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(出國類別：其他)

**參加 2000 年 APEC 青年國際會議  
「培育青年邁向千禧年 APEC 新社會」  
2000 APEC Youth Networking:  
Youth Preparation for the  
APEC Society in the Next Millennium**

**會議報告**

出國人：教育部國際文教處處長 李振清

行政院研考會/省(市) 研考會編號欄

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李振清

中華民國九十年三月於教育部

**2000 年 APEC 青年國際會議**  
**「培育青年邁向千禧年 APEC 新社會」**  
2000 APEC Youth Networking: Youth Preparation for  
the APEC Society in the Next Millennium

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# 參加 2000 年 APEC 青年國際會議 「培育青年邁向千禧年 APEC 新社會」 會議報告

## 2000 APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium

李振清

這份參加「2000 年亞太經濟合作會議(APEC)青年國際會議：培育青年邁向千禧年 APEC 新社會」(2000 APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium)的報告，不僅僅是一份參加國際會議的工作報告，更是一本融合現代國際教育思維、深具國際學術與教育研究價值的論述。本人謹以最大的努力，將個人的與會和學術研究心得及檢索的重要參考資料，彙整在本報告中。但願這本報告書可以提供給學者們一些靈感。

### 應邀參加 2001 年 APEC 青年國際會議的緣起與意義

當全球政治、經濟、文化、科技與社會不停地變遷與進化之際，「教育國際化」(Education Internationalization) 與「廣結國際善緣」(Networking of global karma affinity) 已成為當代的顯學與國際主流思潮。中華民國臺灣由於中國大陸引發的特殊政治關係，無法在具有正常外交空間參與國際社會應有的一切正常活動。然而，在藉多元彈性的國際交流策略運用下，我們仍然能儘量利用全民的智慧加以運作，期能主導部份的高層次國際活動。參與 APEC (亞太經濟合作會議) 就是一項極為務實，而且對我國至為有利的重要國際活動。李前總統登輝先生在《臺灣的主張》第 205-207 頁中也如是地主張。

本人(李振清)原在學術教育界(國立臺灣師範大學及國立臺灣大學)從事研究、教學與教育行政工作達十六年。民國七十九年就因緣際會地為教育部借調至舊金山服務(擔任駐舊金山文化組組長)。兩年後，調至華府繼續工作了五年半。在美七年半的工作經驗與結交的各國學人和教育官員，使得一九九八年的 APEC 會議在印尼召開時，就想到推選本人為繼任的「教育論壇」國際協調人(International Coordinator, APEC Education Forum; 該名稱後來改為 APEC Education Network)最佳人選。其中，美國教育部高級主管 Alan Ginsburg 博士

及其朋友的支持與推薦，是最重要之因素。接任 APEC「教育論壇」國際協調人之國際性職務，是促成本人將教育部國際文教處工作推向國際新里程與普遍認同的重要轉捩點。連續三年的 APEC「教育論壇」國際協調人職務，不但使得我國在許多場合中得到認同，也因此使本人獲得許多掌聲與讚譽。至於接踵而來的邀請參與重要國際會議，更因此陸續出現。泰國教育最高當局之邀請本人參與「2000 年亞太經濟合作會議(APEC)青年國際會議」，並於七月十七、十九兩天分別發表兩場演說，就是這個道理。這兩場被與會青年評選為最受歡迎的演說，分別為：

1. Empowering Our Youth to Brave the Era of Trade and Investment Liberalization: Directions and Capabilities Needed for Future Youths.
2. Cooperation and Competition: Where is the Balance in the Era of Trade and Investment Liberalization  
(參見附件一及附件二)

應邀參與 2000 年 APEC 青年國際會議(2000 APEC Youth Networking:

Youth Preparation for the APEC Society in the Next Millennium)的貴賓，除了主辦國的行政首長如「大學事務部」部長柴雅山(H.E. Mr. Prachuab Chaiyasan, Minister of University Affairs)、次長奚力查納(Dr. Vanchai Sirichana)、外交部長畢祖萬(H.E. Dr. Surin Pitsuwan)、泰國 APEC 研究中心主任孔梅迪(Medhi Krongkaew)外，就是本人及其他各國著名學者，包括美國的 Tung X. Bui (斐桐春)、澳洲的 Ben Ross、泰國的 Chirachai Punkrasin、及 Chirapun Gullaprawit 韓國的 Choi Chung-Ok 等。他們的論文及演講根本人之論述，均由泰國大學事務部的高教司長李楚賢(Porntip Kanjananiyot)跟她的同仁們彙編成冊供各國參考。(參見附件二)

這次前所未有的 APEC 國際青年會議所展現的意義極為非凡。其成效可以從歷史的發展與經驗，得到印證。各國參與青年的表現與反應，也應可讓當代各國官員們，得到一些嶄新的啟示。

各國代表在會後的「個人心得與評鑑報告」(參見附件三)中，處處表現出他(她)們的收穫與心得。在所有的論文發表者中，本人與泰國外交部長畢祖萬(H.E. Dr. Surin Pitsuwan)、美國學者 Tung X. Bui (斐桐春)博士及澳洲學者 Ben Ross 博士的演講，被與會各國青年評選為最傑出、最具影響力與啟發性的論文。泰國、菲律賓、馬來西亞、中國大陸、香港、韓國等地的青年把本人的兩篇論文及其內涵評選為「最具影響力、最傑出的大會演說者。」(參見附件四)

在調查問卷中，被問到：Who is the best speaker in your view?時，

有十九人答道：Dr. Chen-ching Li from Chinese Taipei.

他（她）們對本人的評語另本人十分感動，更印證個人的學術與行事之人生哲學：

- The talk of Dr. Chen-ching Li about value system and his sharing of how his country became one of the four little tigers have expressed the significance of "international education." Indeed, we should "Think globally. Act locally." (Joel B. Tarongoy, the Philippines)

(菲律賓的 Joel B. Tarongoy 對本人的演說評述如下：

李振清博士所強調的「價值觀」與他揭櫫的「國際化教育」使他的國家成為四小龍之一。他推動的「立足本土、放眼天下」，確實有理。)

- 最傑出的大會演說者使是李振清博士。他的觀點直接地啟發了我的生。(參見附件五)

能獲得與會各國優秀青年代表如此突出的評價，可謂是平日努力耕耘、廣結國際學術善緣，及在學術上不斷研究與發表的結果。本人深感不虛此行，更為三年來以我國身分出任 APEC「教育論壇」國際協調人及其獲的的國際肯定，感到欣慰。無論是對我國，及當前的國際社會與二十一世紀的青年教育，本人仍感任重道遠也。

