1999, It has scheduled in the five study grades having a new curricula structure. - High School Education for Adult People. This education is taught for 15-year-old people and it has scheduled in a period of five years. This kind of education has been applied in 22 educational centers, simultaneously, as a curricula proposal. This proposal estimates studies for the 4 school grades. - Human Capacity Building for Teachers In the present year, it has trained Sub Directors, teachers and specialist people. It has brought education for 531 primary teachers and 149 teachers who teach High School. <ul style="list-style-type: none"> • Alphabetization Give emphasis to the women coming from the rural areas. <p>Ministry of Women Promotion and Human Development</p> <ul style="list-style-type: none"> • Programa Nacional de Alfabetización PNA (National Program of Alphabetization – NPA) In 2001, the NPA has put in force a new vision of alpa Bethization for the development of the education, based on the strengthening of personal skills having cultural identity, equity in gender and the exercise of citizenship. This proposal is projected to create a National Movement for Alphabetization, convoking the whole civil society and the government sectors. The mentioned program is executed this year and has the participation of fifty-four institutions that promote the alphabetization (IPAs) (NGOs, Institutions, etc), institutions that have been selected by a contest process. Moreover, it has the participation of 500 young volunteers coming from the Universities and Town Councils. The goal for 2002 is to reach the alphabetization of 180 Illiterate persons, respecting their linguistic and cultural diversity. In five years it is proposed to assist 1250,000 persons and to alphabetize around one million of illiterate people. <p>The cost of actions for this program in 2001 is expected to reach the 40 millions of soles and this amount is equivalent to the 95% of the Public Treasury; the other part of this amount comes from the international cooperation organisms as the World Food Program (WFP). It requires seeking and achieving the international cooperation; in order to fulfill the financial assistance of activities coming from the National Program of Alphabetization scheduled for 2002 and 2006, with the purpose to achieve its goals.</p>	
<p>b. Analysing the the regional labor market to allow sound forecasting of trends and needs</p>	<p>Ministry of Labor and Social Promotion</p> <ul style="list-style-type: none"> • Dirección Nacional de Empleo y Formación Profesional- DNEFP (National Bureau of Employment and Human Capacity Building For Professionals -NBEHCBF) The NBEHCBP of the Ministry of Labor has the responsibility to produce, coordinate and carry out the studies on the labor market of the Peruvian labor. It includes the design and the 	<p>OAS On the framework of the OAS actions, it has developed the Sistema Proyecto de Información sobre Mercados Laborales SISMEL (Project System on Labor Markets PSLM), that has the creation of the Interamerican Conference of Labor Ministers, as a reference. It has carried out in Buenos Aires in 1995.</p>

<p>in HRD</p>	<p>application of surveys as well as their use in the future for a better understanding of the labor market. The used surveys are the Encuesta Nacional de Variación de Empleo ENVE (National Survey on Variation of Employment -NSVE) that allows to know the evolution in short term of the labor force demand. It also exists the Encuesta Nacional de Hogares - ENAHO (Families National Survey- NSH) in charge of determining the levels of employment, under employment and unemployment of the labor force. Moreover, it is The National Survey of Salaries and remuneration that allows to know about the levels and the evolution of salaries in the country; and finally there is the Encuesta de Remuneraciones por Ocupaciones Específicas- EROE (Salary Survey for Specific Employment (SSSE), which pretends to know the level of the produced employment and the salaries for the most frequently and specific job coming from the economic activity.</p> <ul style="list-style-type: none"> • The National Council of Labor and Social Promotion <p>In the first six-month period, it has validated a tripartite consensus of the National Council of Labor and Social Promotion, and the Policy on information of the Labor Market which product is the Social Labor Observatory.</p> <ul style="list-style-type: none"> • Programa de Estadísticas y Estudios Laborales –PEEL (Statistical Program and Labor Studies - SPLS) <p>It is in charge of implementing the process of enhancing the production, the dissemination and the analysis of the labor statistics coming from the Ministry of Labor and Social Promotion (MLSP). It contributes to the improvement of the quality on statistical information, produced by the surveys of the MLSP before mentioned. In addition it has developed evaluations and studies on specific topics that the MLSP wants to incorporate to its statistics and perform the labor analysis. it develops the follow -up and the forecasting on labor market proceeding, using as source of basic information, the own surveys of the Ministry. The studies are disseminated through the Labor Economy Bulletin, which is disseminated each three months. It also brings up-dated and proper information on the labor market of the country, through the dissemination of a monthly Statistical Report. Moreover it has developed an Electronic and Statistical Compendium and a Dictionary of Labors. The SPLS performs joint activities that are the basis of the Social and Labor observatory.</p>	
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and education-trainers</p>	<p>Ministry of Industry, Tourism, Integration and International Trade Negotiations</p> <ul style="list-style-type: none"> • The Municipality Promotion of Entrepreneurial Development <p>It is about the constitution of Municipalities Unties of Entrepreneurial Development that are established on the basis of trained promoters, that have the goal to look for the harmonization of the local development, to promote the entrepreneurial strengthening and to propitiate a regulation as well as a proper paying of taxes of the Small and Medium Enterprises.</p> <p>During the term 2000-1001, it has achieved that 30 Municipalities reach a higher grade of institutionalization of UMDE s, in comparison with the 41 municipalities that have signed agreements in order to develop the PROMDE model. 3,500 people have received benefits and the activities of entrepreneurial promotion were in favor of 8,000 entrepreneurial people</p>	

	<p>during 2000-2001.</p> <ul style="list-style-type: none"> • BONOPYME Project (Government Bond for Small and Medium Enterprises) The BONOPYME project promotes the Human Capacity Building of the human resources who labors in micro and small enterprises, paying the courses of training and management negotiation. This project is executed in the departments of Ancash, Cajamarca, Huánuco, Junín, La Libertad, Lambayeque, Piura and San Martín. The strategy of intervention is to promote the demand for services on entrepreneurial development in favor of Small and Medium Enterprises, delivering bonds of training and technical assistance that allow the coverage of 75 % of the cost of the mentioned services. The suppliers are selected by the Ministry of Industry and the bonds allows the election of the training services and the technical assistance in favor of the Small and Medium Enterprises. The election of this training services can be adjusted to the necessities of the Small and Medium Enterprises. There are also bonds of tutorship that allows the financing of the labor practices performed by graduated young people coming from institutions that teach technical training. <p>4,500 Small and Medium Enterprises receive benefits from this project; 9,000 of entrepreneurial people have received training services or technical assistance. Moreover, there are 11,000 owners of enterprises and workers that have attended the training courses and there are 2,100 young people that did tutorships. The 48 percent of these people will find job. For this project it is estimated an annual budget of US\$ 1 750,000</p> <ul style="list-style-type: none"> • Municipality Promotion On Entrepreneurial Development It has signed agreements with 20 municipalities for the training of Municipality units coming from entrepreneurial development on the basis of trained promoting people. The objective is to look for the local development, promote the entrepreneurial strengthening and propitiate a proper regulation and tributary laws to the Small and Medium Enterprises. • DESIDE Program – Entrepreneurial and Development Centers (Entrepreneurial Modules) There are units that promote the entrepreneurial developed and it is composed by an equipment of counselors that offer their self-sustainable services for information, Human Capacity Building and technical and business assistance for the Small and Medium Enterprises, that are distributed in several cities of the national environment. <p>Ministry of Labor and Social Promotion</p> <ul style="list-style-type: none"> • Programa de Autoempleo y Microempresa PRODAME (Self –employment Program and Micro Enterprise Program) This program is oriented to foster the generation of labor sources, through the constitution of Small and Medium Enterprises. Moreover it works to establish formal and legal procedures on Small and Medium Enterprises that works in the country, with the purpose to accede to the 	
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	<p>economical and financial resources of the formal system. In that sense, this program helps the Small and Medium Enterprises to reduce the time and the costs that they have to pay for their constitution, the elaboration and the subscription of minutes. The program is in charge to make agreements in order to reduce the expenses requested by the notary public for the constitution of the enterprises. Moreover, it also assists giving information on the requirements and proceedings to obtain licenses among other things. Moreover, it trains the negotiators of the Micro and Small enterprises hosting free two week seminars. They include topics regarding the operatively and the management of the Small and Medium Enterprises as well as the design of projects.</p>	
<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<p>Ministry of Labor and Social Promotion</p> <ul style="list-style-type: none"> • Programa Pro Joven (Pro- Youth Program) The program Labor on Human Capacity Building for Youth "Pro Youth", seeks to facilitate the access of young people who have less resources to the formal labor market, through actions of training and labor experience that responds to the requirements of the productive sector. Pro-youth also contributes to enhance the efficient level and the success of the HCB labor market, promoting the competency and a better interaction among the HCB entities and the real necessities of the productive and entrepreneurial sector. Since its beginning in 1996, the program has developed one thousand and twenty nine courses of HCB in seven cities of the country, assisting twenty thousand of young people having scarcely resources. Doing an effort to wide the attention for the mentioned people, it is estimated to reach an assistance for eleven thousand of people as a goal for the present year. Nowadays, PRO-YOUTH develops its activities in Lima, Callao, Arequipa, Trujillo, Chiclayo, Cuzco, Piura, Huancayo, Chimbote and Iquitos. During the term 1999-2001, the program receives the financial assistance through internal and foreign sources, among this financial assistance it is included the assistance of the German government (KFW), UNFPA, PNUD and BID. The total amount for all the source of financing reach the quantity of S./ 38.1 Millions of soles. The principal source of financial assistance comes from an exchange operation of the foreign debt for the social investment with KFW, follow -up by the resources received directly from the MLSP. • Red Cil Pro empleo (Network Cil for Pro-employment) The Network Cil for pro-employment is the public service of employment that has the objective to bring services of regulation, orientation and labor assistance for unemployment workers and sub employment ones, in particular young people and employees who labor in the operative level. The Network CIL for Pro employment is under the promotion of the MLSP, and has been implemented through a joint of public and private institutions, which constitutes the employment centers of services. The goal of this program is to bring information and to link in an efficient way, the employees, that are looking for employment and the enterprises that have labor vacancies and would like to hire staff. Yearly, more than eighth thousand of enterprises of all levels use the services of the network. Moreover, during the last year 2,000, the network assists more than 90 thousand of workers, achieving to place twenty -nine of 	<p>CINTERFOR/ILO The Inter- American Center for the Research and Development of CINTERFOR/ILO that impels and coordinate the efforts of the Ministers of Labor and the organisms dedicated to the HCB on Professionals in the region.</p>

them. The efficiency of the service, measurement in terms of ratio fixed on the number of the requested vacancies by the enterprises is 80 percent of the national level. The network has several sources of financing. The public treasury brings the resources to maintain the offices of Pro employment and the Swiss Agency of Cooperation (COSUDE), it finances the technical equipment that conducts the modernization of the service and support the actions for the implementation of the new CIL centers. In the same way, the private entity that foster the new CIL centers is in charge of financing the staff, the local place and the equipment of such offices. The budget of this project for 2 001 reaches the amount of US\$ 500 and thousand of dollars.

Minister of Education

- Programa de Apoyo al Ajuste Social Estructural: Desarrollo e Inserción de Jóvenes en el Perú PASE-FE Y ALEGRIA (Program of Support for the Structural and Social Adjustment: Development and Insertion of Young people in Peru PASE- FE Y ALEGRIA) (Receive financial assistance from the European Union).

It has the objective to train the young people under 15 - 29 year old in professional capacities. The mentioned HCB is for the young people who have not yet finished the high school. This training is executed in two departments and there are thirteen labor options. The budget scheduled for this program is estimated on US\$5 020, 734 millions of dollars, coming from the foreign contribution and S/1 200,00 of the national contribution that has been executed with an amount of US\$ 6 727,177.00 million of dollars. Since the 2 001 year, it will be only the national contribution.

- Guide Project of Experimentation of the Technical Education Model and Professional Training (Receives financial Assistance by the Spain Agency of International Cooperation – AECI).

It has the objective to develop the value of the proposal new model on Technical and Professional HCB, in order to adjust its systematization and to value the convenience of its dissemination. This project is addressed to 915 teachers and 10,462 students and it has been applied in seven departments and in 10 professional careers. The budget for this project is US\$268,594.00 and at the moment it is used US\$204,358.00 from the total amount. This project is expected to finish in December 2001.

- Programa de Apoyo a la Seguridad Alimentaria PERU-CE PASA (Program of Support for Food Security PERU-CE).

It has the objective to develop activities in order to improve the technical quality in 6 specialist careers that are taught in five departments of Peru. In the mentioned departments are registered the most highest indicators of poverty. It implies the HCB in Management to 825 people. It has designed and development sponsorship programs to young people who have finished the high school. It has a budget of S/. 3 150,000.00 nuevos soles.

	<p>Ministry of Women and Human Development</p> <ul style="list-style-type: none"> • CONADIS Consejo Nacional de Integración de la Persona con Discapacidad (National Council of Human Integration For Disability Persons) <p>This council tries to stimulate and to develop the social, economic and cultural integration of approximately millions of disable persons including their families. This labor is achieved through the design, elaboration and the execution of rules, the advising and the supervision of programs, services and associations for persons with disabilities.</p> <p>The budget of CONADIS for the present year is around two million and seventy thousand of nuevos soles. The goal is to teach 20 thousand of people and to develop eighth HCB courses that include 30 supervision and control actions.</p> <p>Ministry of industry tourism integration and international trade negotiations</p> <ul style="list-style-type: none"> • BID_CENFOTUR Project <p>The project of standardization and Certification of Labor Competencies in Tourism and hostelry is based on the Agreement ATN/MH-6377-PE subscribed on April 28th 1999 among the Inter- American Bank of Development and CENFOTUR. Its objective is to establish a system of competency rules and to design models of evaluation and certification and also HCB models sustained in such regulations. Their two components are i) The elaboration of the rules and the design of programs and ii) programs of Human Capacity Building and promotion of rules. Their principal products up to date are: i) the quantitative study of quality levels of the tourism activity; iv) the basis for the curricula development of the rules and V) the handbook for the HCB of trainers. The products that are on the course of its elaboration are i) the pattern of evaluation and certification, and ii) programs of HCB. For 2002 there are pre established their proof applications. The total budget reaches the US\$1800,000.00 millions of dollars from which Us\$1 080,000.00 corresponds to the contribution of BID and the amount of US\$ 720,000 thousand of dollars corresponds to the local contribution of CENFOTUR.</p>	
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and otherworkers</p>	<p>Ministry of Education</p> <ul style="list-style-type: none"> • Program FORTE-PE (Receives Financial Assistance of the European Union) <p>This program that is on the framework of the Technological and Pedagogical Professional Training in Peru has the objective to improve the quality of the HCB on professional skills and to foster the technology transference. The mentioned programs have been applied in the Centers of Excellency of the 13 selected departments of Peru. It has been trained 2 478 people among teachers and directors of IST, CEO, CVT and it has expected to train 6 248 in the year 2 001. The budget for this program is 1 969,613 Euro and at present it is used 4 938, 809 Euro.</p> <ul style="list-style-type: none"> • Technical Training Center for Food Industry: Peru-Korea/KOIKA Agreement. <p>It has the objective to foster the technical training in the Food Industry. It carries out in the</p>	<p>IBERFOP/OEI</p> <p>The Ibero-American Program, of cooperation for designing the Professional Training (IBERFOP) of OEI it benefits the articulation among education and labor.</p> <p>OAS</p> <p>Self Evaluation Project and the Improvement of Education on Quality. This project has the participation of Colombia, Costa Rica, Ecuador and Perú.</p>

	<p>center of research in Junin and it has taught in the professional family. It has the budget of US\$735,227.00, thousand of dollars and from this amount it has been used up to date US\$50,000.00 millions of dollars. Moreover, in Korea it has granted the training for nine teachers. Nowadays, it has been finishing the infrastructure and the equipment of the center.</p> <ul style="list-style-type: none"> • Reform Project on Technical Education in Peru – Agreement MED-CNA It has the objective to develop a pattern oriented to reform the curricula and programs. It has addressed to the Superior Technological Institutions of Lima and it is also oriented to two professional careers. The budget established for this project is US\$CAN 35,130 millions of dollars. At present it has used US\$35,000 millions of the mentioned amount. • Guide Program of Professional Training: Agreement PERU-BID It has the objective to offer students the quality training according to the requirements of the labor market. This program is addressed to five centers and it is taught in four departments and inside five professional families. • Programa de Capacitación Laboral-CAPLAB (Program of Human Capacity Building on Labor.- HCBLA) (Receive financial assistance from the Swiss Agency for the Development). It has the objective to develop a program of labor HCB, oriented to the young and women population, coming from the most vulnerable social economic sectors of Lima, Callao, La Libertad, Piura, Cajamarca and Ayacucho. Promoting the way to give labor and supporting the produce of the own business. It has an estimated budget of US\$ 7'459,794.00, and at present it has used the amount of US\$ 2'482,528 (Initial and Intermedium phase) • Program on Technical Education Reform in Peru It has the objective to develop a model oriented to reform programs and a curricula of technical education. It is addressed to training centers of Lima and to develop two professional careers. • Teacher Training This Education is taught through Superior Pedagogical Centers and is impelled in Universities that have Schools of Education. In 1996 it has initiated the elaboration of a new curricula of HCB on teachers. The most important effort that has been developed is the effort carried out by the National Plan of HCB on Teachers. This training has the objective to improve the quality of the pedagogical technical labor in the teachers that taught Elementary education, primary and high school. They bring an initial training that is diversified by regions. In the case of Directors, this education is oriented to improve the quality of the pedagogical management. It has the strategy to hire organizations that execute teaching actions as Universities, Superior Pedagogical Institutions, Non Governmental Organizations and 	
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	<p>Education Associations that has assumed the labor to train teachers who are coming from the Educational Public Centers. They have done this function by making contract of services subscribed by the Ministry of Education.</p> <p>The period of time to train teachers last nine months and this period of time is scheduled among February and November of each year.</p> <p>During the period 1995-2000, the National Plan for Training Teachers has trained 13, 673 teachers in elementary education and 142,833 teachers in primary education, it also has trained 24,142 teachers who taught High School Education.</p> <ul style="list-style-type: none"> • HUASCARAN PLAN <p>It has the following purposes: (1) to contribute to the equity in the access of basic education (2) to improve the education quality in the rural and urban areas, using new technologies of information and communication as resources for learning. (3) Implementing the education the supply of an education of quality in rural zones as forestry and at the boundaries zones; having an educational policy that is bilingual and multi cultural. This plan has the following four components: EDURED, the Project on long-distance education, Pedagogical Portal and INTERED</p> <p>The budget of this plan is estimated for a period of five years and reaches US\$264 946 908 thousands of A merican dollars.</p> <ul style="list-style-type: none"> • EDURED <p>This project is oriented to improve the student learning in the different curricula areas, using ICTs. This project has 5 years of experience using INTERNET in the educational centers (the most of them are urban centers). The project uses the necessary requirements of hardware and software and it trains the teachers in the use of the necessary tools of ICTs. This project has been financed by MED and the student parents. It has several stages: The first stage is oriented to correct the present problems, thus there are EDURED schools where 85 students participate actively using INTERNET services, there also use the e-mail services. The other 260 students do not achieve to pay the connection services and energy necessary required for the use of this tool, the students are used to pay this service time to time. The goal is to incorporate for December 2001 260 educational centers. For December 2001 achieve the incorporation of 872 educational centers and for December 2003 the objective is to have 1,600 educational centers expanded around the country. The budget for 2001-2003 project is estimated on US\$110 190, 202 million of dollars.</p> <ul style="list-style-type: none"> • LONG DISTANCE EDUCATION PROJECT (EDIST) <p>It has the purpose to increase the education and to improve the quality of high school education for children who live in rural and near the bordering areas of Peru. This project has the characteristic to bring services on long distance education. The purpose of this project is to cover the supply educational deficit that exists in the high school level inside the rural</p>	
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	<p>areas. It also wants to contribute to improve the education quality in rural areas and to train teachers on modern pedagogical techniques, especially for the teachers who live in rural areas. Moreover this train is projected in bringing long distance education and trains them in the use of New techniques on ICTs and communication, this project also expect to improve the quality on communication in rural areas, in order to disseminate health programs, extension programs on farming, Civil Defense among other important areas.</p> <p>The Guide Plan of long-distance Education might not be possible to achieve it, without using the satellite service. There is a Ministerial agreement for the use of the band C and/or the band Ku in order to have a successfully satellite communication in the long-distance education Centers. It allows defining the characteristics of the equipment, the purchase of the following equipment: The Central Hub and the VSAT antenna is estimated for the second semester of 2001. This equipment will have the function to connect the long-distance Educational Centers. It is proposed to achieve the equipment of 201 long-distance education centers for December 2001 and the estimated budget is 5 176 061 million of American Dollars. The goal for 2002 is to equip 199 centers, at present it does not have the financial assistance that is estimated on US\$6527,77 million of American Dollars. The negotiation of the mentioned financial assistance is convened with the World Bank. This Project is scheduled for 2003 year as part of the actions of MECEP II.</p> <ul style="list-style-type: none"> • PEDAGOGICAL INTERNET AREA <p>This area is addressed to bring educational contents and resources of specialized information to teachers and students, promoting in this way, the creation and the development of virtual educative communities. The objectives are the following: To offer the teachers, the information resources as pedagogical contents in order to give technological support and to facilitate its professional labor, to offer the students learning resources as well as opportunities of educational exchange, to create a virtual place to interchange the experiences between the teachers and the discussion on the points of views regarding the pedagogical topics and other related topics. They can do the mentioned exchange of information through specialized fora and bringing pedagogical information and communication services in order to improve the better utilization and the performance of the teacher labor.</p> <p>It has expected to create a Data Basis for December 2001, this Data Basis will have 1,000 contents incorporated to the Internet Web Page and it will have 2000 links connected to external information resources for December 2001. Another goal is to constitute internal equipment for teachers an specialized people in charge of the development of the contents. Another proposal task is to initiate a Program on HCB for the Use of New Technologies and to elaborate a Basic Model of Decentralized Production of Contents for the Pedagogical Web Page.</p> <p>In the middle term, it is projected to have a Data Basis including 2,000 own contents and 4,000 external links estimated to be integrated into the web page for December 2002. It is also expected to integrate activities and Pedagogical services on the internet web page, to integrate the institutions, Schools, Teachers and Students to the EDURED, EDUDIST,</p>	
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	<p>INFOESCUELA and other projects of the sector. In addition another goal is to constitute Regional Programs on HCB for the Use of New Technologies and the Pedagogical Utilization of the web page and to promote the creation and the integration of Regional Educational Web Pages.</p> <ul style="list-style-type: none"> • INTERED It is a complementary way to do a wireless interconnection of the Educational Centers to Internet. A great advantage is that in a similar way to the satellite connection of the Long-distance Project, once the equipment has been installed there would not charge the costs of traffic. • FONDUNET It is a National Fund for the use of New Technologies on Education that will receive and canalize the inputs of the government, specific donors and international cooperation. <p>Ministry of Labor and Social Promotion</p> <ul style="list-style-type: none"> • Sub Direction of Professional Training The Sub Direction of Professional Training has the purpose to constitute a system of normalization and certification of competencies focused on the national level. In the first semester of 2001, it has constituted a tripartite consensus of the HCB Commission for Professional and the training for the Labor of the National Council of Labor and Social Promotion, the policy of normalization and certification which objective is to recognize the real and formal labor competencies with the purpose to reduce the non proper situation of the labor. It has proposed the creation of a National System of Normalization and Labor Certification, through the execution of guide experiences in strategic sectors of the economic activity and without consider the Leader enterprises. 	
<p>f. Increasing opportunities for people seeking to gain skills</p>	<p>Ministry of Labor and Social Promotion</p> <ul style="list-style-type: none"> • Program on Vocational and Employment Orientation It is mainly addressed to 15 old year people pertaining to the Economic and Active Population is also addressed to general institutions that request it, in order to help them to perform a proper professional election. This action will allow an adequate employment. • National Council of Labor and Social Promotion – Commission of Professional Training and HCB on labor. In the first 2001 semester , it has validated a tripartite consensus of the Commission on HCB for Professionals and Training for the Labor of the National Council of Labor and Social Promotion. The policy of Normalization and Certification of this council has the objective to recognize the real and formal labor skills having the purpose to reduce the non- suitable occupation. It proposes the creation of a National System of Normalization and Labor 	

	<p>Certification, through the execution of guide experiences in the strategic sectors of the economy activity and in the framework of leader enterprises.</p>	
<p>g. Preparing organisations and individuals to remain productive in the face of rapid economic and technological changes</p>	<p>Ministry of Labor and Social Promotion</p> <ul style="list-style-type: none"> Programa Femenino de Consolidación del Empleo PROFECE (Female Program for the Consolidation of Employment PROFECE) <p>The Female Program of Consolidation for employment (PROFECE) seeks to implement the opportunities of employment, salaries and economic conditions for mature women that have familiar responsibilities and fewer resources. To achieve results from this program the women have to gather in Grupos Organizados de Oferta Laboral –GOOLs (Organized Labor Supplier Groups -OGLS) through productive skills demanded by women pertaining to such groups requiring entrepreneurial demands.</p> <p>During the year 2,000 PROFECE achieves to generate complementary salaries for the amount of S/. 1,277,638 millions of dollars through 3,129 productive skills that moves 404 OGLS. For the present year is proposed to achieve the assistance of 450 organized groups in Lima and 50 groups in Ayacucho. Nowadays, the program is updating its design, giving more emphasis to the components of training, organization and productive skills, which jointly with the new investments, can contribute efficiently to improve the productive insertion of the focused population.</p> <ul style="list-style-type: none"> PROFECE. <p>For the side of the labor force supply gives benefits to 29-49 year old women, that have less economic resources and gives benefits to the population coming from the marginal sectors having skills and availability of quality. They give e technical assistance and give training in order to be at the same level of the necessities that the enterprises need.</p> <p>The program has the resources compiled directly from the Ministry of Labor and Social Promotion, as well it receives resources form BID, PMA and the Real Embassy of Netherlands. This program has resources that reach the amount of US\$350 thousand of dollars.</p> <ul style="list-style-type: none"> CENFORP Center of Professional Training <p>This center brings the training and the free Human Capacity Building to young people that have scarcely economic resources and who live in far places of the city. They bring this kind of training through workshops that have been implemented for such purpose.</p> <p>There are training workshops situated in Ancash, La Libertad, Junin and Puno. The people receive approximately an annual training for around 750 people and the annual salary is estimated on S/ 350,000.00 nuevos soles.</p> <p>Ministry of Justice</p> <ul style="list-style-type: none"> National School of File Clerks 	<p>OAS</p> <p>Regional Monitoring Of the impact on the South Niño cycle variation.</p> <p>Regional Indicators of Science and Technology.</p> <p><u>Project Title:</u> USDA's Cochran Fellowship Program</p> <p><u>Project Description:</u> The Cochran Fellowship Program: The U.S. Department of Agriculture has administered the Cochran Fellowship Program. This program provides U.S.-based, non-academic training for senior and mid-level agricultural specialists and administrators, from the public and private sectors, concerned with agricultural trade, agribusiness development, management, policy, marketing, and technology transfer.</p> <p><u>Lead Economy:</u> US</p> <p><u>Participating Economies:</u> Korea, Malaysia, Thailand, Indonesia, Viet Nam, The Philippines, China, Peru and Russia.</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Project Status:</u> In Progress; since 1984, the Cochran Program has provided training to more than 5500 farmers from 53 countries.</p>

	<p>It is a non-concentrated organ of the Nation General File that brings services of academic training at the superior level. Moreover, it trains and brings specialized training to the staff in charge of files that labor in the different public and private institutions. In 2000 it has hired 40 students coming from the File Clerk career and during 2001 it has taught 60 persons. During the period of 1990-2001, there are 2 761 persons that have received this kind of training.</p> <ul style="list-style-type: none"> • National School of Conciliation It brings training and Human Capacity Building in the area of extra judicial conciliation to the population in general. • Registry School of Training It brings training and Human Capacity Building to the staff of the National Superintendency of Public Registers (SUNARP) and to their non- focused organizations. <p>Ministry of Fisheries</p> <ul style="list-style-type: none"> • Training Center of Fisheries in Paíta. It brings Human Capacity Building and training to the fisherman of all the national territory, specially training to the fisherman who labor with crafts labor. It receives training in the port of Paíta. In 2000 year there were 3 525 people that have been trained. Since January to September 2001 it has trained 2 160 people. The annual budget for this training is S/. 5 000,000 nuevos soles. <p>Ministry of Transportation</p> <ul style="list-style-type: none"> • INICTEL Instituto Nacional de Telecomunicaciones - National Institute on Telecommunications. Their activities are mainly oriented to the Research, Human Capacity Building, Studies and Projects in the area of telecommunications, bringing not only the assistance and specialized information to public and private entities. It promotes and develops programs of Human Capacity Building and gives specialized courses for the staff coming from all technical levels, in charge to address and operate the telecommunications services not only pertaining to the public sector but also to the private sector. <p>Their Institution have a close relation with the International Organizations as AHCETA, ASETA, UIT, JICA, OMS, OIM, University of Cataluña (Spain), CERESIS, Polytechnic University of Madrid and CITEL of OAS being renamed by CITEL, as the Regional Center of Human Capacity Building on Telecommunications for America.</p> <p>It has the Superior Institution of Education –ESUTEL, created to cover the professional Human Capacity Building of the Technical staff on Telecommunications and the Production of Video</p>	<p>JAPAN HCB on Third countries, Fiber optic courses, Engineering Courses in Mexico</p>
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	<p>and the Radio dissemination of Programs. The training is oriented to young people between 16 and 25 coming from the social and economic level B and C; This training is also for professional and students of engineering. It is also for workers coming from telecommunications Enterprises, Radio and Television channels and to the enterprises of the public sector that want to train their staff.</p> <p>It also overcome the Tele Education, this is an education for the national and international level.</p> <p>In the year 2000 7856 people have been trained doing 325 activities and they have received 10941 classes hours. There are 5304 people that have been trained in August 2001. The annual budget expected for 2001 is 11 999,268 nuevos soles-</p> <ul style="list-style-type: none"> • OSIPTEL – Supervisory Agency For Private Investment in Telecommunications Offers the university extension course in Telecommunications, to train with theoretical and practical knowledge on the regulation and development of the telecommunications sector, in a way that participants are in conditions to have better options to labor in the enterprises and institutions related to Telecommunications. It is targeted to university students of Economy, Law and Engineering of universities in the country. This course is being offered since 1997 and trains an average of 45 people annually. The approximately cost to organize this project is estimated on US \$ 100,000.00. • SENCICO – National Service on Training and Building Industry Brings training in the area of civil construction to young high school graduates, professionals and operative workers. In the year 2000, 72,444 people have been trained (national level). Annual budget S/. 28'197, 514.00 Nuevos Soles. • INADUR – National Institute for Urban Development Supports the town councils, in identifying, preparing and implementing their plans, programs and specific projects of local development, training the responsible staff in charge of these functions, evaluating and disseminating their achievements and advising them on how to achieve their goals. It has carried out training workshops for their municipality officials, in the cities of Ilo, Cuzco, Tacna, Arequipa, Trujillo, Iquitos and it has also brought technical advice on the elaboration of projects, urban development studies to the population of each city which have received benefits. Likewise, it has started a program on technical assistance with the Town Councils of Tacna, Moquegua and Arequipa. The mentioned projects are at present in their initial stage and the annual budget for this project is estimated on S/. 2'600,000.00 Nuevos Soles. <p>Ministry of Industry, Tourism, Integration and International Trade Negotiations</p> <ul style="list-style-type: none"> • CENFOTUR – Center of Training in Tourism 	
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	<p>The main objective is to train, to build and ameliorate the necessary of human resources that demands the tourism development of the country, according to the labor competent standards. There are 2,418 students in Lima that have been trained in Superior Education, and these students are placed in Lima, Cuzco, Huaraz, Cajamarca. Moreover, CENFOTUR runs Occupational courses to 1,492 students in Lima, branches and counterparts. Likewise, they develop a project on labor competition and in the training of teachers. The budget for the 2001 fiscal treasury is estimated on S/. 7'333,000.00 Nuevos Soles from which 1'129,000.00 belongs to ordinary resources and 6'204,000.00 to resources that are collected directly.</p> <ul style="list-style-type: none"> • Science and Technology Program for Production <p>It has been elaborated by MITINCI, together with CONFIEP, The National Industry Society, The National Deans Assembly and the Bolivar Program. This program has two support lines: one is oriented to the innovation and the technological development of the productive sector (innovation and technological transference projects, and investment projects on infrastructure and services) and the other supported line is the scientific and technological support to universities and institutions, without expected profits (research and development projects, the creation of technological infrastructure, training, the development of Information Systems and the dissemination of science and technology).</p> <p>There are the following agreements: CITE - Caqueta Agreement with Huancayo, Trujillo, Arequipa and Cuzco; CITE wood (Villa Salvador), CITE viticulturist, Ica. It brings the steadily HCB on entrepreneurial and labor workers, as well as the trainers of professional NGO, textile technicians, and manufacturers. This kind of training is given in cities as Huancayo and Puno.</p> <p>Health Ministry</p> <ul style="list-style-type: none"> • National School on Public Health <p>This school executes actions of Superior Education and Training on officials and Civil Servants of the National Health System. This training gathers professionals, health technicians in the different educational levels, specialization programs and degrees programs having a continuous education in the areas of public health, Management on Health Services and Education on Health. It has trained 1,500 people and the annual Budget for this project is estimated on S/. 2'131. 982.00 Nuevos Soles.</p> <p>Ministry of Energy and Mining</p> <ul style="list-style-type: none"> • Saving Energy Project <p>Brings training through the development of the following courses. Energy efficiency aimed to maintenance chiefs of the enterprises and the technical electricians. Renewable Energy Promotion. Aimed to the teachers of Technological Institutions..</p>	
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	<p>Ministry of Interior</p> <ul style="list-style-type: none"> • Nursery School and Clinic Laboratory Brings training in the areas of Nursery and Clinic Laboratory to the populations in general. <p>Ministry of Education</p> <ul style="list-style-type: none"> • CONCYTEC – National Council on Science and Technology To promote the development of Science and Technology, facilitating the strategic alliances and the management process among the development agents. Promotes the development of the Strategic Advisor Group in Management and Human Resources Development on Science and Technology. <p>Autonomous Organization</p> <ul style="list-style-type: none"> • SENATI – National Training Service in Industrial Labor It is a Professional Training Institution, which aims to give Professional Training to potential workers and train the current workers, in manufacture industrial activities and in installations, repairing and maintenance activities. <p>It has 41 centers of Human Capacity Building for Professionals in a national level. This Institution is certified with the ISO 9001. Keeps Technical Cooperation with countries as Germany, Holland, Japan Sweden, Korea, and Argentina and with organizations of Technical Cooperation such as USAID, pertaining to the United States of America. In the year 2000, there were 179,551 trained participants in the national level and the approved budget for 2001 is estimated on S/. 108' 533,441 nuevos soles.</p>	
<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>	<p>Ministry of Financing and Economy</p> <ul style="list-style-type: none"> • Nation Public Accountancy - Reserve Central Bank - Superintendency on Banking and Securities They develop training courses aimed to workers in respective areas. • SUNAT – National Superintendency on Tributary Management It has an Institution of Tributary Management that brings training and HCB to the staffs who labor in the National Superintendency of Tributary Management. • SUNAD - National Superintendency on Customs It brings training and HCB for the staffs who labor in the National Superintendency of Customs. 	<p><u>Project Title:</u> USAID Poverty Reduction Alleviation Activity <u>Project Description:</u> USAID's Poverty Reduction and Alleviation Activity provides assistance in ten priority economic corridors in Peru to the poor and the extremely poor by having Economic Service Centers provide information on market locations, transportation, financing and investment opportunities; technical assistance in production and processing; brokering transactions Between foreign/domestic buyers/investors and local producers; identifying policy-related constraints; and providing a basis for coordination among public and private entities at the regional level. <u>Lead Economy:</u> US <u>Participating Economies:</u> Peru <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress</p>