### 時代青年的現時挑戰與未來願景

隨著時代的快速變遷，及二十一"e"世紀生活範疇和多元資訊的不斷擴張，「時代考驗青年，青年創造時代」的至理名言，也持續地在現代的國際社會發展中得到驗證。常言道，「兒童是國家未來的主人翁。」英國十九世紀詩人 William Wordsworth 也在 "My Heart Leaps Up" 一詩中，慨言道，"The child is father of the man."。如今，我們舉目四望，世界各國新人輩出，長江後浪推前浪。哈佛學生比爾蓋茲 (Bill Gates) 二十來歲時開創了「微軟」(Microsoft)；史丹福大學生楊致遠 (Henry Yang) 跟他的同學創立了「雅虎」(Yahoo)；年輕的小布希在 2001 年元月二十日繼任另一位年輕的柯林頓，成為美國第四十三任總統。重視年輕新秀的培養與教育，並給予挑戰與歷練之機會，已成為當代的普世價值。「亞太經合會教育論壇」(APEC HRD Education Network) 之樂意支持泰國於去(2000)年七月二十一日至二十四日在曼谷舉辦的第一屆「APEC 青年會議」，正也順應這個新時

代的潮流，以便展現青年參與國際活動的意義與價值。筆者身為 APEC HRD Education Network 國際協調人 (International Coordinator)，應邀赴會，並發表兩篇專題演講。對參與之各國青年反應，印象極為深刻，特為文記述，以便與分散全球各地的國際友人分享。

### 泰國舉辦 APEC 青年會議的緣由

這一次在曼谷舉行的 APEC 青年會議的主辦單位是泰國。兩年前，泰國於 APEC 教育論壇中，向大會提出舉辦亞太經合會青年會議的構想，並以一整年的時間，將他們的規劃及構想，還有教育部、外交部等單位提供的資源等，拍攝成錄影帶，向所有二十一個 APEC 會員國的代表們做詳細的介紹。由於在二十一世紀將來臨之際，全球的教育家、政經學界、企業界，很顯然的都期待未來的青年在二十一世紀中扮演重要的角色，所以 APEC 當局無異議通過泰國的申請，並以相當充裕經費補助泰國舉辦公元二〇〇〇年的青年會議。

在獲得經費補助後，泰國立即向所有的 APEC 會員國發出邀請函，請各國先行於國內舉辦甄選優秀青年參與會議的「APEC 青年營」，並根據幾個相關條件，如語文能力、專業知識、幽默機智、主動積極、樂觀進取、使命感與國際觀等，遴選最優秀的社會青年與學生參加泰國舉辦的「APEC 青年會議」。

### 我國精挑細選 APEC 青年會議代表

我國在收到泰國的邀請後，即由教育部委託青輔會籌辦「第一屆青年 APEC 研習營」，並於民國八十九年三月十、十一日在劍潭青年活動中心舉行。青輔會對籌辦這項史無前例的國際會議十分慎重，並行文給全國大專院校，邀集全國優良青年男女來參加這項活動。最後共有一百一十九位來自全國各大專院校的優秀同學們來報名。研習會由當時的青輔會主委李紀珠教授主持開幕。中華台北 APEC 研究中心吳執行長榮義、行政院經建會主任委員江丙坤、外交部長程建人、政大國關中心主任何思因、經濟部國貿局副局長魏可銘、經建會人力規劃處專門委員高月霞、及本人會同其他許多國內各單位學者，應邀對學員闡釋 APEC 之重要性與國際角色。最後，又透過初選、決選及英語口試，在青年 APEC 研習營中選出十一位優秀青年。

在研習會的講座中，筆者發現所有的同學們都非常的熱心積極。在筆者做完報告之後，所有的學生爭先恐後的舉手發問。筆者則鼓勵大家嘗試以英語發問，因為我的演講大致也是以英語進行的。



那次在甄選的過程中看到他們用英語發言的精彩狀況，讓我深深的感到這一批優秀的青年到泰國參加會議的時候，一定會有很傑出的表現。

最後選出的優秀青年一共有九位，他(她)們是台北一女中吳俊嫻、私立薇閣中學林君頻、市立松山高中汪振雄、建國中學趙光鴻、中山女高范劭青、台大政治系葉爾康、政大企管系張耀中、政大企管系陳容歆、及文化日文系黃鈺媚。另外也選出企業界青年代表舒培蘭。(她)他們十位由行政院青輔會的同仁邱桂玲小姐和楊美玲女士陪同，前往泰國首府曼谷，參加了有史以來第一屆的 APEC 青年會議。

### 曼谷 APEC 青年會議的高潮

APEC 青年會議在泰國國際機場附近的 Rama Gardens Hotel 舉行泰國當局一直在推動教育國際化，以及政治、經濟、文教方面的環球建立國際關係，所以泰國政府對這次會議非常重視。泰國的教育部、外交部、經貿部等各部會的官員全部出動，並自世界各國邀請主講成員，包括從台北邀請本人、夏威夷大學的商學院教授裴同村、泰國各大學及泰國 APEC 中心的主任、及上海、韓國、日本的學者等專家，發表有關青年領袖和二十一世紀教育發展及科技、文化的專題演講。

七月十七日上午泰國年輕的外交部長 Surin Pitsuwan 博士就以現在青年參與 APEC 發展所應肩負的使命為題，向所有在座的二百多名與會的 APEC 青年們，分享他在美國哈佛大學攻讀法學院博士學位時的求學經驗，以及面對著二十一世紀所應該抱負的期許跟成功之道，同時他也分析，在未來二十一世紀中，整個科技、經濟、人文發展必須由年輕一代來延續，並肩負起時代的使命。他認為，整個世界未來的領導人、科學家、教育從業者，都必須要有愈來愈多及更廣泛的知識領域，以更虔誠的心廣結國際的善緣，這樣才會在一生的事業和生涯規劃中會做得更順暢、更成功。

Pitsuwan 部長為人謙和，學識淵博、口才又十分的伶俐，極能吸引與會年輕朋友的注意力。演講結束之後，他也以半個小時的時間回答年輕朋友們所提出一系列的問題。

Pitsuwan 部長接任泰國外交部部長才一年多。他的學養博大精深，深具內涵。以五十幾歲的年齡，領導泰國擴展外交工作和國際關係，令泰國人十分敬佩。他的成就，誠如他所說的，來自國際社會的廣結善緣。他海外的留學經驗，使他從事這工作方面的努力頗為順暢，但他也提醒所有年輕朋友們，虛心上進，本著傳統的價值觀，加上創新求行的意志和理念，才能開展一個樂觀、進取充滿期許的未來。Pitsuwan 部長也提醒大家，回想三十年代美國經濟崩潰的時期艱苦的生活，韓國、馬來西亞等各國過去的落後，都是經過教育的改善

和革新，珍惜美好的價值觀體系，開創國際競爭力，提昇經濟發展的層次。所以，在國際多元化的今天，每一個人都應該秉持著「以教育為本」，創新、求行的毅力，才能邁向一個國際化的境界，台灣就是代表此種觀念的一個顯著例子。

緊接著 Pitsuwan 部長演講之後，本人以「強化現代青年面向投資開放時代的信心與準備」(Empowering Our Youth to Brave the Era of Trade and Investment Liberalization: Directions and Capabilities Needed for Future Youths)

及「開放時代投資貿易的競爭與合作」(Cooperation and Competition: Where is the Balance in the Era of Trade and Investment Liberalization)