	<p>The Customs Training School provides training related to valuation, nomenclature, enforcement, legislation and agreements.</p> <ul style="list-style-type: none"> - Moreover, the Customs Training School, build customs specialists, Customs Officials, Customs Agents and Public prosecutors. - Provide technical assistance to other countries like: Bolivia, Ecuador, Guatemala, Honduras, Dominican Republic, Nicaragua, and Cuba. 	<p><u>Project Title:</u> Micro enterprises and Small Producers Support Project</p> <p><u>Project Description:</u> USAID's Micro enterprise and Small Producers Support Project helps micro enterprises and small agricultural holders in Peru to increase their productivity and competitiveness by assisting them in identifying the market demand for their products and services and in establishing linkages between them and potential buyers.</p> <p><u>Lead Economy:</u> US</p> <p><u>Participating Economies:</u> Peru</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Project Status:</u> In Progress</p> <p>Japan Training Program, oriented to improve the professional level of Peruvian technicians in the areas of foreign trade in the Japanese institutions. In this way they train two Peruvian each year.</p> <ul style="list-style-type: none"> - Training Program of the Korea International Cooperation Agency . The professional Peruvian people can receive training in the foreign negotiation areas in Korea. In this way, each year, it can be trained 10 Peruvians. - The PEC/PFP program of Thailand can allow to train Peruvian professionals in competency policies. Nowadays two Peruvian can receive this benefit each year.
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ECOTECH ACTION PLAN: PHILIPPINES

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<p>The Philippines provides free basic education up to the secondary level. Formal basic education's share in the national budget is the highest budget among other government offices. Formal basic education usually consists of ten years program broken down to six years (7 years in some private schools) of elementary education and four years of secondary education. In addition to basic elementary and high school education, the Philippines administers programs in non-formal and special education.</p> <ul style="list-style-type: none"> • Pre-school Education Programs at this level include activities to prepare pupils for elementary education. Such programs are focused on the development of psycho-social, psychomotor, language, cognitive, sensory-perceptual, and affective skills. <p>The entry to this level of education may begin at age 3 or 4. This pre-school level may last from one to three years. Programs at this level are usually given in nursery schools, kindergartens, or similar institutions, (in public and private institutions) although some are administered in special sections attached to schools offering elementary, secondary or even college education.</p> <p>The Philippines 2000 Education For All Assessment reported that participation rate of children in day care and preschool classes stands at 56%.</p> <ul style="list-style-type: none"> • Elementary Education Elementary education is the first stage of formal basic education, usually taking 6 to 7 years. The customary or normal age of entrance to this level is age 6. Programs at this level are designed to provide the knowledge and develop the skills, attitudes, and values essential to personal development and necessary for living in and contributing to a developing and changing social milieu; provide learning experiences which increasing the pupil's awareness of the just demands of society; promote and intensify the pupil's love for the nation; and promote work experiences which develop the pupil's orientation to the world of work. <p>Participation rate of elementary school age population is near universal level at 96.4%. This is equivalent to 12.7 million elementary school age children served, of which 11.8 million are in public schools and .9 million are in the private schools. At the terminal grade of elementary, the Government, through the National Elementary Achievement Test (NEAT), assesses and monitors the level of achievement of a graduating elementary student in five subject areas (Math, Science, English, HEKASI and Filipino).</p>	

	<ul style="list-style-type: none"> • Secondary Education Secondary education involves preparing pupils for higher education and/or the world of work through the acquisition of employable, gainful skills. It consists of four years of full time schooling. Pupils at this level normally begin at age 12. The general high school curriculum is essentially student-centered and community-oriented, with learning competencies identified for each subject area across a four-year level. Programs at this level are designed to continue to promote the objectives of elementary education, and to enhance the intelligence of the pupils. <p>There are currently 5.4 million high school students, of whom 4.1 million are in public schools and 1.3 million are in private schools. At the end of the secondary level of basic education, the government administers the National Secondary Achievement Test (NSAT) to measure and monitor the performance of 4th year high school students in five key subject areas (Math, Science, English, Araling Panlipunan and Filipino).</p> <ul style="list-style-type: none"> • Non-Formal Education Non-formal education is any organized, systematic educational activity conducted outside the framework of the formal system to provide basic education to out-of-school citizens. The goal is to provide out-of-school youth and adults an alternative pathway of learning to improve their quality of life and participate more effectively in the social, political and economic affairs of the community. <p>The curriculum is based on functional literacy and is built around learning strands. The program covers three levels of literacy: basic or illiterate level; elementary or semi-literate level; and secondary or self-learning level. The program provides certification of the elementary and secondary levels for citizens aged 15 and above, who are unable to avail themselves of the education opportunities of the formal school system, or who have dropped out of formal elementary or secondary education through the Non-Formal Education Accreditation and Equivalency System (NFEA&E).</p> <ul style="list-style-type: none"> • Special Education Special education covers the provision of education to children with special educational needs (CSEN). This includes children who are gifted or talented and those that have physical, mental, social, or sensory impairment and cultural differences. These children maybe gifted/talented, fast learners, mentally retarded, visually and hearing impaired, orthopedically handicapped, learning disabled, speech impaired, multi-handicapped, autistic and those with behavioral and health problems. Special education requires modified school curricula, programs, services, and physical facilities to develop their students to their maximum capacity. <p>Services for children with special needs are found in Special Education (SPED) Centers, regular schools, and special schools for specific types of exceptionalities, such as science</p>	
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	high schools, schools for the arts, and the schools for the deaf, the blind, and the differently-abled, and schools for children with behavior problems.	
b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD	<p>The Philippines, through Technical Education and Skills Development Authority (TESDA) is into the development of the National Manpower Information System. This facilitates the decentralization of manpower processes through a computerized information system.</p> <p>The Commission on Higher Education (CHED) identified and developed Zonal Research Centers (ZRCs) and Centers of Excellence (COEs) to conduct scholarly researches on labor market study; comparability of programs for relevant and effective placement and absorption of higher education graduates both in the local and global markets.</p>	<p>The Philippines participated in the development of the APEC LMI project aimed at consolidating and harmonizing relevant labor market information of APEC member economies.</p> <p>The Philippines is also host to the APEC ACTETSME project that would link and provide APEC economies with the necessary information to assist SMEs in member economies .</p> <p>CHED supports the Brunei-Indonesia-Malaysia-Philippines (BIMP) cooperation programs leading to the development of HRD in the sub-region. It has identified two universities, namely, the University of the Philippines-Mindanao and the Mindanao State University to form part of the BIMP-EAGA University Network. The Network serves as the think-tank and the research centers for continuing human resource development programs.</p> <p>The Philippine government is pursuing mutual recognition programs within APEC in the areas of engineering and architecture.</p>
c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientist and educators/trainers	<p>The government is undertaking the following programs:</p> <ul style="list-style-type: none"> - Trainor's Training Program- TESDA caters to the needs of the industry trainers, school administrators, supervisors and non-teaching personnel to increase their teaching competencies. Trainors training programs include technology -based courses, and non-technology based like executive and supervisory development courses, trainers and teachers from the list of Centers of Excellence. - Community-based Training and Enterprise Development (CBTED)- this is a merger of community based training to enterprise development to provide post-training assistance to graduates of entrepreneurs and skills training. <p>Higher education plays a vital role in equipping both teachers and trainers with necessary skills and knowledge to cope with developments in the of Asia Pacific region. Some of the projects to support this policy are:</p> <ul style="list-style-type: none"> - Conducting HEI- MIS development programs – the rapid pace of development in the field of information technology has created an increasing demand for high-quality IT graduates. Because of this, the academe needs to strengthen the training of its IT professionals to respond better to industry and to train them further to the level of competence, which the industry needs. Total support for programs amounts to over 10 million Philippine Pesos. - Scholarship programs for educators to pursue higher studies especially in priority fields of discipline; - Supporting Open and Distance Learning Courses and Initiatives; - Implementing Expanded Tertiary Education Equivalency Accreditation Program (ETEEAP) to recognized skills and experiences of Filipino workers for the issuance of appropriate undergraduate degrees. 	<p>The Philippines promoted exchange of experts and faculty within APEC. India received 4 professional exchange slots from (CHED) in the area of education, agriculture, medicine and administration. It also received experts from other economies to do benchmarking studies in various fields of discipline.</p> <p>To help accelerate the growth and development of the island of Mindanao, the Philippine government developed a systematic approach to faculty development and institutional capability for the colleges and universities. The government deployed APEC mathematics and science experts to Mindanao under the Mindanao Advance Education Project. The project aims to produce a critical mass of highly skilled manpower resources in the various disciplines in physics, chemistry, biology, mathematics, industrial technology, computer science, agriculture, fisheries, language, marine science, and peace studies both at the master's and Doctoral levels to prepare Mindanao for its pivotal role in the envisioned BIMP-EAGA cooperation. MAEP has four components:</p> <ul style="list-style-type: none"> - Faculty Development and Scholarships; - Institutional Capability Upgrading; - Networking and International Linkages; - Research Capability Building

	<ul style="list-style-type: none"> - Formulation and development of training programs under the Teacher Education and Development Projects (TEDP) <p>The Non-Formal Education Accreditation and Equivalency initiative universalizes access to education among out-of-school youth and adults. A two-level certification of learning achievement is awarded to out of school youths and adult. The System provides out-of-school youth and adults opportunity to be mainstreamed and/or continue to formal or middle-level technical and vocational education. A total of 125,00 adults availed themselves of literacy class and 24,000 adults were trained for the NFEA&E.</p>	<p>With these programs, college and faculty members of HEIs will attain high manpower expertise in various disciplines.</p>
<p>d. Reducing skills deficiencies and unemployment By designing training programs for applications at all stages of a person's working life</p>	<p>One of the major imperatives in technical-vocational education and training (TVET) being implemented by the government is the institutionalization of reforms that will improve the efficiency and quality of TVET provision in the country. This is done through the Quality Assured Philippine TESD System. This mechanism is anchored on the following principles:</p> <ul style="list-style-type: none"> - Modularized and Competency-based - Industry-drawn standards and priorities - Accessible to clientele - Recognition of prior learning - Quality assurance TVET providers, workers and management of TESD system <p>Supporting Open Universities and Distance Learning Programs for perpetual learner and continuing professional development.</p>	<p>Participation in international thematic discussions and conferences on UNESCO's Education for Life and Perpetual Learning Systems.</p>
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<p>The Philippines, through the Technical Education and Skills Development Authority is undertaking the following programs / projects:</p> <ul style="list-style-type: none"> - Development of Standards-it aims to assess and certify the competencies of middle-level skilled workers in the priority sectors and occupation under the TESDA Occupation Qualification and Certification System (TOQCS). Under this program, TESDA, together with industry experts develops Occupational Skills Standards and Competency Assessment. - Assessment and Certification- Industry workers and graduates of TVET institutions are subjected to competency assessment based on approved standards to determine their competency level. - Unified TVET Program Registration and Accreditation System (UTPRAS). This program will ensure quality in all institutions offering or intending to offer TVET programs. It prescribes full compliance with prevailing training standards before an institution maybe allowed to offer a particular program. - The Philippines TVET Quality Awards is the highest level of recognition given to TVET organizations / institution for outstanding performance and organization excellence through commitment and application of quality principles and practices. - Training Regulations-aims to bridge the mismatch between job requirements of industry 	<p>Philippines in coordination with Japan implemented the training program on competency standards, assessment, and certification for Cambodia, Myanmar, Lao PDR and Viet Nam. The Program was aimed at helping new member countries of ASEAN to develop their own national competency mechanisms.</p> <p>The Philippines is an active participant in various international conferences, multilateral researches and studies on quality assurance mechanism in:</p> <ul style="list-style-type: none"> - SEAMEO-RIHED - UNESCO - BIMP-EAGA - ASEAN <p>The regional bodies developed programs to continuously share information and best practices in various courses and professional preparation.</p>

and the training offered by the technical vocational education and training system. The document contains the occupational skills standards and training standards for a particular occupation. This will serve as a guide in curriculum development, training materials development, accreditation, industry training recognition, registration and monitoring of training of training providers, assessment of learning and certification.

It includes the following:

- Private Education Students Fund Assistance (PESFA) – this program provides educational grants for deserving students to attend private post-secondary non-degree technical-vocational courses in line with the skills requirements of priority sectors in the National Technical Education and Skills Development Plan (NTESDP).
- Training for Displaced Workers –this provides for the conduct of retraining/retooling programs for workers displaced/retrenched as a result of globalization. This would provide them new opportunities to gain alternative employment in other industries.
- Alternative Learning System – The Philippines undertakes equivalency programs for the benefit of students and workers.
 - Σ The Philippine government issued Executive Order 330 that prescribes the adoption of an expanded tertiary education equivalency and accreditation system. This would enable post-secondary graduates to pursue higher learning.
 - Σ TESDA, in particular has initiated the conduct of equivalency schemes between and among TVET schools, centers and higher education institutions (HEI) at the local level.

In order to uplift the standards of higher education the government provided support to HEIs in the following areas:

- Accreditation of higher education programs;
- Monitoring and evaluation of performance of higher education institutions;
- Provision of incentives and imposition of sanctions for low quality programs and schools;
- Upgrading of curricula;
- Development of the Mindanao Advance Education Project (MAEP), a program that provides scholarship and training for teachers in Mindanao in priority areas;
- Development of the Regional Complementation Project – a local twinning program among local schools to share experts, facilities and library resources;
- Support to the State Universities and Colleges (SUCs) Career Executive System to upgrade the administrative skills of SUCs officials.

The Department of Science and Technology (DOST) provides instructional materials in electronic and computerize formats for distribution among public school teachers as part of upgrading teachers' training in science and mathematics.

	<p>The Commission on Higher Education instituted the position of Commissioner for On-line Education to oversee the improvement of the quality of curricula, teaching methods and instructional materials for on-line education in HEIs.</p>	
<p>f. Increasing opportunities for people seeking to gain skills</p>	<p>This is done through the conduct of skills training programs classified as:</p> <ul style="list-style-type: none"> - School-based formal, structured mode of delivery undertaken in an educational institution - Center-based delivered through the network of regional and provincial training centers nationwide. This also includes the pre-employment training programs and upgrading programs being implemented exclusively for women at the TESDA Women's Center. - CBTED: skills training cum enterprise development being implemented at the grassroots level. - Enterprise-based training programs being implemented at the workplace either through apprenticeship or learnership mode. - Dual Training: training program being conducted at two venues: in-school/in-center and industry/firm. <p>In order to increase access to technical-vocational education and training, the Philippines, through TESDA also implements scholarship programs to underprivileged workers and dependents.</p> <p>The Commission on Higher Education (CHED), develops linkages and networking in responding to the call for lifelong learning of the human resource base. Industry-academe linkages save costs in the training of their workers. Higher education institutions are partners of the Filipino people in acquiring a range of skills needed in the "information society".</p>	<p>Under the BIMP-EAGA MOU on Sharing of Expertise and Training Resources, Philippines played host to 4 batches of Indonesian officials and students in the conduct of practicum, on-the-job training in Philippine firms in Davao City.</p> <p>The Philippines also implements the JITCO-ISSTP project in cooperation with the government of Japan. The Philippines has been sending trainees to Japan under this agreement.</p> <p>The Philippines also participates in the Vocational Training for APEC Member Economies – The Further Training of Vocational Training Instructors/ Teachers programme consisting of lectures, hands-on practices, and study tours that help participants to gain more knowledge and upgrade their skills in order to develop an effective vocational training system.</p>
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<p>The Philippine government adopted the Medium-Term National Action Agenda for Productivity (MTNAAP) 1999-2004 to ensure sustained socio-economic growth through productivity improvement and to transform the Philippines into a newly-industrialized economy in the new millennium. This calls for economy-wide improvements in productivity and in particular, enterprises in agriculture, industry and services must reach higher productivity levels to make them internationally competitive.</p> <p>In connection with this, the Philippine government also adopted the National Technical Education and Skills Development Plan (NTESDP) 2000-2004 which aims to develop world-class, technically skilled and educated workers with positive work values. One of its core strategies is to maximize the roles and contributions of industry and other private partners in the planning, management and delivery of education and training.</p> <p>Specifically, this involves:</p> <ul style="list-style-type: none"> - Industry – Training Institution Partnership Program; - Expanded and Modified On-the-Job Training Program; 	

	<p>- Industry-based Training Program/Dual Training System /Apprenticeship Program.</p>	
<p>h. Promoting HRD toward the liberalization and Facilitation of trade and investment</p>	<p>The underlying theme of the Philippine government's national economic development strategy is human resource development which basically aims to equip the Filipino people with the necessary knowledge and skills that will enable them to participate actively in the development process as well as compete globally in the new millennium. To support such initiatives, the Philippine government adopted the Unifying HRD Framework which aims to unify the different principles and aspects of HRD and provide the foundation for realizing more integrated HRD policies, principles and priorities .</p> <p>In line with promoting HRD toward liberalization, the Philippine Government has conducted the following activities namely:</p> <ul style="list-style-type: none"> - Seminar on the General Agreement on Trade in Services (May 1999) - Workshop of the Technical Committee on WTO Matters (July 1999) - Forum on Policy Adjustments to WTO / APEC / AFTA (Sept. 1999) 	<p>The Professional Regulation Commission (PRC) , in coordination with CHED and the accredited professional organizations pursues intensive negotiations among APEC economies committed to the development of a practical framework for mutual recognition of equivalencies and exemptions to improve the mobility of professional engineers. Parallel initiatives are the APEC Engineer Register Program started in 1997, and the APEC Architect Engineer set its first meeting in Brisbane, Australia in September 2001.</p> <p>The PRC complies with the STCW '95 requirements to promote world-class provision of services to marine deck and engineer officers and continues to maintain inclusion of the Philippines in the IMO White List.</p>

ECOTECH ACTION PLAN: RUSSIA

Common Policy Concepts	Actions	
	Domestic	Cooperative
a. Providing a basic education	<p>Ministry of Education is deeply involved into realization of UNESCO initiative "Education for all". The National Report on this issue will be prepared till 2002.</p> <p>Alternative education programs are being implemented.</p>	<p>Promotion of the initiative on establishment of the 21 century Russian-Japanese Education Committee.</p> <p>Ministry of Education is involved into realization of the Program "Russian-Japanese cooperation for reforms".</p> <p>Negotiations between the Government of the Russian Federation and the Government of Malaysia in order to sign MOU in educational sphere are under process.</p> <p>Ministries of Education of the Russian Federation and Republic of Korea signed Education Cooperation Program in August 2001.</p>
b. Analyzing the regional labor market to allow sound forecasting of trends needs in HRD	<p>Ministry of Labor and Social development launched the working out of the forecast of a person's professional qualification up to 2010.</p>	
c. Increasing the supply and enhancing the quality of managers, entrepreneurs and educators	<p>Ministry of Labor and Ministry of Education implement the program for preservice and in-service training and retraining of the youth.</p>	<p>Students from Republic of Korea, Viet Nam, Mexico, Peru, Japan, Chile and China are given scholarships from the Russian side annually. Besides around 15000 students study in the Russian Universities on the commercial basis.</p>
d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life	<p>It is planned the further development, increasing of quality and productivity of the system of professional education of unemployed and disengaged people in order to provide competitive strength and growth of professional mobility of working people at the labor market.</p> <p>Educational programs effective technologies and methods of education such as modular education based on International Labor Organization's methodic, multimedia computer educational programs, distant education, alternative and multilevel technologies of professional education.</p> <p>Training the unemployed (with costs covered by the State Employment Fund).</p>	

	Ministry of Labor and Ministry of Education adopted a joint Decree in early 2000 on the organization of pre-service and in-service training and re-training of the unemployed population.	
e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers	<p>The Government is encouraging the development of excellent training materials and methods through open competition.</p> <p>Ministry of Education encouraged educators to develop teaching methods and multimedia materials for effective usage of computer training in education.</p>	Promotion of the joint educational centers for training and re-training of the specialists along with Japanese and Vietnamese sides.
f. Increasing opportunities for people seeking to gain skills	<p>Development of the qualification demands (professional standard) system for in house education managers in 2001.</p> <p>Youth training programs.</p>	Holding of the seminar "Human resources development" (Irkutsk, Russia 2001) within the framework of the Russian-Japanese cooperation program in the social-labor sphere.
g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes	<p>Development of the qualification demands (professional standard) system for quality managers in 2001.</p> <p>Bringing profession qualification in correspondence with structural changes at the labor market (2002-2004).</p> <p>Development of the assessment system of the labor force quality which could be able to give appropriate response to continuous changes in qualification and vocational training demands (2002-2004).</p> <p>Facilitation of the in house education system in order to provide unity and comparability of the demands for employees qualification at the labor market (2002-2004).</p> <p>Bringing national system of professional standards in correspondence with demands at the international labor markets (2002-2004).</p>	Holding of the joint Russian-Japanese seminar "Solution of the problems in human resources development" in 2001.

ECOTECH ACTION PLAN: SINGAPORE

Common Policy Concepts	Actions	
	Individual	Cooperative
a. Providing a basic education	<ul style="list-style-type: none"> • Singapore has adopted an ability-driven approach to education to give each child maximum opportunity to acquire skills commensurate with his/her ability and aptitude. • This approach is aimed at reducing educational wastage and raising the achievement rate. • Under this approach, a “streaming by ability” policy is adopted that allows for a differentiated curriculum to meet the differing needs of students and allow them to progress at a pace of learning best suited to their abilities. • Streaming occurs in the 5th year of primary school and at the beginning of secondary school. It is based on the school’s assessment of the student’s individual learning pace, ability and inclinations, as well as their examination performance. • Singapore also has specialised programmes to meet the needs of gifted children and children with learning difficulties. • Details of the streaming policy and other education programmes are at http://www1.moe.edu.sg 	<p>ASEAN Scholarships: Singapore offers scholarships to ASEAN students pursuing secondary and pre university education.</p> <p>Student and Teacher Exchange Programmes: Singapore hosts student and teacher exchanges for secondary school students and those between age 16 and 20.</p> <p>Under Singapore’s technical assistance programme, the Singapore Cooperation Programme (SCP), courses are conducted for developing countries to train teachers providing early childhood and English education. These include:</p> <ul style="list-style-type: none"> - Early Childhood Education and Development. - Teaching English as a Foreign Language for Vietnamese Teachers. - Train the Trainers in Early Childhood Education. - Details of these SCP courses are at http://www.mfa.gov.sg/scp/
b. Analysing the regional labour market to allow sound forecasting of trends and needs in HRD	<ul style="list-style-type: none"> • Quarterly Labour Market Reports are prepared by the Ministry of Manpower. These reports are accessible through the Ministry’s website at http://www.gov.sg/mom/manpower/manrs/manrs.htm 	<p>APEC-Labour Market Information (LMI) Database - Singapore participates in this Human Resources Development Working Group (HRDWG) project. It contains comparable data or information on APEC regional labour markets. This is used to analyse the changing nature of HR resources within APEC economies. The LMI database website is at http://apeclmi.anu.edu.au</p>
c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers	<ul style="list-style-type: none"> • A series of capability development programmes have been implemented. They are aimed at enhancing high-end capabilities in strategic sectors of the economy, and include: <ul style="list-style-type: none"> - Initiatives in New Technology (INTECH), - Critical Infocomm Technology Resource Programme (CITREP), - Manpower Upgrading in Science and Technology (MUST) Programme; and - Strategic Manpower Conversion Programme (SMCP). • Details of these programmes are at http://www.employmenttown.gov.sg • SME Manager Training Scheme – This scheme was introduced to encourage training among SMEs. The scheme offers financial assistance for management development courses. • Details of this programme are at http://www.singaporelearning.com/wdp.html 	<p>Under the SCP, Singapore offers courses for trainers, managers and entrepreneurs and those promoting productivity. These include:</p> <ul style="list-style-type: none"> - “Train the Trainers” Programmes – in fields such as IT, nursing and quality and productivity enhancement. - “Management” courses for those working in technical institutes, tourism development and productivity sectors and SMEs. - High-level Management Programmes and Seminar – for public enterprises (e.g. CEOs) in the Asia-Pacific region. - Details of these courses are at http://www.mfa.gov.sg/scp/
d. Reducing skills	<ul style="list-style-type: none"> • The Skills Development Fund (SDF) was established in 1979 to encourage employers to invest in skills upgrading of workers to support Singapore’s economic development. 	<p>Vietnam-Singapore Technical Training Centre (VSTTC) - A collaborative project between the Governments of Singapore and Viet Nam, it offers</p>

<p>deficiencies and unemployment by designing training programs for applications at all stages of a person's working life and increasing opportunities for people seeking to gain skills</p>	<ul style="list-style-type: none"> • The SDF is raised through a levy (1% of the monthly remuneration) imposed by the Government on employers with workers earning S\$1,500 or less a month. • Details of the SDF and SDF-supported training courses and programmes are at http://www.psb.gov.sg. • In recent years, the move towards continuous learning has been intensified with new initiatives such as: <ul style="list-style-type: none"> - Skills Redevelopment Programme (SRP) – This programme was set up in 1996 and funded by both the SDF and the Government. It focuses on equipping lower skilled and older workers with certifiable skills so that they become more employable. Details of the SRP are at http://www.singaporelearning.com. - Manpower Development Assistance Scheme (MDAS) – Established in 2000, this S\$200m fund supports strategic workforce development programmes, the National Skills Recognition System (NSRS) and Industry-led Learning Infrastructure Development. - Lifelong Learning Endowment Fund (LLF) – Built with an initial sum of S\$500m from the Government's surplus in 2000, the Fund is targeted to reach S\$5b over the years. The LLF is aimed at funding a range of lifelong learning initiatives. It supplements existing funding schemes, such as SDF and MDAS. One of the key programmes under the LLF is the National IT Literacy Programme, which aims to equip Singaporeans with basic computer and Internet skills. 	<p>full-time vocational skills training for Viet Nameese nationals.</p>
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<ul style="list-style-type: none"> • Singapore's education system has a strong emphasis on mathematics, science and technical education, designed to build up a pool of managerial and technical manpower. • As we moved into the knowledge-based era in the 90s, teaching methods, curricula and assessment modes at all levels of education were revised under a new "Thinking Schools, Learning Nation" vision. The focus is on infusing critical thinking skills, and enhancing the creative potential in students. It also emphasises continuous learning and encourages process skills in students. • The Masterplan for IT was introduced in 1997. It provides for IT infrastructure in schools and integrates IT into the school curriculum. • Details of these initiatives are at http://www1.moe.edu.sg • The National Skills Recognition System (NSRS) was established in 2000 as a national framework to identify job competencies, establish work performance standards and certify skills acquisition. The major beneficiaries of the programme will be workers who have few formal qualifications, and the employers of these workers. 	<ul style="list-style-type: none"> • APEC Educators Exchange Programme: For educators from APEC economies to share experiences in the use of IT in education. The programme includes discussions with officials from Singapore's Education Ministry and visits to Singapore schools to see how IT has been integrated into the school curriculum. • Singapore Scholarships: Singapore offers scholarship programmes to ASEAN students and those from APEC economies to pursue undergraduate and postgraduate studies in Singapore universities. • Education Train the Trainers Programme (ETTP): An annual attachment programme involving up to 60 vocational, polytechnics and university lecturers from the four newer ASEAN members (Cambodia, Laos, Myanmar, Viet Nam), in Singapore academic, technical and vocational institutions.

<p>g. Preparing organisations and individuals to remain productive in the face of rapid economic and technological changes</p>	<ul style="list-style-type: none"> • The National Productivity Movement is a key tool to upgrade the quality of our workforce. Spearheaded by a high-level tripartite Council of officials from Government, employer groups and the National Trade Unions Congress (NTUC), its main aim is to create an environment conducive for promoting productivity. The focus is on skills upgrading, fostering innovation and enhancing work and service quality. • To meet these objectives, various initiatives were established, such as (a) the annual National Productivity Campaign; (b) a Productivity and Standards Board to steer the implementation of specific productivity and workforce upgrading programmes; and (c) National Productivity Awards to companies with outstanding productivity practices and contributions. • Among the main tools used in the productivity campaign are Quality Circles (QCs). Adapted from other developed economies, Quality Circles (QCs) are small groups of workers/staff who meet regularly to solve problems and brainstorm ideas to improve the workplace. • Details of these initiatives are at http://www.psb.gov.sg 	<ul style="list-style-type: none"> • Under the SCP, Singapore conducts several courses to upgrade skills in several areas including IT, manufacturing and automation, and business communication. • Details of these courses are at http://www.mfa.gov.sg/scp/
<p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>		<ul style="list-style-type: none"> • Under the SCP, Singapore works with the WTO to hold courses every year to assist developing countries integrate into the global trading system. • In June 2001, Singapore and the WTO conducted a course on Market Access and Trade Facilitation. This was in support of APEC's Strategic Plan on Capacity Building for WTO Agreements, and was attended by 9 APEC economies. • Other courses conducted under the SCP to support trade and investment liberalization and facilitation include: <ul style="list-style-type: none"> - Export Market Development (with UNDP) - Top Management Programme for the Promotion of Foreign Direct Investments - Foreign Investment Promotion - Trade Promotion Strategies (with ESCAP) - International Trade Promotion (with Japan and UNDP) - Export Promotion Strategies (for Indochinese countries) - Details of these courses are at http://www.mfa.gov.sg/scp/