兩個問題，分別在七月十七和十九兩天中跟亞太各國 APEC 青年做不同場次的演說，同時和本人非常配合的是夏威夷大學商學院教授裴同村，他以「世界經濟貿易發展所引發的機會和挑戰」來跟二十一世紀的年輕人共勉，他認為在這個充滿資訊的時代，E-mail 及 Internet 在全球已成為一種最基本工具的同時，現代年輕人必須以現在可以獲得的「工具」，設法拓展自己的知識領域，同時以創新求行的性和意念，在文化認知與知識傳承的基礎上，為全體的人類開創一個充滿人文社會為基礎的亞洲矽谷。裴同村教授特別引用美國東部的波士頓、愛爾蘭、英國、紐約、台灣、印度、馬來西亞、中國大陸沿海地區經濟發展的成就為例子來闡釋，未來世界發展的方向，和人類可能獲得的成就。不過最主要的，他也特別提到，這種挑戰的基礎，必須建立在知識體系和完整的教育工作上，如此才可以落實我們未來努力的願望跟方向。

本人也從易經五行的理論，還有引用中國三千年來的文化發展所延伸出來的一套哲學，加上整個二十一世紀國際教育發展的方向來呼籲年輕的朋友們，眼光要宏大，鼓勵大家來立足本土，放眼天下；合作第一，廣結良友。同時大家必須在合作的範疇之下來做互動性的競爭，筆者以一九八〇年代的王安電腦為例，那時的王安電腦可以說是風行一時，幾乎很難找到更好的對手；可是王安電腦所忽略的一項策略是，他不願和別人相容，因此他們生產的電腦及軟、硬體等產品，孤立在他們自己內部設計的範疇裡，忽略了當今所強調的自由化、革新、現代化、全球化的基本理念。所以今天當全世界先進國家，當然也包括我們台灣，在談到教育改革、社會革新時，我們有四個基本理念，必須堅守：一、自由化 Liberalization 二、改革的同時和改革相提並論的是創新 Innovation 三、現代化 Modernization 四、全球化

Globalization 或是國際化 Internationalization。在這四項現代教育跟社會發展的大前提，幾個先進的國家都完全按照這個軌跡在推動，最成功的例子是瑞典、美國、荷蘭、法國、德國、加拿大、澳洲等等，當然我們台灣也追著這些國家，步著他們的後塵向前邁進。在未來的世界裡頭，我們的社會國家必能邁入一個現代化國家之林。要達成這項

目標，只有靠著以開放的胸襟、宏大的眼光，在基礎教育上，同時培養出立足本土、放眼天下的情懷。天下沒有白吃的午餐。從這次所有參與的年輕的 APEC 朋友們所表現出的特色和積極主動的精神，可看出他們將來為他們國家所提供的美好的願景和共識。

本人非常榮幸有機會參加這次由泰國官方舉辦的國際青年會議，因為身兼 APEC 教育論壇國際協調人的關係，所以到泰國來後也頗受到泰國教育部、外交部的接待和禮遇。除了由泰國有關單位安排前往拜會泰國教育部部長之外，還參與了外交部所舉辦的正式酒會和餐會。同時，筆者也利用機會，由教育部駐曼谷的文化組組長曹異美陪同拜會了我國駐泰代表處黃顯榮代表，為了藉學術文化的交流來協助我國的駐泰關係，並和泰國學術界廣結學術的善緣，進而推動在泰國的多元化交流，所以在七月十九日晚上，由黃顯榮代表作東，本人出面，邀請泰國十三所大學的校長和主管來參加等別安排的酒會。這十三所大學包括亞洲理工學院校長 Dr. Jean-Louis Armand、亞洲科技大學 三倉大學 東方大學 國立朱拉隆功大學 崇聖大學 MONGKUT 國王大學、MAHIDOL 大學、SIAM 大學、法政大學等等，這些大學的校長副校長以及重要的院長和學者，均熱烈的參與這項活動，除了黃代表在會中歡迎大家外，本人也利用這個機會向大家報告最近十年來，我國在教育、社會、經濟發展的情形，以及在邁向二十一世紀的時候，我們教育文化建設所扮演的國際化角色，本人同時也呼籲泰國各級學校能跟中華民國的大學進行多元化的國際學術交流和合作。

（參見附件六）

### 訪問科技人才的搖籃：亞洲理工學院

在開會結束之後，筆者和曹異美組長特地專程到亞洲理工學院拜訪。亞洲理工學院曾經是亞洲地區培養科技人才的搖籃。三十幾年來，亞洲理工學院為整個亞洲地區國家建構了一項新的願景，我國曾經有九百多名學生進入亞洲理工學院進修深造、獲得學位，目前還有一位林德貴教授在該校教書。

到達亞洲理工學院的時候，校長 Jean-Louis Armand 本來另安排參加其他會議，可是當我們就他最熱衷的教育國際化問題及多元方位的學術合作、師生交流和產學互動等議題時，大家暢談的十分投緣，欲罷不能。Jean-Louis Armand 因此吩咐其特別助理，取消既定之會議，以便繼續跟本人及曹組長長談近一個小時。

本人也跟他建議，亞洲理工學院具歷史使命，將來想要繼續在國際上蓬勃的發展，必須跨出亞洲這個範圍，並應該繼續跟產業界合作，進行高教的改革以及學校和企業界的建教合作、實習等方向，以

吸收到亞洲各地更好的菁英學生。

### 珠立隆功皇家大學相逢恨晚

最後一天的行程,本人和曹異美組長特地專程到泰國最古老的皇家府 - 珠拉隆功大學訪問。這所歷史悠久的大學也是代表著泰國國王以及政府推動國際交流合作的一個象徵,筆者有兩位很好的泰國同學,就在大學裡面擔任經濟學和語言學的教授,所以一到這邊訪問的時候,本人和曹異美組長受到副校長 Prathoompom Vajarasthira 的熱烈歡迎。同時在珠拉隆功大學負責語言學教學與研究的著名教授巴蘋 (Prapin Manomaivibool) 也來相見。巴蘋教授畢業於美國華盛頓大學,受教於者的恩師,著名的故美籍華裔教授李方桂院士。由於我們師出同門,所以有相見恨晚的感覺。大家談得非常盡興。在珠拉隆功大學副校長辦公室一談就談了一個多小時;主題不外乎也是促成未來泰國知名大學跟我國國內大學進行學術交流合作的目標。我也代表教育部竭誠歡迎珠拉隆功大學校長及副校長學者,有朝一日能夠到中華民國台灣進行學術交流和訪問。

### 參與會議之成效與後續發展

本人在泰國參加 2000 年 APEC 青年國際會議(2000 APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium)期間,百忙中曾抽空與教育部駐曼谷的文號組組長曹異美到泰國最古老的珠拉隆功大學訪問,並受到副校長 Prathoompom Vajarasthira 及巴蘋 (Prapin Manomaivibool) 教授的熱烈歡迎。同時,我國駐泰國代表黃顯榮大使亦利用此機會,邀請了二十所泰國著名的大學校長、副校長們來參加與我相聚及座談之酒會。曼谷地區的重要校長及學者們都熱烈參與。他(她)包括:亞洲裡工學院校長 Jean-Louis Armand (President, Asian Institute of Technology), Srinakharpinwirot 大學校長 Sumontha Promboon (President, Srinakharpinwirot University), Dhurakijpundt 大學校長 Boonserm Weesakul, 亞洲科技大學校長 Viphandh Roengpithya (President, Asian University of Science and Technology), 法政大學副校長 Chirapan Boonyakiat 博士 (Vice president, Thammasat University), 等共二十餘人。