ECOTECH ACTION PLAN: CHINESE TAIPEI

Common Policy Concepts	Actions	
	Individual	Cooperative
<p>a. Providing a basic education</p>	<p><u>Education System Of Chinese Taipei</u> (Project/Program Titles are underlined)</p> <p>Chinese Taipei is now providing a 9-year integrated curriculum as the foundation for compulsory education. To increase the English ability of all citizens, the EFL program now begins from the 5th grade of primary school.</p> <p>For students with special talents, Chinese Taipei has specialized the special education programs to meet the needs of the gifted children and physically or mentally challenged students.</p> <p>A “streaming by ability” policy has been adopted by most secondary schools. The streaming process begins from the entrance exam of each school.</p> <p>In the 1999-2000 school year, due to the educational policy to offer students more options for flexible development in terms of their interests, the establishment of comprehensive high schools was promoted. The establishment of comprehensive high schools aims at achieving flexible education, offering both academic and vocational programs. Students can choose courses according to their aptitudes and interests.</p> <p>Under discussion is the plan to permit students to take college courses in advance.</p> <p>Details of these programs are at http://www.eje.ntnu.edu.tw/</p> <p>Other Projects</p> <p><u>Project Title</u>: Fishing Vessel Personnel Training (COA) <u>Project Description</u>: Fishing Vessel Personnel Training, according to the Regulation of Management for Fishing Vessel Personnel, D Class fishing vessel or over needs officers on board. Every officer on a fishing vessel shall hold an appropriate certificate. The certificates are including deck officers, engineer officers, radio operators and technical personnel. The differences and functions are as below:</p> <ul style="list-style-type: none"> • Old Class of certificate from January 1, 2000 to July 31, 2001: <ul style="list-style-type: none"> - 4th Class Skipper 685 students - 4th Class Chief Engineer 167 students - GMDSS General Operator 153 students 	<p><u>Project Title</u>: Hosting Foreign Students in Local Schools (MOE) <u>Project Description</u>: To encourage schools at all levels to host foreign students for short visits, the Bureau of Tourism is promoting a program to encourage schools with special funds and awards. <u>Lead Economy</u>: Chinese Taipei <u>Reference/Website</u>: NONE</p> <p><u>Project Title</u>: Transforming the Digital Divide into a Digital Opportunity – “Phase 1: Workshops and Symposium” (BOFT) <u>Project Description</u>: This APEC Symposium was convened to discuss how every member economy can be appropriately equipped to benefit from the opportunities presented by a networked environment and how to assist developing member economies to improve their skills base in e-commerce at the application level. It has developed some observations to report to the August 2001 meeting of APEC Senior Officials at Dalian.</p> <p>With regard to human resource development (HRD), participants:</p> <ul style="list-style-type: none"> - Commended the HRD initiatives underway in APEC fora and inside APEC economies. - Recognized that it is important for member economies to accelerate plans for education and training in the use of ICT and Internet-related products in order to build an environment conducive to e-commerce within a digital society, and that member economies are encouraged to establish budget targets to accomplish this. - Recognized that e-learning plays an important role in addressing the digital divide issue and recommended that the establishment of voluntary standards and accreditation guidelines will help ensure the quality of the education provided through the Internet. - Noted with concern the existence of cultural and linguistic barriers and encouraged the establishment of an e-learning network, rich in local and regional content, that would allow our youth to share knowledge and also provide programs for lifelong learning. - Recommended that teaching resources be shared among e-learning institutions, organizations and websites in the APEC region through APEC’s knowledge network. <p><u>Lead Economy</u>: Chinese Taipei <u>Lead APEC Forum</u>: SOM</p>

	<ul style="list-style-type: none"> - 1st Grade Radio Telephony Operator 452 students - 2nd Grade Radio Telephony Operator 229 students - Survival and Fire-fighting Training 1,291 students - The Other Class 2,184 students <p>Total: 5,161 students</p> <p>The training courses for all kinds of certificate of fishing vessel personnel should fit in with the standard of STCW -F's requests. Set up fishing vessel personnel training stations at local areas to provide the best training services. Offer basic safety training for all fishing vessel personnel.</p> <ul style="list-style-type: none"> • New Class of certificate from August 1, 2001 to September 14, 2001: <ul style="list-style-type: none"> - 1st Class Skipper - 1st Class Mate - 2nd Class Skipper - 2nd Class Mate 30 students - 3rd Class Skipper - 3rd Class Mate - 1st Class Chief Engineer - 2nd Engineer Officer - 3rd Engineer Officer 13 students - 2nd Class Chief Engineer Officer - GMDSS General Operator 8 students - GMDSS Restricted Operator - 1st Grade Radio Telephony Operator 54 students - 2nd Grade Radio Telephony Operator - Basic Safety Training 92 students <p>Total: 197 students</p> <p><u>Project Status</u>: January 1, 2000~ September 14, 2001 <u>Reference/Website</u>: http://www.dsfrdc.gov.tw/</p>	<p><u>Participating Economies</u>: 21 Member Economies <u>Project Status</u>: "Phase 1: Workshops and Symposium" was completed on 27 July 2001. "Phase 2: Designing Tools to Dismantle the Divide" is in progress as scheduled. <u>Reference/Website</u>: www.seminar.com.tw</p> <p><u>Project Title</u>: APEC Seminar on Product Design (BOFT) <u>Project Description</u>: The purpose of the Product Design Seminar is to enable the participants and member economies to: (a) share information and know-how among member economies; (b) increase awareness of global trends; (c) learn how design can add value to a product and help to make business sustainable; (d) upgrade business competitiveness in the global market; (e) promote trade opportunities and design cooperation. <u>Lead Economy</u>: Chinese Taipei <u>Lead APEC Forum</u>: TPWG <u>Participating Economies</u>: 21 Member Economies <u>Project Status</u>: This project was completed on May 28-30, 2001 in Taipei. Over 120 delegates from 14 APEC member economies attended the Seminar. The majority of participants were from the business sector, in particular small and medium enterprises. This project has achieved its intended results in terms of deliverables produced and expects to produce sustainable benefits over the longer term. As product design constantly evolves over time, this subject could continue to be one of the focuses for the Working Group on Trade Promotion, where appropriate, in devising its future projects, in order to help upgrade the global competitiveness of APEC member economies.</p>
<p>b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD</p>	<p><u>Project Title</u>: Sustainable Engineering Project of Employment (COLA) <u>Project Description</u>: This project will have the capacity to transfer current unemployment crises into new perspectives. It also changes the definition of sustainable helping by government into helping by them. The government would aggregate every possible resource from civil society to improve social life with which it can be realized through the spirit of innovation and cooperation. The end of this project was towards the path of sustainability of full employment for the unemployed. The goals of "Sustainable Engineering Project of Employment" were based on the characteristics of local development to creating territorial</p>	<p><u>Project Title</u>: International Migration and structural change in APEC member economies (CEPD) <u>Project Description</u>: The purpose of the project is to investigate the relationship between international migration and structural changes in the APEC member economies. The discussion in the workshop covered the following four sub-themes: (1) Migration Transition and Labor Market Adjustment, (2) Labor Importation and Local Workers, (3) Migration, Trade, and FDI, and (4) Migration Policy and Development Strategy.</p>

	<p>working opportunities by use of resources which came from both government and civil society. The effects of this project are to not only helping solving unemployment problems for the Middle Ages and elders on the one hand but cultivating their reemployment capability with the other. Through above-mentioned efforts, the aim of local sustainable developments could reach and also the foundations of industry could be strengthened finally.</p> <p><u>Project Status</u>: in progress <u>Reference/Website</u>: NONE</p>	<p>Participation by APEC member economies to clarify the situations surrounding international migration and structural change issues, while initiating possibilities for further cooperation</p> <p><u>Lead Economy</u>: Japan, Chinese Taipei <u>Lead APEC Forum</u>: HRDWG <u>Participating Economies</u>: Australia, Canada, Chile, China, Indonesia, Korea, Malaysia, New Zealand, Peru, the Philippines, Singapore, Thailand, the United States, Viet Nam <u>Project Status</u>: Complete. The international workshop to conclude the work of research team was held in Taipei on Oct. 19-20, 2000. The proceedings were published in Feb. 2001. <u>Reference/Website</u> http://www.ide.go.jp/English/Lecture/lec010111_01.html</p>
<p>c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers</p>	<p><u>Education System Of Chinese Taipei</u> (Program Title is underlined)</p> <p>Chinese Taipei has been promoting greater diversification in teacher training to produce more qualified teachers and enhance effective teaching through teacher training programs beyond the normal colleges and universities. These programs are not only open to traditional students but older students in continuing education programs as well.</p> <p>Other Projects</p> <p><u>Project Title</u>: E-learning on Agricultural Information (COA) <u>Project Description</u>: The purpose of this project is to establish a higher level of ongoing communication, share information and training resources among the agricultural research groups sponsored by the Council of Agriculture (COA). An E-learning web portal will be developed to train people and promote agricultural development practices through Internet. <u>Project Status</u> : In progress; To achieve the goal of this project, Agricultural Science Information Center (ASIC) has begun work on the establishment of agricultural information system including the databases of current agricultural projects, agricultural scientists resource database, an E-learning web portal and the E-learning courses. This project is sponsored by COA and in partnership with ASIC. <u>Reference/Website</u>: www.asic.gov.tw</p> <p><u>Project Title</u>: Project for sustaining management of hog industry (COA) <u>Project Description</u>: Three related activities include (1)New Advances in Pig Production and Management Conference Training Course of Pig Production; (2)Training Course of Pig Production and Management for Youth Pig Farmer; (3)Recent Advances in Pig Nutrition Conference; and a series of courses are designed: (1)Training Course of Recent Advances in AI for Pigs; (2)Training Course of Dairy Cattle Production, AI and Management; (3)Training</p>	<p><u>Project Title</u>: APEC Seminar on Logistic Management (BOFT) <u>Project Description</u>: This project was self-financed by Chinese Taipei, featuring, among others, the following main objectives:</p> <ul style="list-style-type: none"> - Enhance understanding of the interdependent and mutual-complementary relationship between international trade and logistics; - Reaffirm the importance of logistics and logistics management to economic development and international trade in view of the recent global trends; - Clarify and emphasize the role logistics and logistics management should play in enhancing the overall competitiveness and efficiency of a modern business, and the functions and services they must be able to provide; - Introduce the latest trends in the development of the logistics industry, and the technology and management skills the industry utilizes; - Identify the framework, perspectives and practical concerns for consideration when member economies' governments formulate and administer policies relating to logistics; - Explain how value can be added to products and services through and in the modern logistics network; and - Provide an opportunity for the exchange of ideas, sharing of experiences and possible cooperation in trade and investment among delegates, especially those in the private sectors. <p>Over 80 delegates from 17 APEC member economies attended the seminar as speakers, moderators or participants. The needs of APEC developing member economies in terms of Human Resources</p>

	<p>Course of Hoof Trimming for Dairy Cattle; (4)Training Course of Advanced Inspectors for Animals. <u>Project Status</u> : In progress (Jan 1,2001~Dec 31,2001) <u>Reference/Website</u>: NONE</p> <p><u>Project Title</u>: Enterprise training network(ETN) (COLA) <u>Project Description</u>: The purpose of this project is to integrate regional human resources into national enterprise training network. The aim of ETN is to construct comprehensive enterprise training network through different kind of training seminar, symposium and interflow of training information. <u>Project Status</u> : in progress</p>	<p>Development were met, by attending this seminar, in twofold:</p> <ul style="list-style-type: none"> - The needs of member economies' government officials in charge of formulating and administering policies relating to international trade, investment and logistics. - The needs of member economies ' private sectors relating to the logistics industry, especially the needs for accessing to the latest trends in technology and management skills to enhance their competitiveness and efficiency. <p><u>Lead Economy</u> : Chinese Taipei <u>Lead APEC Forum</u>: TPWG <u>Participating Economies</u>: 17 APEC member economies were represented in this seminar <u>Project Status</u> : past (27 to 29 April, 2000)</p> <p><u>Project Title</u>: Strengthen the Scientific and Technical Cooperation with International Agricultural Research Community (COA) <u>Project Description</u>: This program focuses on strengthening the technical cooperation with international agricultural research community through sponsoring international symposia and workshops, invitation of foreign experts and coordinated research, which is aimed to upgrade Chinese Taipei's agricultural research level and make contributions to the international community. <u>Lead Economy</u> : Chinese Taipei <u>Participating Economies</u>: US, Canada, Japan, Viet Nam, Thailand, Australia <u>Project Status</u>: since Jan 1987 <u>Reference/Website</u>: NONE</p>
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<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<p><u>Project Title:</u> Project for sustaining management of hog industry (COA) (please refer to Common Policy Concepts: Item C for the details of this project)</p> <p><u>Project Title:</u> Specialized training for rural youths (COA) <u>Project Description:</u> 50 classes are arranged, including Courses on flowers, vegetables, fruits, animal husbandry and aquaculture, each course lasting one week, two weeks and one month. The trainees' age is from 18 to 40 years old. <u>Project Status:</u> In progress(July~December, 2001) Reference/Website: www.coa.gov.tw</p> <p><u>Project Title:</u> The second expertise on the job training (COLA) <u>Project Description:</u> This project is to enhance employees second expertise capacities in order to cope with economic fluctation, especially in the case of the unemployed. <u>Project Status:</u> In progress Reference/Website: NONE</p>	<p><u>Project Title:</u> Strengthen the Scientific and Technical Cooperation with International Agricultural Research Community (COA) (please refer to Common Policy Concepts: Item C for the details of this project)</p>
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>	<p><u>Education System Of Chinese Taipei</u> (Project/Program Titles are underlined)</p> <ul style="list-style-type: none"> - Chinese Taipei's education system has a strong emphasis on mathematics, biological and environmental issues, the science and technical education program is designed to build up a pool of managerial and high-tech manpower. - The multi-entrances system program for secondary students who have talent in basic science, provides selected students opportunities to receive instruction from professors of nearby universities. Dedicated guidance for these students will be offered all through their university years. - The Master plan for IT has been providing IT infrastructure in schools and integrating IT into the school curriculum for years. - Under the approach of the Master plan for IT, distance learning and e-MBA have been promoted to meet the emerging need for recurrent education. <p>Details of these programm are at http://www.edu.tw/moecc/</p> <p>Other Projects</p> <p>Project Title: Project for sustaining management of hog industry (COA) (please refer to Common Policy Concepts: Item C for the details of this project)</p> <p><u>Project Title:</u> Facilitation training for 4-H extension agents (COA) <u>Project Description:</u> This project focuses on developing the participants' capacity on (1)facilitation skill; (2)presentation skill; (3)creativity; (4)team building and work; (5)self confidence and (6)experience sharing skill.</p>	<p><u>Project Title:</u> APEC Educators' Exchange Program(MOE) <u>Project Description:</u> Chinese Taipei educators have participated in exchanges with other APEC economies to share experiences in the use of IT in education. For those visiting Chinese Taipei , the programme includes discussions with officials from the Ministry of Education and visits to Chinese Taipei's school to see how IT has been integrated into the school curriculum. <u>Lead Economy:</u> Chinese Taipei <u>Reference/Website:</u> NONE</p> <p><u>Project Title:</u> Strengthen the Scientific and Technical Cooperation with International Agricultural Research Community (COA) (please refer to Common Policy Concepts: Item C for the details of this project)</p>

	<p>Project Status: past (4 days for three classes in May, 2001) and to be continued <u>Reference/Website</u>: NONE</p> <p><u>Project Title</u>: Enterprise Training Consultation Group (COLA) <u>Project Description</u>: This project is to help business successfully and efficiently conducting training courses for employees, and it also providing consulting services for business in an area of curricula, teaching methods and instructional materials etc. <u>Project Status</u>: In progress <u>Reference/Website</u>: NONE</p>	
<p>f. Increasing opportunities for people seeking to gain skills</p>	<p><u>Education System Of Chinese Taipei</u> (Program Title is underlined)</p> <p>The Council of Labor Affairs and the National Youth Commission of Chinese Taipei has provided a series of short-term and long-term vocational education programs for people seeking to gain certain skills.</p> <p>Technological and vocational education (TVE) in Chinese Taipei is provided at four levels: technical arts programs in junior high schools, senior vocational schools (which includes vocational program provided by comprehensive high schools), junior colleges of technology and colleges/universities of technology. The four levels provide a seamless and multi-channel school system for students to pursue a consistent and articulate advanced education. Details of this program is at http://tve.npust.edu.tw/national/public_html/etve/default.htm</p> <p>Other Projects</p> <p><u>Project Title</u>: To establish the brand and monitoring system for local poultry products (COA) <u>Project Description</u>: Training farmers to improve the knowledge and technologies of the feeding, management, and process treatment for poultry. The budget is 96 thousands NT dollars. <u>Project Status</u>: In progress (Jan~Dec, 2001) <u>Reference/Website</u>: NONE</p> <p><u>Project Title</u>: To improve the strategic alliance and marketing system for poultry industry. (COA) <u>Project Description</u>: To integrate local farmers as a strategic alliance system. The budget is 96 thousands in NT dollars. <u>Project Status</u>: In progress (Jan~Dec, 2001) <u>Reference/Website</u>: NONE</p>	