本人拜訪了泰國國立朱拉隆功大學後,該校校長 Tatchai Sumitra 博士及副校長 Prathoomporn Vajrasthita 博士軍至為欣慰,因而在翌年

偕同其他「東南亞國協」(ASEAN)之九名國立大學校長，來華訪問，並在國立中山大學參加國際研討會。除了拜訪教育部呂次長木琳外，並晉見行政院張院長俊雄。

又，根據今(2001)年三月二十六日的雅虎網上新聞(Yahoo News)報導，國立中山大學的校長劉維琪刻在曼谷訪問。他呼籲台灣重視與東南亞大學學術交流、重視與東南亞國家大學間學術交流，尤其是應該提供大量獎學金給東南亞學生前往台灣攻讀碩士和博士，和派遣教授來東南亞大學研究和講學，才是提升台灣與東南亞間實質關係最佳途徑。

劉維琪校長是應泰國國立朱拉隆功大學邀請在二十五日搭機到達曼谷，參加朱大慶祝八十四週年校慶活動的。目前國立中山大學在泰國準備進行的學術計劃裡包括今年九月間將有中山大學國際高級主管企管研究班學生前來曼谷在國立朱大深造，也將鼓勵中山大學學生來朱大企業管理研究所深造。

他指出，明年初台灣寒假期間，中山大學將組成學生團前來曼谷國立法政大學進行短期上課，學習泰國文化和歷史等，增進台灣學生對泰國的瞭解。

以上的最新發展，根本人在泰國參與 APEC 青年會議、訪問、結緣等，可謂環環相扣。

## 展望廿一世紀的新願景

這次由泰國政府舉辦的第一屆亞太青年會議，可以說是開創了 APEC 史無前例的創舉，意義非凡，過去 APEC 會議裡面都是邀請一些資深的政經文教各方面的專家，或是政府官員來討論各國的問題，而今天為了整個世界的傳承、未來的永續發展，我們不得不就本文所提到先總統蔣公的「時代考驗青年，青年創造時代」的至理名言來期勉現代的青年，在這個經濟繁榮富裕、科技昌明的「e」世紀生活的範疇裏，大家應該好好珍惜這個世界所能提供給年輕一代的各種資源。青年學生們更要好好的惜福，進而以開創自己的學養、拓展自己的知識領域，最後能夠為人類造福，並開創一個嶄新、充滿著期許的未來。這就是教育的目標，也是全球人類共同的願景。回顧歷史上很多國家，在經歷了繁榮富裕，到最後整個社會卻面臨無情的崩潰。回顧歷史，我們應該引以為鑑。對我們台灣年輕一代學生來講，我們更期望著我們所有的大學生、中學生、以及他們的父母們，應該有個以開創年輕人的知識、回歸傳統的價值觀，再用嶄新的觀念開創一生的志業，落實未來的期許。

總而言之，年輕人應秉持立足本土、放眼天下、學術第一的情懷。同時別忽視傳統價值觀的重要性。唯有如此，我們新一代的年輕人才

能發揮 APEC 會議所提倡的一些觀念,進而開創每個人燦爛的前程與未來。

*(Documents written, edited and prepared by Dr. Chen-ching Li, Ministry of Education, March 2001)*

Discussion on “Directions and Capabilities Needed for Future Youths in the Era of Trade and Investment Liberalization”, APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium

*The following paper was presented by Dr. Chen-ching Li at the conference for "APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium," Bangkok, Thailand, July 17, 2000.*

## **Empowering Our Youth to Brave an Era of Trade and Investment Liberalization**

**Chen-ching Li, Ph.D.**

Director General

Bureau of International Cultural and Educational Relations

Ministry of Education, Chinese Taipei

E-mail: <ccli@mail.moe.gov.tw> URL: <http://www.edu.tw/bicer>

### **1. The Challenge of the 21<sup>st</sup> Century for the Younger Generation**

The greatest challenge that our ever-changing world has encountered at the turn of the century is how to achieve sustained economic growth so as to pave the way for continuous development in all areas of concern, including sound education for all (Teo 2000). Indeed, economic growth and social/political stability are intertwined, and they are particularly instrumental to the countries of the Asian Pacific regions. In its supplementary "Asian Economic Survey 1998-99", *The Asian Wall Street Journal* (1998) stated in strong terms that "The brutal economic contraction now pummeling the region looks set to continue. One hope, though distant, still beckons: debt relief."

The assertions of *The Asian Wall Street Journal* have shed new light for us to consider regarding the younger generation. How should we relieve our debts, and convert eventually liabilities into assets? What are the directions we should follow to tackle the future trade and investment liberalization so as to boost economic development? What capabilities should we be nurturing to cope with the new ongoing challenges that this new era has imposed on us? Are we capable of revitalizing our

Asian economy and writing off its staggering financial crisis? What are the fundamental strategies that the APEC HRD Education Network can employ to cope with the trend of liberalization and globalization?

With the rapid advancement of contemporary science and technology, the real world we are facing has not only become pluralistic, but also virtual in reality. Browsing through the headlines of newspapers or weekly magazines, we often read news or reports with headlines or titles such as “E-mail nudges aside stationary stores” (USA Today - July 6, 2000). “Traditional businesses gave in to hi-tech operations” (Liberty News – June 30, 2000). “Big stock-market gains may be things of the past Even bulls say run of 1990s won't be repeated.” (Asian Wall Street Journal – July 10, 2000). “IBM and Compaq enter data-storage alliance.” (Asian Wall Street Journal – July 10, 2000). “Companies folded due to shortage of skilled workforce” (Taiwan Times – May 3, 2000), and so on. All these reports are indicators revealing the truth that with the emergence of high-tech, e-commerce, growing international consensus of environmental protection and sustainable development, we should empower our youth now, not only intellectually but educationally in a broader scope. This needs to be done in order to provide them with the necessary skills to brave an era which will be particularly characterized by trade and investment liberalization.

Liberalization in trade and investment, an underlying factor for economic development, serves as one of the major mandates of our education and social development. It is through the adoption of liberalization in trade and investment management that a new version of innovation and dynamics can be generated to replace the outdated mechanism. In the wake of the recent Asian financial crisis, a broad spectrum of topics focusing upon economical revival can be touched on, and shared with the next generation of promising young men and women.

Following the recognition by APEC Leaders, at their meeting in Auckland, in September 1999 of the importance of co-operation in human capacity building, the Ministers acknowledged that education will increasingly be a key contributor to the economic and social well-being of member economies. Education will assist APEC in achieving one of its aims, which is to develop more effectively the human and natural resources of the Asia-Pacific region so as to attain sustainable growth and equitable development of APEC economies. Education will help APEC to prosper and flourish as knowledge economies in a globalized world and to advance the dynamism of member economies (“Joint Statement: The Second APEC Education Ministerial Meeting, Singapore, 7 April 2000). As a matter of fact, revamped education plays a key role in revitalizing any given society. Economic development correlates with education policy substantially, and it takes modern education to train the young people to possess a liberal mind that appreciates the essence of liberalization in trade and investment. Consequently, they can enable the society to be better developed. This



argument can be justified by the facts represented by Bill Gates of Microsoft, John Chambers of Cisco Systems, Morris Chang of Taiwan Semiconductor Manufacturing Company, Stan Shih of ACER, and Richard Li of Hong Kong. The issue at stake is how challenges can be harnessed to help stabilize and rejuvenate national economies?