	<p><u>Project Title:</u> To augment pollution control for animal farm (COA)</p> <p><u>Project Description:</u> Training farmers to get new knowledge and technologies to improve the pollution control for animal industry and waste management of their farms; the budget is 800 thousands NT dollars; to make animal industry gradually become a healthy and sustainable agriculture.</p> <p><u>Project Status:</u> In progress (Jan~Dec, 2001)</p> <p><u>Reference/Website:</u> NONE</p>	
<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p> <p>h. Promoting HRD toward the liberalization and facilitation of trade and investment</p>	<p><u>Project Title:</u> Training for extension personnel (COA)</p> <p><u>Project Description:</u> 27 classes are designed in the areas of Agricultural policy, laws and regulations, Agricultural extension skill, Plant doctor, Emotion management, Communication and presentation, Web page and multi media production, Modernized agricultural management, Plant protection, Organic food, Agricultural alliance, Organic agriculture, Tropical and sub-tropical flora cultivation, Flora utilization, Resources utilization of agricultural tourism, Computer: Flash 5, Windows, Word, Excel, PowerPoint, Access, Photoimpact.</p> <p><u>Project Status:</u> 3-5 days for each class from August to December in 2001.</p> <p><u>Reference/Website:</u> NONE</p> <p><u>Project Title:</u> Project for sustaining management of hog industry (COA) (please refer to Common Policy Concepts: Item C for the details of this project)</p> <p><u>Project Title:</u> Project for sustaining management of hog industry (COA) (please refer to Common Policy Concepts: Item C for the details of this project)</p>	<p><u>Project Title:</u> APEC Seminar on Logistic Management (BOFT) (please refer to Common Policy Concepts: Item C for the details of this project)</p> <p><u>Project Title:</u> Study Meeting on Human Resources Development in Agriculture (COA)</p> <p><u>Project Description:</u> Investigate the new trend of farmers' education, including the formal and informal farmers' education system.</p> <p><u>Lead Economy:</u> AFO(Asian Productivity Organization) & Chinese Taipei</p> <p><u>Participating Economies:</u> Chinese Taipei, Fiji, Indonesia, Malaysia, Mongolia, Nepal, Sri Lanka, Thailand, Viet Nam, India, and Iran.</p> <p><u>Project Status:</u> past (4 Sep. 2000 – 13 Sep. 2000)</p> <p><u>Reference/Website:</u> www.apo-tokyo.org</p>

ECOTECH ACTION PLAN: UNITED STATES

Common Policy Concept	Actions	
	Individual	Cooperative
a. Providing a quality basic education	<p><u>Project Title:</u> PowerUP <u>Project Description:</u> PowerUP, a multimillion-dollar collaborative effort of more than a dozen major corporations, non-profits, and government agencies, helps underserved youth obtain the skills, experience and resources they need to succeed in the digital age. Based in schools and community centers around the United States, PowerUP provides young people with access to a wide range of content and information on the Internet. The program consists of PowerUP's "PowerPack" that delivers Gateway computers; trained adult staff; access to the Internet via America Online; innovative life enriching programming via PowerUP online; healthy snacks from PowerBar; links with schools and educators; and community grants. <u>Lead Economy:</u> United States/AOL-Time Warner, Hewlett-Packard <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> National School Lunch Program (NSPL) <u>Project Description:</u> The NSPL is a government assisted program operating in more than 96,000 public and nonprofit private schools and residential child care institutions in the United States. Since 1947, it has been providing nutritionally balanced, low -cost or free lunches to children each school day. Schools get cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal they serve. In return, they must serve lunches that meet Federal requirements, and they must offer free or reduced-price lunches to eligible children. This program enhances the opportunities for poor children to benefit from education by providing adequate nutrition; in many cases, these are the only well-balanced meals some children receive. USDA works with State agencies and local school food authorities to teach and motivate children to make healthy food choices, and to provide school food services staff with training and technical support. <u>Lead Economy:</u> United States <u>Lead APEC Forum:</u> N/A <u>Participating Economies:</u> N/A <u>Project Status:</u> In Progress; more than 26.3 million children each day got their lunch through the NSPL in 1997. Since the program began, more than 170 billion lunches have been served</p> <p><u>Project Title:</u> No Child Left Behind <u>Project Description:</u> In order to close the achievement gap between disadvantaged students and their peers, the federal government education reform agenda proposes to provide states additional assistance and flexibility in return for implementing rigorous accountability for</p>	<p><u>Project Title:</u> HRD and Information Technology: Multimedia Distance Learning in the Asia-Pacific Region, Phase I <u>Project Description:</u> Promote information exchange on the use of multimedia in distance learning through an international symposium featuring " best practice " and "next practice" case studies. Publish symposium proceedings on the web and in hardcopy form. <u>Lead Economy:</u> United States <u>Lead APEC Forum:</u> HRDWG <u>Participating Economies:</u> Australia; Canada; China; Indonesia; Japan; Korea; New Zealand; Philippines, Thailand <u>Project Status:</u> In Progress; an electronic website has been developed to allow efficient communication and a sharing of information gathered: http://www1.sphere.ne.jp/mdl/ The project symposium was held in Chinese Taipei on June 20, 1998.</p> <p><u>Project Title:</u> PowerUP <u>Project Description:</u> Based in schools and community centers around the United States, PowerUP provides young people with access to a wide range of content and information on the Internet. PowerUP, in conjunction with America Online, proposes to launch four international PowerUP sites in 2001. These initial sites, located in cities with AOL Corporate Headquarters, will serve as the model template for PowerUP international. The goal of the international program will be to adapt the PowerUP "Power Pack" to meet the needs of various cultures, languages, and economies and provide it as a model for other countries. <u>Lead Economy:</u> United States/AOL-Time Warner <u>Lead APEC Forum:</u> N/A <u>Participating Economies:</u> To be announced. <u>Project Status:</u> Proposed</p> <p><u>Project Title:</u> Joint Singapore-US Evaluation of the Introduction of the Singapore Mathematics Approach in US Schools <u>Project Description:</u> This project will look at the extent to which the Singapore mathematics approach can be extended to the United States and potentially to other countries. Singapore was the highest scoring country on math in the 1999 Third International Mathematics and Science Study. The purpose of this joint Singapore-U.S. study is to assess the initial implementation of the Singapore mathematics program</p>

<p>results. This initiative stresses the following educational goals: set high standards; establish annual assessments for every child in grades 3-8; require progress reports on all student groups; expect adequate yearly progress for disadvantaged students; help states with technical assistance funds to help turn around low-performing schools; increase flexibility for schools; provide corrective action for low-performing schools and districts; reward schools and states that narrow the achievement gap; put in place consequences for failure; and protect home schools and private schools.</p> <p><u>Lead Economy</u>: United States <u>Participating Economies</u>: N/A <u>Lead APEC Forum</u>: N/A <u>Project Status</u>: On-going; on July 13, 2001, U.S. Secretary of Education announced that \$6.3 billion in formula grants have been awarded to states for an array of education programs spanning pre-kindergarten through adult education and including teacher training, as well as programs to close the achievement gap between disadvantaged students and their peers; other major legislation to support this program is being considered.</p> <p><u>Project Title</u>: AOL @SCHOOL <u>Project Description</u>: AOL offers a variety of age-appropriate educational content, state-of-the-art communications features and special safety tools for teachers. Provided free of charge to K-12 schools, the program builds upon the in-roads made in wiring the nation's classrooms. Internet enabled schools can install the free AOL@SCHOOL software and take advantage of collections from many of the world's great museums and libraries, such as the Metropolitan Museum of Art and the Library of Congress, as well as education-specific sites like BOXERmath.COM, and Homeworkhelp.com. AOL@SCHOOL also provides access to content from leading textbook and content providers such as Scholastic Inc., Pearson PLC, and Harcourt General. Student portals provide a suite of features such as encyclopaedias, a calculator, and other learning and communication tools. <u>Lead Economy</u>: United States ; AOL Time Warner <u>Lead APEC Forum</u>: N/A <u>Participating Economies</u>: N/A <u>Project Status</u>: In Progress</p> <p><u>Project Title</u>: Cable in the Classroom <u>Project Description</u>: In 1989, Time Warner Cable helped found Cable in the Classroom, an industry initiative to provide cable connections, equipment, and programming to all K-12 schools in the nation. AOL Time Warner now provides this service for over 90% of the schools in the areas served by its cable systems, reaching well over 7 million students. This effort includes substantial collaboration with teachers; AOL Time Warner has distributed 13,500 teacher-training kits, which serve as a resource guide for using the Internet in the classroom in ways that are safe, rewarding and educational for students. <u>Lead Economy</u>: United States; AOL Time Warner</p>	<p>in US schools to identify how US adaptations and innovations may strengthen implementation in the US and possibly in Singapore. Possible explanations for the success of the Singapore mathematics system center on curriculum coherency; teacher recruitment, as well as pre-service and in-service training; and student motivation. Thus, the evaluation will be systemic in nature and look beyond a simple explanation, such as adoption of Singapore textbooks.</p> <p><u>Lead Economy</u>: United States, Singapore <u>Lead APEC Forum</u>: N/A <u>Participating Economies</u>: United States, Singapore <u>Project Status</u>: In Progress; project has just begun</p> <p><u>Project Title</u>: KidSmart (IBM) <u>Project Description</u>: The KidSmart early learning program integrates new interactive teaching and learning activities using the latest technology into pre-kindergarten curricula. The program is now being implemented in United Way day care centers in nearly 200 cities in 45 US states and is being launched in 30 countries internationally. The centerpiece of KidSmart is the Young Explorer, a colorful, "kid-proof" play station manufactured by Little Tykes and IBM and loaded with award-winning educational software from Edmark. <u>Lead Economy</u>: United States <u>Lead APEC Forum</u>: N/A <u>Participating Economies</u>: Australia, China, Hong Kong, Indonesia, Malaysia, Philippines, Chinese Taipei, Thailand, Viet Nam <u>Project Status</u>: In Progress; Implemented in United Way centers in nearly 200 cities in 45 states and in 30 countries</p> <p><u>Project Title</u>: Eliminating the Worst Forms of Child Labor and Providing Educational Opportunities for Youth <u>Project Description</u>: The objective of this project is to examine strategies that have been successful in removing children from the worst forms of child labor work and providing them with educational opportunities; to identify lessons learned; and to facilitate the design of appropriate implementation projects for interested APEC economies. This project will examine rehabilitation programs and programs that provide incentives to move children out of employment and into education. It will create an opportunity to share the best methods and the most positive experiences, and to develop expertise. <u>Lead Economy</u>: United States, in cooperation with Thailand <u>Lead APEC Forum</u>: HRDWG</p>
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	<p><u>Participating Economies:</u> N/A <u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> High-Speed Access to Schools <u>Project Description:</u> AOL Time Warner currently provides free high speed Internet access to over 1,200 schools and over 100 libraries nationwide in a wide range of communities served by Time Warner's cable systems. For example, Time Warner Cable's Northeast Ohio division provided free high-speed Internet service in the homes of 24 teachers in Akron and Canton, as well as in the homes of an entire second-grade class, to encourage an educational link between home and school. AOL Time Warner will continue its commitment to provide this educational tool as its broadband service enters new markets. <u>Lead Economy:</u> United States; AOL Time Warner <u>Lead APEC Forum:</u> N/A <u>Participating Economies:</u> N/A <u>Project Status:</u> In Progress</p>	<p><u>Participating Economies:</u> Indonesia, Philippines, Viet Nam, Papua New Guinea, Mexico, Peru, Canada <u>Project Status:</u> In Progress; Conference held in Bangkok in October 2000, with participants from governments, international organizations, and civil society. Participants agreed on the importance of raising public awareness of the problem and creating a better understanding in communities and within families of the benefits of education. A follow-up workshop was held in June 2001, where participants exchanged views regarding the design of a public awareness campaign, highlighting the economic and social benefits of moving children out of the workplace and into relevant, accessible educational environments. The discussions contributed to a new project proposal, endorsed by HRD23, "APEC Awareness Raising Campaign: Moving Children Out of Abusive Employment and Into Education." The project will build on the lessons learned during the October 2000 conference, with implementation beginning July 2001.</p> <p><u>Project Title:</u> SWIRL <u>Project Description:</u> IBM provides students from Victoria University of Technology School of Education in Australia with technology for an innovative literacy program entitled Story Writing in Remote Locations (SWIRL). Through SWIRL, teachers in training travel to the outback to work with the Aboriginal people, learning about their unique culture and teaching their children computer and literacy skills, while also helping them record their traditional and contemporary stories using IBM PCs and ThinkPads. <u>Lead APEC Forum:</u> N/A <u>Lead Economy:</u> United States <u>Participating Economies:</u> Australia <u>Project Status:</u> In Progress; six remote communities in Australia are participating.</p> <p><u>Project Title:</u> APEC Cyber Education Cooperation <u>Project Description:</u> CITE, EDNET, KERIS, and the 2020 Communications Trust Group have formed a consortium which has received tentative approval for funding under the APEC Education Foundation. The consortium will make available to teachers and administrators in APEC member economies information and services education. The purposes of the consortium are to engage in projects that narrow the digital divide in the APEC region; make available to teachers and administrators in the APEC region information and services to improve education, in particular the use of ICT; and coordinate the work</p>
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		<p>of various APEC economies to enhance multilateral cooperation and avoid duplication of projects. The activities will fall into 3 categories:</p> <ul style="list-style-type: none"> - Create an online education portal that provides access to information and resources about the four priority areas identified by the APEC Education Ministers: educational technology, teaching and instruction, education management, and exchanges of people and information; - Provide mechanisms that foster the building of educational communities both on and off-line; - Organize projects that build human capacities of educators in APEC economies. <p><u>Lead Economy</u>: United States, Singapore, New Zealand, Korea, and Hong Kong <u>Lead APEC Forum</u>: HRDWG <u>Participating Economies</u>: Open to all APEC economies <u>Project Status</u>: Proposed</p> <p><u>Project Title</u>: Achieving High-Performing Schools <u>Project Description</u>: Development of a web portal on using data for school improvement. The portal would include instruments that schools can use to measure the performance of different aspects of schooling – student performance, teacher quality, technology use, community involvement, etc. <u>Lead Economies</u>: United States, China <u>Lead APEC Forum</u>: HRDWG <u>Participating Economies</u>: Canada; New Zealand; Hong Kong, China; Singapore; Korea; Thailand; Chinese Taipei; Chile. <u>Project Status</u>: In Progress; portal design completed -- the portal will be accessible on the Cyber Education Consortium web site.</p> <p><u>Project Title</u>: MarcoPolo: Internet Content for the Classroom <u>Project Description</u>: The WorldCom Foundation's flagship program, MarcoPolo: Internet Content for the Classroom, is a public/private partnership that provides teachers with high-quality, standards-based Internet Content to use in the K-12 classroom. The WorldCom Foundation and its content partners work together to provide teachers safe, commercial-free content that can easily be used and that reaches their teaching goals. In addition to providing content through six discipline-specific web sites, the WorldCom Foundation provides teachers with the training they need to learn how to best use the Internet and the content it offers in their classroom every day. The MarcoPolo</p>
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		<p>content partners include the American Association for the Advancement of Science, the Council of the Great City Schools, the Kennedy Center for Performing Arts, the National Council of Teachers of Mathematics, the National Council on Economic Education, the National Endowment for the Humanities, and the National Geographic Society. The Foundation has also partnered with 49 states to roll out the MarcoPolo Professional Development program nationwide, with the ultimate goal of reaching every K-12 teacher in the country.</p> <p><u>Lead APEC Forum:</u> N/A <u>Lead Economy:</u> United States <u>Participating Economies:</u> N/A <u>Project Status:</u> In Progress; MarcoPolo user sessions average 500,000 per month; in 2001, 3800 MarcoPolo Training Sessions will be held (projected)</p> <p>Project Title: AOL Time to Read <u>Project Description:</u> Time To Read is AOL Time Warner's nationwide volunteer literacy program. Started in 1985 to address the crisis of low levels of literacy among American children and adults, the program now operates at more than 400 locations across the country, involving more than 29,000 tutors and learners. Program locations range from schools and adult-education centers to prisons, libraries, churches, community centers, clinics and homeless shelters. Time To Read works with adults and teens who read at or above the fourth-grade level and with children in grades 2-6. Time To Read trains tutors, provides magazines and other reading material along with a specialized curriculum, and evaluates all program sites. Every division of AOL Time Warner participates in the program. America Online, Home Box Office, Time Inc., Time Warner Cable, Turner Broadcasting System, Warner Bros. and Warner Music Group all sponsor programs in their local communities, where employees, college students and community members participate as volunteers. Time To Read requires one year of participation and one to two hours of tutoring every week. Learners do not pay to participate in Time To Read. AOL Time Warner pays the program cost of \$175 per learner for all Time To Read sites.</p> <p><u>Lead Economy:</u> US <u>Participating Economies:</u> N/A <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress; Since it was founded in 1985, Time To Read has taught 170,000 people to read. Initially, Time To Read served 180 learners at six sites. In 2000-2001, more than 6,000 trained volunteer tutors use AOL Time Warner products to help 23,200 kids, teens and</p>
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		adults improve their reading skills at more than 400 locations in 105 cities and 20 states and the District of Columbia.
b. Analyzing the regional labor market to allow sound forecasting of trends and needs in HRD		<p><u>Project Title:</u> Analysis and Evaluation of Gender Statistics Workshop</p> <p><u>Project Description:</u> This workshop provided training on how to evaluate the quality and relevance of sex-disaggregated data and how to produce a brief report using these data. These reports can then be used to assist policymakers with decision-making. The skills learned in the workshop are to enable participants to better use sex-disaggregated data to aid in the policy development process, to assess the economic and social impact of APEC programs, and to identify problems and future priorities.</p> <p><u>Lead Economy:</u> USA (includes \$46,000 U.S. Department of Commerce contribution).</p> <p><u>Participating Economies:</u> Brunei, Chile, China, Hong Kong, Japan, Mexico, the Philippines, Russia, Singapore, Taiwan, and Viet Nam. (The U.S. Department of Commerce provided partial scholarships to some participants to help cover travel costs.)</p> <p><u>Lead APEC Forum:</u> AGGI</p> <p><u>Project Status:</u> In progress. The workshop was held May 7-18, 2001 in Singapore. The project is being evaluated, and the results will be presented to the Ad Hoc Advisory Group on Gender in August 2001.</p>
c. Increasing the supply and enhancing the quality of managers, entrepreneurs, scientists and educators/trainers	<p><u>Project Title:</u> Digital Divide Bridge Grants</p> <p><u>Project Description:</u> Through its Digital Divide Bridge Grants in 2000, the AOL Foundation sought to develop greater understanding of the complex issues underlying the Digital Divide, as well as the most effective solutions. Projects in four key areas—structural access, analytical skills, community values and attitudes, and content—focus on empowering disadvantaged communities and populations through new technologies in innovative ways.</p> <p><u>Lead Economy:</u> US</p> <p><u>Participating Economies:</u> NA</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Project Status:</u> In Progress; in 2000, the Foundation granted about \$1.5 million to 12 nonprofit organizations, social entrepreneurs and collaborative endeavors.</p> <p><u>Project Title:</u> Brown University Technology Partnership</p> <p><u>Project Description:</u> This fiveyear, \$5-million program, "Making a Civic Investment," links schools and community organizations around the country with a local college or university to implement technology learning projects for children in grades K-12. This community investment is also the culmination of joint efforts between WorldCom and the Rainbow/PUSH Coalition to expand WorldCom's outreach to minority communities. Making a Civic Investment will support community-led projects across the country, using an established network of colleges and universities developed by Campus Compact and other organizations at Brown.</p>	<p><u>Project Title:</u> China University Education (IBM)</p> <p><u>Project Description:</u> IBM's China University partnership is a multi-year program established in 1994 to support cooperation and improve capacity at 30 universities across the country. IBM provides technology, curriculum content, teaching staff and academic exchanges. Joint research projects are established to improve R&D capabilities, and the institutions are contracted to conduct training and education for IBM employees and our customers. Overall value of the initiative is approximately \$100 million.</p> <p><u>Lead Economy:</u> US</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Participating Economies:</u> China</p> <p><u>Project Status:</u> In Progress; Significant upgrading of equipment, skills and course content in advanced IT and e-business.</p> <p><u>Project Title:</u> New Directions in Student Testing and Technology in APEC Economies</p> <p><u>Project Description:</u> This project seeks to bring APEC education experts together to explore new techniques in student assessment, focusing particularly on new ways of using technology to assess student learning. The project begins with a conference and will seek to promote a regular</p>