## **2. Value Systems and Creation of Economic Viability**

"Liberalization" and "globalization" are two major APEC issues, which have been employed to wrestle with the alarming problems of economic shrinkage in many regions of the world. The scope of this approach includes assisting the new economies with reducing tariff, supporting multilateral trade negotiation, fostering legal infrastructure, and e-commerce, etc. Pacific Economic Cooperation Council (PECC) and Pacific Basin Economic Council (PABC) have actively proposed programs to either implement free trade and investment, or guide the development of competition-driven policy framework for APEC. Eventual Goals of these endeavors will be to develop economy in the Asia and Pacific regions.

The lofty goals of PECC and PABC are admirable. However, it takes some other variables to fundamentally help materialize these missions. This is particularly so when it comes to planning programs for the younger generation to pursue within the scope of APEC. In this regard, value systems and further education are instrumental to the creation of economic viability.

In analyzing economic development and cultural tradition, Samuel P. Huntington (2000:xiii) points out a striking contrast of social-economic difference resulted from cultural heritage and national education, which can be employed to justify the aforementioned presumption.

In the early 1990s, I came across economic data on Ghana and South Korea in the early 1960s, and I was astonished to see how similar their economies were then. These two countries had roughly comparable levels of per capita GNP; similar divisions of their economy among primary products, manufacturing, and services; and overwhelmingly primary product exports, with South Korea producing a few manufactured goods. Also, they were receiving comparable levels of economic aid. Thirty years later, South Korea had become an industrial giant with fourteenth largest economy in the world, multinational corporations, major exports of automobiles, electronic equipment, and other sophisticated manufactures, and a per capita income approximately that of Greece ...No such changes occurred in Ghana, whose per capita GNP was now about one-fifteenth that of South Korea's. How could this extraordinary difference in development be explained? South Koreans valued thrift, investment, hard work, education,

organization, and discipline. Ghanaians had different values. In short, cultures count.

The observation and conclusion that Huntington presented deserves our attention. It is imperative that we take into serious consideration that the multiple variables, which are related to trade and investment liberalization.

On the surface trade and investment liberalization is equivalent to innovative management concept. Whereas, the success of such desirable management will have to be based on many variables which serve as the underlying structure. These variables include attitudes, values, beliefs, and the microeconomics of prosperity, as Michael E. Porter (2000:15) of Harvard University asserted.

In his persuasive argument, Porter (2000:15-16) asserted that "A nation's prosperity, or standard of living, is determined by the productivity which it uses its human, capital, and natural resources. Productivity sets the levels of sustainable wages and returns of capital, the principal determinants of national income per citizen. Productivity, then, is the basis of 'competitiveness.'"

Porter (2000:16) further argues that for any given government to satisfactorily solve the problem of productivity, it should pay attention to whether the firms are able to employ the best methods, assemble the best skills, and utilize the best techniques to do whatever they do at an increasingly higher level of productivity. As a result, "countries that improve their standard of living are those in which firms are becoming more productive through the development of more sophisticated sources of competitive advantage based on knowledge, investment, insight, and innovation. The productivity paradigm that Porter presented is relevant to our argument that value systems and internationalized education is essential to nurture the talents who are capable of managing trade and investment liberalization of the 21st century.

A large percentage of the world's population lives in poverty. Porter (2000:21) straightforwardly pointed out that that "to move beyond poverty, a nation must upgrade its inputs, institutions, and skills to allow more sophisticated forms of competition, resulting in increased productivity." Professor Porter further elaborated that this endeavor requires "upgrading human capital, improving infrastructure, opening to trade and foreign investment, protecting intellectual property, raising regulatory standards to pressure improvements in product quality and environmental impact, and expanding regional integration. All of these endeavors will have to rely on overall education and preservation of positive value systems.

To justify the aforementioned assertion, Professor Lucian W. Pye (2000:244) pinpointed the stark reality of social and economic changes in Asia. He argued that "the long-established assumption that Asian cultures lacked the capacity to generate economic growth was dramatically shattered in the 1970s and 1980s by the emergence of the 'miracle' economies and especially the 'four little tigers.'"

Clearly, the fundamental cultures of the Asian people did not change, and yet it is the value system and globalized education that created the striking difference. In view of this fact, it is imperative that our younger generation develop their love and respect for a sound education so that they can use it to help charter for themselves, new courses in life.

### **3. International Educational Relations as Key to Economic Productivity**

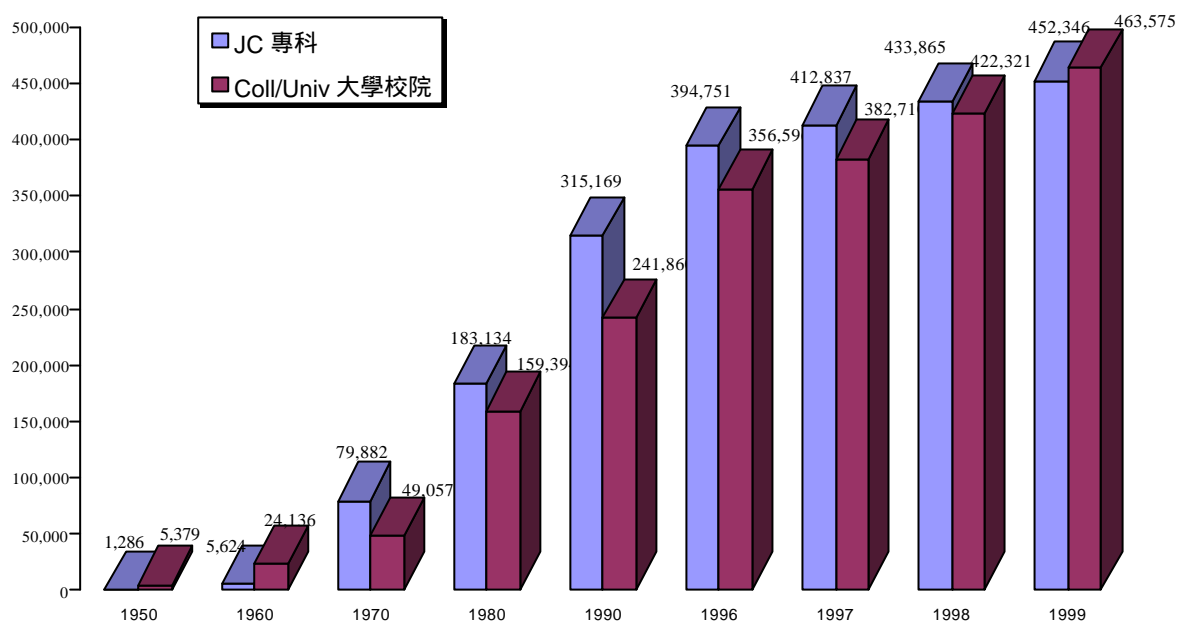
The economic development and enhanced productivity of Chinese Taipei in the past three decades can be cited as a good example for other APEC economies. Focus on global education and sweeping education reform has been pertinent to its sustainable development of economic productivity.

The rapid and diverse development of higher education in Chinese Taipei has created a significant impact on the social and economic advancement of this small, but dynamic country. This unique phenomenon has enabled Taiwan to become a visible and recognized state, that more and more members of APEC are vying for opportunities to establish substantial relations of common interest. Holland and Sweden are two typical examples of those interested in bolstering international education relations with Chinese Taipei, so as to mutually build up better partnerships, not only in academics and education, but also in economics and global trading. Success in international education will lead to revitalization of all sectors of any given society. The model of Chinese Taipei's higher education development, coupled with its traditional concept has made Chinese Taipei what it is today. As the year 2000 rapidly approaches, Chinese Taipei is preparing for its advent with sweeping higher education reforms to meet the new challenges of the next century in every sector.

In Chinese Taipei, to be admitted into colleges and universities is everybody's dream, thus making the nationwide college entrance examination extremely competitive. "Big crowd at a tiny door" has been a characteristic social and educational phenomenon since the 1960s. The rapid growth of junior colleges (JC) in the 1970s indicates the strong motivation of high school graduates to enter colleges and universities. And for those who could not pass the keenly competitive joint entrance examination, they turned to junior colleges as an alternative. This accounts for the reason why the number of junior colleges increased twenty-five folds between 1950 and 1980.

With a total of 915,921 students in institutions of higher learning 1999-2000, it means that 4.16% out of the population of 21.993 million is in college (Figure 1). In comparison with the school enrollment in higher education of the United States (e.g., 5.4%), Chinese Taipei still falls far behind. For a small traditional society managing to survive and develop in the constant face of adversity, the policy makers of education in Chinese Taipei consider such an accomplishment acceptable, although more efforts

have been exerted for improvement.



*Fig. 1: Increase of Enrollment in Colleges and Universities, 1990-99*

Among the institutions of higher learning, it is interesting to note that there are more private than public ones. In 1999, out of 141 colleges and universities, 50 of them are public institutions funded by the government, and 91 of them are private. Being unlike institutions of higher learning in the United States, 80% of the operational budget of all public colleges and universities are financially supported by government revenue. As for private institutions, they are entitled to government support of up to 20 to 25 percent, depending on the efficiency of education and overall yearly accreditation.

Public schools are entitled to full support due to the protection under the constitution. Article 164 of the Constitution states, "Expenditures of educational programs, scientific researches and cultural services shall not be, in respect of the Central Government, less than 15 percent of the total national budget; in respect of each province, less than 25 percent of the total provincial budgets, and 35 percent in the level of municipality or county." This admirable law was essential to the rapid development of higher education in Chinese Taipei in the 1980s, as the national economy grew strong and solid, and national revitalization became a reality. This is one of the major factors as to why up to 26 public institutions of higher learning were established in the 1980s. By 1999, 14 more were added to accommodate the need of students. All these have been made possible through this constitutional support, along

with the direct impact of domestic and international education, both of which are linked with the overall development and revitalization of the nation. The article was deleted from the constitution in 1998, and yet the sustained tradition of focusing on education has remained unchanged.

As public universities thrive through improvement of cutting edge infrastructure and well-trained faculty, all the private institutions have responded with a call for equal rights and subsidies. In the meantime, democratization initiated in the 1980s has begun to call for accountability and improvement in teaching, research, and educational administration. Under the education reform policy initiated both by the governmental and private sectors in the 1990s, the Ministry of Education decided to put into practice this unprecedented mission by promoting education internationalization. This mission is part of the policies adopted in the Seventh National Conference in June 1994. A result of that conference is the subsequent invigorating education reform movement in all sectors in Chinese Taipei. All efforts have been highlighted in the campaign in 1997 through 1999 to be continued in the next century. Such an endeavor has been augmented by the "Twelve Education Reform Mandates" created by the Education Reform Taskforce of the Executive Yuan on May 17, 1998. A huge chunk of budget totaling NT\$150,000,000 (Equivalent to US\$ 5 billion) was allocated for this mission which has much to do with the promotion of education internationalization.

Indeed, the world is changing rapidly. It is my conviction that we international educators should appreciate the ancient Chinese saying of "Reading tens of thousands of volumes of books should be coupled with traveling for tens of thousands of miles away from home." International education is the extension of this concept both in academic and cultural learning. This is why Dr. Derek Bok, former president of Harvard University, reiterated his claim that all students should go overseas to become better motivated for future learning.

In his recent speech, President Neil Rudenstine (also of Harvard) urged commitment to international exchange programs in order to beef up its mission similar to that of Dr. Derek Bok. President Neil Rudenstine's comments in ACE's Robert H. Atwell Distinguished Lecture Series makes sense to me, and is pertinent to our conclusion:

In spite of all the criticism surrounding the point today, we really have to sustain our commitment to international students and faculty exchange programs. We need those foreign students, and we need our students to be out there. There is simply no substitute for direct contact with talented people from other countries and cultures. We benefit from overseas students, they add to our base of knowledge, (and) they drive research and teaching in new directions that are very fruitful."

International education has positive impact on economic development and productivity, not to mention social and democratic transformation. On April 19, 2000, President Bill Clinton released his “International Education Policy” to the heads of the US executive departments and agencies, calling for the enhancement of international education. Mr. Clinton put it in a very straightforward manner about his policy:

To continue to complete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America’s leadership also depends on building its ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet with the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.

The appeal of President Clinton has been practiced in Taiwan for more than five decades. The traditional concept of the Chinese to pursue advanced studies so as to revitalize their own society has been a deep-rooted concept, as long as socially and economically permissible. The “brain drain” wave from the 1950s to 1970s virtually helped convert the social, political and economic structures of Taiwan when the wave turned to be a “reverse brain drain.” The revitalization of Taiwan’s economy since the 1980s can be viewed as the direct impact of rejuvenated higher education, as well as its dynamic international education policy, as New York Times’ A. Dunn (1995) observed..

The impact of the rise of American research universities on Chinese students is immeasurable. The increasing number of Chinese students from Taiwan enrolled in American universities between 1950 and 1999, as indicated in Fig. 2 is reflected in that most of the cabinet members in 's government have earned Ph.D. degrees from overseas.

Indeed, the value of international education and its exchanges in the global level is a fact widely recognized today, with an increasing number of students seeking at least part of their education in a country different from their native land (Goodman 1999). The endeavors of students from Taiwan studying overseas have justified this reality.