	<p><u>Lead Economy</u>: US; WorldCom <u>Participating Economies</u>: N/A <u>Lead APEC Forum</u>: N/A <u>Project Status</u>: In Progress; between 25 and 30 multiyear grants of up to \$40,000 will be awarded for projects each year.</p>	<p>exchange of information on best practices in assessment through online networking. <u>Lead Economy</u>: United States and People's Republic of China <u>Lead APEC Forum</u>: HRDWG <u>Participating Economies</u>: Chile, Hong Kong, Korea, Indonesia, New Zealand, Singapore, Thailand <u>Project Status</u>: In Progress; An international conference was held at UCLA October 23-25, 2000 and a summary report distributed. Next steps include posting the results on the Cyber Education Consortium website and promoting regular exchange of information, tools, networking, research and benchmarking of best practices among APEC economies via the website.</p> <p><u>Project Title</u>: Business Partnership Initiative for Small and Medium Enterprises <u>Project Description</u>: Business development organizations in participating member economies, such as chambers of commerce and trade associations, promote and facilitate international partnerships among SMEs and between SMEs and larger firms by identifying pools of interested businesses, certifying their qualifications, establishing an electronic system to partner firms and offering continuing services and technical mentoring. Qualifying participants in the system, coordinating with outreach organizations in each economy and providing after-care services render this initiative uniquely useful to APEC businesses. Further, the Business Partnership Initiative provides valuable exposure to the use of electronic tools. <u>Lead Economy</u>: United States <u>Participating Economies</u>: Thailand, Singapore <u>Lead APEC Forum</u>: SMEWG <u>Project Status</u>: In Progress</p> <p><u>Project Title</u>: Social Safety Net Initiative <u>Project Description</u>: The Social Safety Net Initiative was undertaken in response to a call from APEC Leaders to formulate strategies of concrete actions aimed at strengthening social safety nets. After focusing on addressing the immediate social consequences of the Asian financial crisis, Finance Ministers recognized the need to learn from the crisis and put in place more effective, flexible and fiscally manageable social safety mechanisms to protect the poor and vulnerable both in period of normal economic growth and in times of crisis. Under the Social Safety Net Initiative, co-chaired by Mexico and the United States, APEC Finance Ministers endorsed the establishment of a working group</p>
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		<p>to explore ways of strengthening social safety nets in a framework integrating poverty reduction into growth-oriented macroeconomic policies. The objective was to develop a set of guidelines on the implementation and use of social safety nets, based on lessons learned from the recent experiences of Asian economies in crisis as well as broader international experience.</p> <p><u>Lead Economy:</u> USA and Mexico</p> <p><u>Participating Economies:</u> The initiative was supported by the World Bank, the IMF, the Asian Development Bank, and the Inter-American Development Bank and direct participation by Indonesia, Korea, the Philippines and Thailand from the Asian region and Chile, Mexico and Peru from Latin America. Other APEC economies also provided valuable support.</p> <p><u>Lead APEC Forum:</u> Finance Ministers</p> <p><u>Project Status:</u> Complete; The final report was presented to the APEC Finance Deputies at their May 1, 2001 meeting in Washington.</p> <p><u>Project Title:</u> APEC Forum on Cross-cultural Understanding of Implementation of Standard and Accreditation in Supply-Chain Management.</p> <p><u>Project Description:</u> To contribute to greater trade volume through common understanding of implementation of standard and accreditation in strategic industries that impact on trade facilitation such as electronics and communications, that takes into consideration various cultural nuances of interpretation in application of standards and accreditation in supply chain management. To contribute to the greater competitiveness of small and medium enterprises in the context of supply chain management. To facilitate information exchange among selected strategic industries in the region on the implementation of standards and accreditation in the context of supply chain management through applied research.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Participating Economies:</u> Philippines</p> <p><u>Project Status:</u> In Progress; research design team met in June 2001 to prepare survey. Survey testing June-September during meetings with MNEs and suppliers in the region. Research administration of the survey will follow, with results distributed at a forum in December 2001.</p> <p><u>Project Title:</u> APEC Sustainable Development Training and Information Network (Phase II: Implementation)</p> <p><u>Project Description:</u> The purpose of the Phase II - Implementation is to</p>
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		<p>establish a higher level of ongoing communication, share information (including best practices) and training resources among the APEC working groups and member economies. This phase also intend to support local capacity building and human resource development to promote sustainable development practices among the public, non-governmental and private sectors.</p> <p><u>Lead Economy:</u> United States <u>Lead APEC Forum:</u> N/A <u>Participating Economies:</u> N/A <u>Project Status:</u> Completed; the Network has been formally incorporated into the sustainable development strategies of three other APEC working groups, as well as the Sustainable Development Ministers. A support office has been established in Portland, Oregon, and a home page has been accessible since September 1997. The Network has also participated in and assisted with the organization of a number of international symposia and conferences</p> <p><u>Project Title:</u> Asia Pacific Digital Learning Alliance <u>Project Description:</u> The Asia Pacific Digital Learning Alliance is an international coalition of companies formed to promote the benefits of Internet-based learning opportunities among members of APEC (Asia-Pacific Economic Cooperation). It is the mission of the Digital Learning Alliance to work with APEC and its members to provide a framework in which each APEC economy can learn from the experiences of its sister economies to most efficiently expand e-Learning opportunities. <u>Lead Economy:</u> United States <u>Participating Economies:</u> Japan; open to all APEC economies <u>Lead APEC Forum:</u> ABAC <u>Project Status:</u> In Progress; To achieve this goal, the Digital Learning Alliance has begun work on an overview analysis and recommendations on “best-practices” that could help APEC governments to maximize education resources, employ public/private partnerships, and close the digital divide. This analysis will also establish a set of principles and guides on how these practices can best be applied in the various economies. The Digital Learning Alliance is a six month project, in partnership with the National Center for APEC. <u>Project Title:</u> APEC Emerging Infections Network (EINet) website <u>Project Description:</u> The EINet is dedicated to providing timely information on issues of emerging infectious diseases, enabling better collaboration by policymakers, health officials and researchers throughout the Pacific Rim. Emerging infections are important to our APEC community and include diseases that are new (such as</p>
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		<p>HIV/AIDS), diseases that are old but re-emerging as health threats (such as Tuberculosis), and diseases that are changing their resistance to treatment. The APEC Emerging Infections Network is hosted at the University of Washington in Seattle.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Participating Economies:</u> Open to all APEC economies</p> <p><u>Lead APEC Forum:</u> ISTWG</p> <p><u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> Consumer Education and Protection Initiative (CEPI)</p> <p><u>Project Description:</u> In order to facilitate SME growth and contribute to economic stability, revitalization, and long term growth in APEC economies, CEPI seeks to promote enhanced skills development for new entrepreneurs and expanding consumer confidence through consumer education. The initiative uses conferences, workshops, publications, and other activities to educate consumers, businesses, and government officials on a range of consumer protection issues such as: consumer rights and responsibilities, fraudulent business practices, developing a consumer friendly regulatory environments; consumer redress options; and meeting the challenges presented by advances in technology.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Participating Economies:</u> Malaysia, Philippines, Thailand</p> <p><u>Lead APEC Forum:</u> SME WG</p> <p><u>Project Status:</u> In Progress; CEPI activities have been held in Thailand (1999), the Philippines (2000), Malaysia (2000/2001). Additional CEPI programs are being actively considered for Mexico and Russia (2002)</p> <p><u>Project Title:</u> Healthcare Services Accreditation</p> <p><u>Project Description:</u> The Healthcare Services Accreditation Proposal seeks to assist developing economy members of APEC to establish healthcare service accreditation institutions. Further, the project aims to promote mutual assistance between healthcare service accreditation organizations throughout the region. Under this proposal, there will be a conference on accreditation in the APEC region in Chicago in May of 2002. Subsequently, there will be individual member conferences to discuss the appropriate scope of accreditation and specific standards that could be utilized. Once the accreditation institution is launched in an individual APEC economy, the project will assist with training of health care practitioners and other healthcare stakeholders in the new system.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Co-Sponsor Economies:</u> Australia, Canada, New Zealand</p>
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		<p>All APEC member economies will strengthen their capacity to prepare for earthquake disasters and to carry out rescue and restoration efforts. Overall, this initiative will lessen the damage to energy systems from earthquakes and increase energy supply security in the region. The proceedings of the seminar will be published and widely distributed within the APEC region.</p> <p><u>Project Type:</u> Cooperative <u>Lead APEC Forum:</u> EWG <u>Lead Economy:</u> United States of America <u>Participating Economies:</u> All APEC <u>Project Status:</u> In Progress; initially this initiative will deliver a Report on Energy Infrastructure Earthquake Resistance Guidelines and Regulations of APEC Economies. The project will also deliver a seminar at which the participants from APEC member economies will present guidelines and regulations aiming to reduce the impacts of earthquakes on energy infrastructure, as well as best practices on post-earthquake investigation and restoration.</p>
<p>d. Reducing skills deficiencies and unemployment by designing training programs for applications at all stages of a person's working life</p>	<p><u>Project Title:</u> One-Stop Career Centers <u>Project Description:</u> One-Stop Career Centers provide job seekers with an integrated set of services including the provision of unemployment insurance, job searching services, job counseling, public assistance, and information on training programs. Centers have facilities where customers can find local, State, and national job vacancy listings in both electronic form and on paper. Customers can use computers equipped with word processing software and career information delivery systems. Customers enjoy free use of telephones, fax machines, photocopiers, and the Internet. One-Stop staff provide individual career assessment and counseling. They offer training in job search skills, including resume preparation, applications, interviewing, networking and phone techniques. Staff also facilitate job clubs or networking groups. The U.S. Department of Labor Employment and Training Administration makes grants to get the centers started, but States and localities create facilities that vary according to local needs. <u>Lead Economy:</u> US <u>Participating Economies:</u> N/A <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress; One-Stop Career Centers are being implemented in 33 US States. When fully implemented, the program will serve 80 percent of the civilian US labor force.</p> <p><u>Project Title:</u> Techforce Initiative <u>Project Description:</u> The Techforce Initiative is a nationwide program to engage IT employees in school-to-careers. It is funded by the National School to Work Office, in partnership with the National Alliance of Business and Education Development Center to combat a predicted severe shortage of IT workers (846,000 unfilled positions per year). The</p>	<p><u>Project Title:</u> Cisco Networking Academies <u>Project Description:</u> Originally developed in 1997 to provide students in one Arizona high school the skills they needed to maintain their local computer network, the program has expanded to more than 5,000 academies in all 50 US states and over 80 countries. The program includes four-semester course to train students and in-transition workers to design, build and maintain computer networks. Classes are offered at high schools, universities, community colleges, occupational training centers, and other locations around the world. Over 160,000 students are expected to be enrolled in the program by 2001. <u>Lead Economy:</u> United States/Cisco Systems <u>Participating Economies:</u> Open to all APEC economies <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> Citigroup Risk Management Training Program The Risk Management Training Program was proposed at the Brunei Leaders Meeting. The first training program was held in Beijing, May 28-30, 2001, under the leadership of CitiGroup. The program was a three-day seminar with participants from: banks, securities firms, insurance companies and asset management firms. This program attracts individuals from both the private and public sector throughout APEC. The training program is scheduled for Korea this summer and for another APEC economy in the Fall. It is expected that three training programs will take place each year. The initial focus is Asia but some training in the</p>

	<p>program allows IT employers to establish school-to-career (STC) or school-to-work (STW) partnerships with schools, K-20, to help prepare the future workforce for entry into IT careers. Key activities are: facilitating ten regional IT STC symposia to expand IT employer involvement, creating an IT "Learning Network," including identifying and strengthening current and aspiring Centers of Excellence for IT-STC, Develop strong business leadership through national industry and education advisory committees nationwide.</p> <p><u>Lead APEC Forum</u>: N/A <u>Lead Economy</u>: United States of America <u>Participating Economies</u>: N/A <u>Project Status</u>: In Progress</p>	<p>Americas and the Pacific will follow. <u>Lead Economy</u>: United States <u>Co-Sponsor Economies</u>: Australia, Canada, New Zealand <u>Lead APEC Forum</u>: Industrial Science and Technology WG Project Status: In progress</p>
<p>e. Improving the quality of curricula, teaching methods and instructional materials for managers and other workers</p>		<p><u>Project Title</u>: Learning from One Another: A Guide for Conducting HRD Best Practice Studies <u>Project Description</u>: The project will produce a guide for conducting studies that seek out, identify, and describe best practices in human resource development in APEC economies. "Best practices" are those that have documented evidence proving that they are the most effective in achieving their desired results. The guide will develop a framework for identifying and describing best practices in human resource development. The best practice information obtained by using the guide can strengthen HRD projects, including information sharing at conferences, HRD development of best practice databases, and electronic knowledge sharing. <u>Lead Economy</u>: United States; self funded, \$25,000 <u>Lead APEC Forum</u>: HRDWG <u>Participating Economies</u>: Thailand and Viet Nam have are planning to use their EDNET projects as pilots for the guide. <u>Project Status</u>: Proposed</p> <p><u>Project Title</u>: HRD Guide to Strengthening Project Management and Performance <u>Project Description</u>: This Guide, developed by the US Department of Education in collaboration with other economies, was developed to improve the quality and accountability of all HRDWG projects. It is a reference to be used in designing, implementing, and evaluating an APEC project. it was endorsed by the HRD Working Group for use in all projects. <u>Lead Economy</u>: United States <u>Lead APEC Forum</u>: HRDWG <u>Participating Economies</u>: Steering committee included US, New Zealand, Japan, Hong Kong. All members of HRD Working Group can use the Guide.</p>