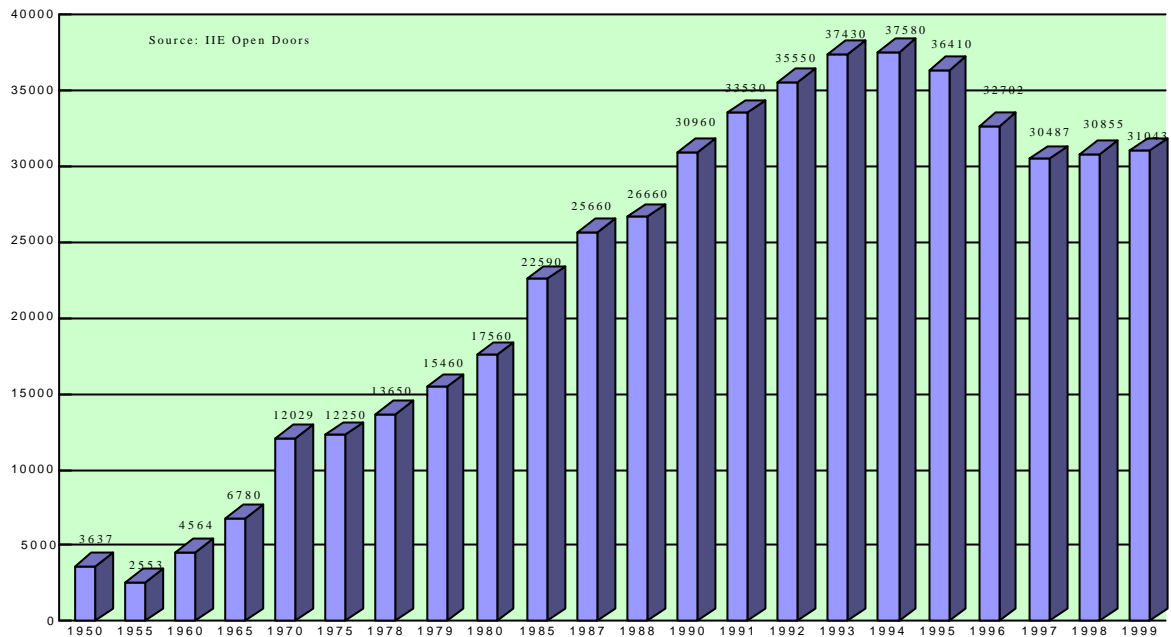


Fig. 2: ROC (Taiwan) Students in the USA (1950-1999)

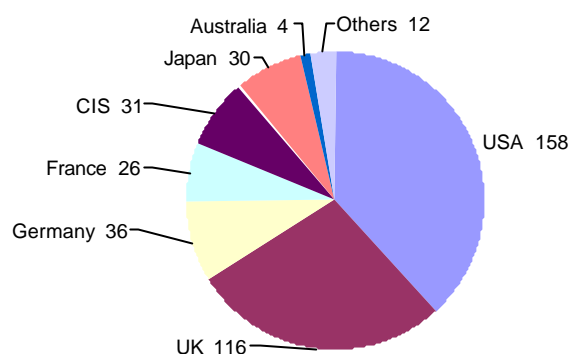
Interestingly, in 1995-96, the number dropped to 866, proportionally reflecting the decrease of total students coming to the US. Instead, they chose to study in (Li 1997:25). This changing trend is due to several factors. The world is rapidly changing, and cutting edge science and technology are dominating the world. Taiwan has been striving for continuous social and economic prosperity under the guideline as for international and regional competitiveness, both of which are related to the above trend. Increasingly, sharp programs and economic consideration have kept more students on the island for further study. In this context of continuous campaigns for higher education reform and internationalization in, the following programs have been put into practice.

### 3.1 Studying Overseas on Government Scholarships

The program enabling students with academic potential to pursue advanced studies overseas has been in existence since 1955. The government foresaw the future trend three decades ago, and was certain that advancement in higher education and education internationalization would be the driving force leading to the optimal development of a nation. This proposition has been justified recently by the mandate of APEC Summits which President Clinton proclaimed in three consecutive years, 1994~96. Ministry of Education has been active in screening qualified college graduates to study all over the world for advanced degrees as well as researching as postdoctorates. At present, there are 480 students enjoying this privilege globally. Out

of these students, 185 are in the United States.

**Distribution of ROC/Taiwan Students Abroad  
on Government Scholarships, 1999**



*Fig.3: 1998 Government-Supported Students Studying Abroad*

Provisions granted to each of the students includes monthly stipends, book allowance, medical insurance coverage, tuition fees, as well as subsidy for attending international academic conferences. In total, each of the scholarship students will be awarded approximately \$29,200 per year, plus round-trip airfare.

Each year, 150 scholarships are offered to qualified candidates. As soon as they are selected, each of them is responsible for applying to research universities all over the world out of their own choices. Upon the completion of their studies, usually aiming at the Ph.D. degrees, they are required to go back to Taiwan to contribute their knowledge and learning. The Ministry of Education is aiming at revising international education policy by allocating more budgets for one-year post doctorate research overseas in the new millenium.

### **3.2 International Educators Invited to Visit Chinese Taipei**

To comply with the policy of supporting potential students studying overseas, the Ministry of Education has been inviting international educators to visit Chinese Taipei, aiming at promoting better understanding and relationships among the higher learning institutions. In 1997, one hundred and fifteen (115) university presidents, deans, distinguished scholars, and international student advisors were invited to visit the educational and cultural establishments in Taiwan. Despite a financial crunch, as seen in most countries worldwide, Taiwan will maintain the same policy under the coordination of Bureau of International Cultural and Educational Relations. Such a policy of invitation serves the best interests of all institutions of higher learning in Taiwan and their counterparts overseas.



### **3.3 High School Graduates Studying Overseas**

The third policy is to open the door for high school graduates to study overseas in undergraduate programs. Prior to 1990, it was the strict policy of the government to only allow college graduates to pursue advanced degrees. Since the world is changing so rapidly, gradually becoming a global village, the Ministry of Education finally unveiled the policy for earlier cultural and academic learning. High school and college students are now permitted to register in summer programs at accredited foreign colleges, for the purpose of motivating their pursuance of advanced learning in the future.

All the 21 Cultural Divisions from North America, Europe, and Asia are responsible for helping pinpoint recommendable institutions for application.

### **3.4 Academic Exchange and Overseas CSL Programs**

To reciprocate the US support in teaching and training Chinese students from, the government has adopted two major policies for appreciation. The first project is to provide faculty specialized in teaching Chinese as a second language to interested US colleges for beefing up or initiating a Chinese program. To fulfill this purpose, the Ministry of Education (MOE) of the Republic of China on Taiwan provides round-trip airfare to and from the United States for the selected teachers. The cosponsoring university which employs the designated teacher, as a visiting lecturer, pays the teacher's salary according to the university's salary scale, of which the MOE will subsidize eight hundred U.S. dollars per month.

The contract period is designated for one year, but is renewable one time for another year after negotiation between the university and the MOE. The MOE subsidizes the teacher with additional budget for shipping teacher Chinese language and culture. All these in-service teachers were trained for broadening their knowledge in general linguistics, material development, psycholinguistics, sociolinguistics, testing and evaluation. Between 1985 and 1996, eighty-nine experienced CSL teachers were hired by colleges and universities in the United States, Canada, United Kingdom, Germany, Mexico, Latvia, and others. Duke University, University of Toronto, and McGill University are in the process of arranging for having these teachers to come to enhance their CSL programs.

Aside from the aforementioned CSL programs all over the world, the Ministry of Education of Chinese Taipei has also provided scholarships for international students to study abroad at institutions of higher learning worldwide. A more ambitious program offering grants to international scholars specializing in Chinese studies will be put into practice this year. This will enable scholars in Taiwan and overseas to

initiate a substantial teaching and research internationally.