		<p><u>Project Status:</u> Completed. The Guide is available online at http://www.apecsec.org.sg/apec_organization/policy_procedure/policy_procedure.html</p> <p><u>Project Title:</u> Vender Training Project</p> <p><u>Project Description:</u> The vender training web site seeks to create a market place for education, training and certification programs. This market place is designed to foster cooperation between vendors that have education, training and certification programs, and firms and institutions that need such curriculum to train students. Vendors provide the content and curriculum, and local firms and institutions do the training.</p> <p><u>Lead Economy:</u> USA. It is self-financed</p> <p><u>Lead APEC Forum:</u> TELWG</p> <p><u>Participating Economies:</u> All APEC members</p> <p><u>Project Status:</u> In progress; the website is built, tested and being populated.</p> <p><u>Project Title:</u> Digital Divide Network International Channel</p> <p><u>Project Description:</u> AOL Time Warner is expanding its successful domestic clearinghouse of information pertaining to grants, funding opportunities, best practices and toolkits for bridging the digital divide to create an "International Channel" for the Digital Divide Network (www.digitaldividenetwork.org). Launched originally by the AOL Time Warner Foundation, the Benton Foundation and the National Urban League, the Digital Divide Network today is a partnership among leaders from diverse sectors of the economy to highlight the best practices and provide valuable research and resources to those who need them. Content on this network is reviewed by the Digital Divide Advisory Committee, made up of the leading nonprofit organizations and experts in the field</p> <p><u>Lead Economy:</u> US</p> <p><u>Participating Economies:</u> NA</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> Integra Project for the Disabled</p> <p><u>Project Description:</u> In November 1999, IBM, in partnership with the Mexican government and Telmex, a major telecommunications company, announced Integra, a technology assistance program designed to integrate both disabled students and adults into the</p>
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		represents the largest ever commitment of high quality, usable computers for charitable purposes.
f. Increasing opportunities for people seeking to gain skills	<p><u>Project Title:</u> Job Corps <u>Project Description:</u> Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth aged 16 through 24. Job Corps is a public-private partnership administered by the U.S. Department of Labor. Job Corps serves as an alternative learning program for disadvantaged young people who have had difficulty in traditional school systems, who are high school dropouts, or who are facing challenges developing life goals. Job Corps accepts both high school graduates and non-graduates, as well as, young adults with children. Private companies, state agencies, federal agencies, and unions recruit disadvantaged young people to participate in Job Corps, where they can train for and be placed in jobs. At-risk youth looking for opportunities beyond their local public school systems can attend Job Corps for the academic and vocational training they need to get good, entry-level jobs; join the military; or go to college. Job Corps offers GED (General Equivalency Program) or high school equivalency programs and training in various occupations, as well as advanced training and additional support services. Employers in various industries have access to a ready-made pool of competent, well-trained and motivated workers at Job Corps. To accommodate employers' needs, Job Corps also involves them in the development and implementation of Job Corps vocational curricula. <u>Lead Economy:</u> United States <u>Participating Economies:</u> N/A <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress; Since 1964, the program has provided more than 1.9 million disadvantaged young people with the integrated academic, vocational, and social skills training they need to gain independence and get quality, long-term jobs or further their education. More than 75 percent of those who enroll in Job Corps become employed, obtain further training, or join the military.</p> <p><u>Project Title:</u> NACME Minority Workforce Representation Initiative <u>Project Description:</u> In partnership with the National Action Council for Minorities in Engineering (NACME), a not-for-profit corporation committed to bringing the talents of African Americans, Hispanics and American Indians to the nation's engineering workforce, WorldCom has earmarked \$10 million over the next 10 years to promote excellence in the skills most in demand by 21st century employers. The initiative includes a WorldCom internship/ scholarship program designed to boost the number of minority graduates in critical high tech areas such as telecommunications, networking, information technology and computer engineering. <u>Lead APEC Forum:</u> N/A <u>Lead Economy:</u> US <u>Participating Economies:</u> N/A <u>Project Status:</u> In Progress; earmarked \$10million over next 10 years to promote excellence in skills; the first recipients of these funds will be entering college in fall 2001</p>	<p><u>Project Title:</u> Financial Regulators Training <u>Project Description:</u> Provide training programs for bank supervisors and securities market regulators. Strengthen coordination in meeting training needs through regional and international programs. In the banking sector, model courses and self-study materials will be developed for banking regulations and supervision, credit and market analysis, bank examination, and treasury management and operations. Training materials on countering money laundering are also being developed. Similarly, materials will be developed for primary and secondary markets, securities regulations and enforcement. These model courses will be prepared in line with international best practices and will be disseminated through the initiative's website. <u>Lead Economy:</u> USA, Asian Development Bank <u>Participating Economies:</u> Various <u>Lead APEC Forum:</u> Finance Ministers <u>Project Status:</u> In progress; Several programs offered pursuant to this initiative. The regional Credit Risk Analysis course hosted by Bank Negara Malaysia drew some 35 participants from 12 economies, with Papua New Guinea and Brunei represented for the first time at a bank supervision course. Broadly, participants were satisfied with core course content addressing both the pre-course training material and the curriculum binder. A national training program in bank supervision was hosted by the People's Bank of China from 28 May to 5 June. The program was attended by 66 participants, plus observers from a number of regional city offices.</p>

<p>g. Preparing organizations and individuals to remain productive in the face of rapid economic and technological changes</p>	<p><u>Project Title:</u> Dislocated Workers Program: Rapid Response</p> <p><u>Project Description:</u> Rapid Response Services are designed to respond to layoffs in companies with more than 50 employees, but some States extend similar services to layoffs in companies with fewer than 50 workers. Services for employers include: assistance in understanding government regulations; information about alternatives that may help reduce or avoid the layoff, or possible future layoffs; help in conducting an orderly shutdown; pre-layoff services designed to help workers shorten their transition time; help in managing Human Resource and UI/Worker compensation costs; assistance in maintaining worker morale and productivity during the transition; assistance in preparing affected workers to find new employment; and coordination with private outplacement services employers may decide to provide. Services for workers include: job search assistance (accessing community resources, job application and resume preparation, interviewing skills, and coping with job loss); labor market information (including emerging and demand occupations as well as specific job postings); group stress management seminars; and group financial management seminars.</p> <p><u>Lead Economy:</u> US</p> <p><u>Participating Economies:</u> N/A</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Project Status:</u> In Progress; specialists throughout the United States are helping workers cope with job change by gathering information on workers' needs and organizing services such as career counseling, retraining, and job search support necessary to assist them in getting back to work.</p>	<p><u>Project Title:</u> Helping Businesses Respond to Change: Innovations in Labor-management-government Cooperation</p> <p><u>Project Description:</u> To identify the underlying factors that contribute to successful LMG cooperation in the economies of the APEC region. To improve the efficiency of businesses' responses to change. To assess the possibility of replication of the identified successful LMG cooperation models in other APEC economies and how cultural, economic, and social factors could impact such replication. To demonstrate the latest technological innovations, participants gain first-hand experience in on-line labor-management cooperation through the use of TAGS (Technology Assisted Group Solutions), a network of mobile computers and customized software that skilled labor-management practitioners can use to help groups solve problems more effectively, and improve decision-making.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Participating Economies:</u> Canada, Chile, Indonesia, Japan, Korea, Mexico, Philippines, Singapore, Thailand, Chinese Taipei, New Zealand, Viet Nam</p> <p><u>Lead APEC Forum:</u> HRDWG</p> <p><u>Project Status:</u> In Progress; The Symposium, held on June 25-26, 2001 in Mexico City, brought together labor relations practitioners, government officials and academics from throughout the Asia Pacific region. Subsequent to the Symposium, the Project has been involved in developing a Best Practices Tool Kit for the replication of successful practices in workplaces throughout the APEC region. The Tool Kit will provide a step-by-step, easy-to-navigate, guide to developing a program of Labor-Management-Government cooperation in a variety of contexts. It will also take into account the applicability of its principles in light of intervening cultural, economic, and social factors, as well as gender related issues, and suggest possible adaptations based thereon.</p> <p><u>Project Title:</u> APEC e-Commerce Readiness Initiative</p> <p><u>Project Description:</u> IBM has led a business partnership with APEC to develop and implement the APEC E-Commerce Readiness Initiative, which aims to better position APEC economies for the New Economy. The initiative enables member economies to conduct a self assessment using the APEC Readiness Guide developed by the private sector, and provides for consultation with business to develop action plans to improve the environment for e-business and electronic trade. The assessment covers issues of infrastructure and technology, access to services, use of the Internet, promotion and facilitation, skills and human resource development, and policy positioning. 19 of the 21 APEC</p>
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		<p>environmental management practices, use of international standards and the transfer of clean technologies that benefit both Asians and Americans.</p> <p><u>Project Title:</u> Rural Integration for Sustainable Economies (RISE) <u>Project Description:</u> Co-sponsored by APEC's Infrastructure Workshop, the Pacific Economic Cooperation Council (PECC) and the US Department of Agriculture (USDA), the project establishes multisectoral, international advisory teams to accelerate investment in integrated infrastructure. It seeks to stimulate growth in industrial and agricultural areas beyond the urban centers, to support development of diversified and competitive food systems in APEC economies and to enable rural populations to participate more fully in the global economy. <u>Project Type:</u> Cooperative <u>Lead APEC Forum:</u> GE1 <u>Lead Economy:</u> United States of America, PECC <u>Participating Economies:</u> China, Indonesia <u>Project Status:</u> In Progress; RISE selected initial Regional Growth Center Demonstration Projects (RGC Project) in Jiangmen City (China) and Manado-Bitung (Indonesia). Assessment of the two RGC projects in January 2000 by RISE Executive Committee was positive and it is anticipated that by late fall, the Rise initiative will be able to announce one or more key private investments and the launch of a number of feasibility projects in RGCs. Positive assessment of two RGC project sites with expansion of projects expected. Dah Chong Hong (DCH) has committed HK\$200 million to agro-industry investment in Jiangmen.</p> <p><u>Project Title:</u> Asia Pacific Digital Learning Alliance <u>Project Description:</u> The Asia Pacific Digital Learning Alliance is an international coalition of companies formed to promote the benefits of Internet-based learning opportunities among members of APEC (Asia-Pacific Economic Cooperation). It is the mission of the Digital Learning Alliance to work with APEC and its members to provide a framework in which each APEC economy can learn from the experiences of its sister economies to most efficiently expand e-Learning opportunities. <u>Lead Economy:</u> US <u>Participating Economies:</u> Japan, <u>Lead APEC Forum:</u> ABAC <u>Project Status:</u> In Progress; To achieve this goal, the Digital Learning Alliance has begun work on an overview analysis and recommendations on "best-practices" that could help APEC governments to maximize education resources, employ public/private partnerships, and close the</p>
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		<p>digital divide. This analysis will also establish a set of principles and guides on how these practices can best be applied in the various economies. The Digital Learning Alliance is a six month project, in partnership with the National Center for APEC.</p> <p><u>Project Title:</u> Emerging Markets Program <u>Project Description:</u> As part of its Emerging Markets Program, USDA conducts a variety of projects and activities. All projects and activities recommended for funding use various forms of technical assistance to assist in the development of emerging market-based economies, in all the major geographic areas. Activities funded in APEC economies in recent years include: China: Programs on/in: Situation and Outlook Analysis, Economic Forecasting; Technical Assistance in Agricultural Statistics; Technical Assistance/Privatization of Agricultural Inputs Market. Russia: Programs on-Market Information and Analysis Training; Integrated Protein/Poultry Project Assessment; Electronic Communications System on Russian, FSU Agriculture; Food Marketing and Transportation Conference, Russian Far East: Validation of Crop Production Assessment; <u>Lead Economy:</u> US <u>Participating Economies:</u> China, Russia, <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> APEC Food Technology Domestic Champions Network <u>Project Description:</u> ABAC recommended in its 2000 report the creation of a network of entities, one in each economy, that would coordinate and champion domestically the understanding and dissemination of global advances in food technology. <u>Project Type:</u> Cooperative <u>Lead APEC Forum:</u> None <u>Lead Economy:</u> New Zealand, United States of America <u>Participating Economies:</u> Canada, China, Japan, New Zealand, Papua New Guinea, Philippines, Singapore, Chinese Taipei, Thailand, Viet Nam, United States <u>Project Status:</u> In progress; at the invitation of the US -designated domestic champion, the World Agricultural Forum, entities from eight economies met in St. Louis, Missouri, USA in May 2001 to initiate the network. Two other economies named representatives which were not able to attend the organizational meeting. The network agreed on</p>
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		working principles, methods of communication and the time frame of its next meeting.; Network established. Setting up website, seeking funds for a translation fund for food technology documents.
h. Promoting HRD toward the liberalization and facilitation of trade and investment	<p><u>Project Title:</u> Trade Adjustment Assistance Program (TAA)</p> <p><u>Project Description:</u> The TAA is a federal entitlement program established under the Trade Act of 1974 which provides aid to workers who lose their jobs or whose hours of work and wages are reduced as result of increased imports. Administered by the Employment and Training Administration of the US Department of Labor, TAA offers a variety of benefits and reemployment services to assist unemployed workers prepare for and obtain suitable employment. Workers may be eligible for training, job search and relocation allowance, income support, and other reemployment services. Those eligible for TAA benefits must have been laid off or put on a reduced work schedule on or after the "Impact Date" and before the ending date of certification.</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Lead Economy:</u> United States of America</p> <p><u>Participating Economies:</u> N/A</p> <p><u>Project Status:</u> In Progress; Approximately 24,000 dislocated workers entered job retraining funded by Trade Adjustment Assistance during fiscal year 2000</p>	<p><u>Project Title:</u> Production, Processing, Marketing, Distribution and Consumption of Agricultural Products</p> <p><u>Project Description:</u> 1999 Project: Technical consideration of the harmonization of agricultural standards, requirements and regulations. 2000 Project: Development of supermarket/cold chains and related distribution systems; Improvement of post-harvest technology for the handling of perishable crops; Improvement of food processing technology.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Participating Economies:</u> Open to all APEC economies</p> <p><u>Lead APEC Forum:</u> ATC</p> <p><u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> SCCP Program to implement the WTO 'Trips' Agreement</p> <p><u>Project Description:</u> The purpose of the project is to design deliver to those Economies which have expressed receptivity, a strategic program to implement border enforcement of Intellectual Property Rights (IPR), as provided for in the WTO "TRIPS" Agreement.</p> <p><u>Lead Economy:</u> United States</p> <p><u>Participating Economies:</u> Open to all APEC economies</p> <p><u>Lead APEC Forum:</u> CTI</p> <p><u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> World Bank program for Indonesia</p> <p><u>Project Description:</u> World Bank and other donors: program to support Indonesia's development of a competition law. Sponsored by the USAID. Their work is centered in banking reform, corporate restructuring, and public sector policy and governance reform.</p> <p><u>Lead Economy:</u> US</p> <p><u>Participating Economies:</u> Indonesia</p> <p><u>Lead APEC Forum:</u> N/A</p> <p><u>Project Status:</u> USAID has placed technical advisors (17 in 1999) in a number of Indonesia's ministries and agencies that act to effect economic reform.</p> <p><u>Project Title:</u> The Commercial Law Development Program</p> <p><u>Project Description:</u> The Commercial Law Development Program, a part of the Commerce Department that provides training and technical assistance to countries regarding the implementation of international</p>

		<p>trade agreements, conducted an 11-day ARule of Law on Trade and Legal Systems@ mission to China in March 2000 to learn aobut the process of WTO implementation in China and assess current levels of understanding of key concepts and implementation skills of Chinese officials. A short term advisor to Viet Nam to assist in drafting a commercial law and provide training. CLDP also participated in a three-day seminar in Viet Nam and in consultations with GOV officials on international trade policy and the role of government in promoting and regulating international trade. Russia: WTO Accession: The U.S. Government, through the Commercial Law Development Program, has provided a Resident Advisor to the Russian Government to assist in its efforts to accede to the WTO. The Resident Advisor works with the Ministry of Foreign Economic Relations on day-to-day accession matters. The Resident Advisor also designs and manages special technical assistance programs. A number of short-term programs involving agriculture, market access, standards, and intellectual property rights issues have been held under this program.</p> <p><u>Lead Economy:</u> US <u>Participating Economies:</u> PR of China, Viet Nam , Russia <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress.</p> <p><u>Project Title:</u> Partnership for Economic growth <u>Project Description:</u> The Partnership for Economic Growth Project is a USAID program supporting public and private partnerships to sustain Indonesia's economic growth by strengthening economic policies and practices associated with increased openness to international trade and investment, and strengthened domestic economic competition. This will be achieved by building and strengthening long-lasting relationships between U.S. public and private institutions with counterpart groups in Indonesia to assist in formulating and implementing these economic policies and practices. Main areas of assistance include tariff and non-tariff barriers, agriculture, services, investment, import licensing, rules, and encouraging civic participation in economic policymaking.</p> <p><u>Lead Economy:</u> US <u>Participating Economies:</u> Indonesia <u>Lead APEC Forum:</u> N/A <u>Project Status:</u> In Progress</p> <p><u>Project Title:</u> USAID Technical Assistance Assessment in Peru and Andean Region <u>Project Description:</u> USAID is working with Peru (and other Andean</p>
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