### 3.5 WWW for Enhancing Education Internationalization

The Bureau of International Cultural and Educational Relations of the Ministry of Education has recently succeeded in creating an extensive worldwide web for disseminating information on international education. The information has fully met the demand of those who are planing to pursue advanced studies overseas. Also, it has provided all the detailed regulations governing overseas studies, as well as possible assistance and financial support available from the government agencies home and abroad. Many of the frequently asked questions have been posted for reference. In addition, students can retrieve information about application into colleges all over the world by browsing the linked data. All references listed in the Appendix will explain in

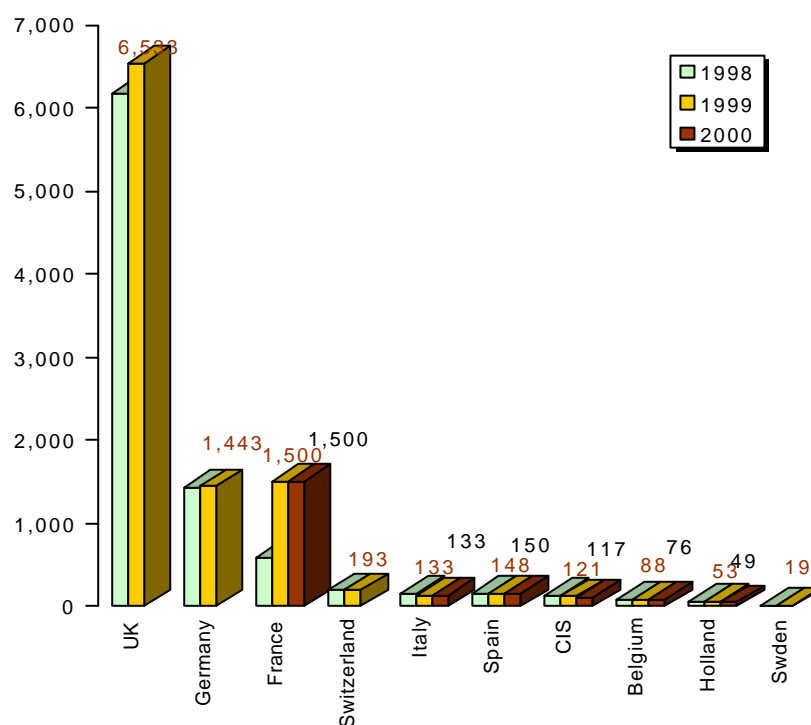


Figure 4: Taiwan students studying in Europe

what effective ways our students and international scholars are taking advantage of this bilingual website.

Another new policy of the Ministry of Education toward international education is to divert students from North America to Europe. As of 1999, there are 31,043 Taiwan students pursuing studies in the United States. Although this statistics has

been reduced from its peak of 37,580 in 1994, still, it will serve Taiwan the best if we efficiently diversify our potential students all over the world. The current policy is to encourage more students to pursue advanced students in the developed nations such as Holland, Sweden, France, Germany, the United Kingdom, Belgium, and other Scandinavian nations.

#### **4. Correlation of International Education and Trade/Investment Liberalization**

Business represents a key resource for the state. It not only offers the opportunities for employment, but also enhances the growth of a learning society. Due to that fact, business will have a great part to play in education, and become an important vehicle in which lifelong learning opportunities can be offered. Workers will be encouraged to attend various learning programs if the provision by business can be encouraged effectively. An economy and its business community need to develop a partnership for learning that will make learning opportunities widely available. In addition, there is a new trend for business executives to go back to schools for further learning. Programs such as EMBA (Executive MBA) and similar types have become popular due to the need of business CEO's. This encouraging social phenomenon has also justified the fact that a sweeping education reform is in progress throughout the country for all.

With the development of technology and the prosperity of society, obviously our society is gradually being internationalized. To adapt to this trend, we must have the knowledge of internationalization and the concept of global village. People should make efforts to develop their language ability to improve communication and the life within the global village. Along with language ability, the cultural perspective will be expanded and then we will not just confine ourselves to the limits of a single culture, just like a frog in its well. This is another reason why the government has decided for English to be officially instructed starting the fifth grade in the elementary schools beginning 2001.

Indeed, substantial international academic and education exchange, as well as cooperation, will be enhanced in all APEC economies so as to nurture and empower our younger generations to brace for the holistic development of the 21<sup>st</sup> century. Globalization and liberalization are the two sides of the same coin. And yet, it takes more wisdom and greater innovation to enforce what exits ahead of us. These efforts can serve as the foundation of many of the APEC projects such as “APEC Youth Networking” (Thailand), “Best Practice Workshop on School-to-Work Transitions in APEC Economies for Youth at Greatest Risk of Unemployment” (Canada), “Improving the Understanding of APEC Culture – We Are APEC” (Australia), “Promoting New Exchanges in Higher Education for the 21<sup>st</sup> Century” (Japan), and “Innovation and Practice in Building Educational and Labour Market Capability for

Indigenous Peoples” (New Zealand).

The new millennium has presented an unprecedented opportunity for all of us to embark on education internationalization, characterized by unique challenges, vision and mission. Success in these areas will be instrumental to help all of us achieve the liberalization in trade and investment, including tariff adjustment, taxation, capital exports, invest behavior, entry and sojourn of personnel, most favored nation treatment, and many others.

By empowering your youth through these measures, we are certain to enable them to bravely face the era of trade and investment liberalization that all of us have to cope with eventually. There is nothing like the excitement of watching a youth's mind empowered to grow in an international setting, shake off its shackles and reach for the stars.

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**Discussion on “Cooperation and Competition: Where is the Balance in the Era of Trade and Investment Liberalization”, APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium**

*The following paper was presented by Dr. Chen-ching Li at the conference for "APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium," Bangkok, Thailand, July 19, 2000. This is the second paper presented by Dr. Chen-ching Li at the APEC Youth Networking.*

## **Cooperation or Competition in the Era of Trade and Investment Liberalization**

**Chen-ching Li, Ph.D.**

Director General

Bureau of International Cultural and Educational Relations

Ministry of Education, Chinese Taipei

E-mail: <ccli@mail.moe.gov.tw> URL: <http://www.edu.tw/bicer>

### **1. The Invisible Power of Cooperation and Liberalization**

Many old-styled business operations, which we used to take for granted in the past, have been challenged by a series of new developments at the turn of the century. The well received Chinese philosophical book of divinity, the *I-Ching*, or the *Book of Changes*, continues to provide trustworthy advice for all: "The vast majority of things are subject to change." Thus, any violation against this universal rule will result in grave consequences.

The *Book of Changes* also proposes harmony as a natural element that we should uphold in interpersonal relations as well as in the handling of all sorts of business. As high-tech, internet and e-commerce make a big splash nowadays, we tend to evaluate the teaching of the *Book of Changes* justifiable. As a matter of fact, the balance of cooperation and competition is the best interpretation of the philosophy of the *Book of Changes*. And the argument manifested in the *Book of Changes* can be employed to the concept of liberalization in trade and investment.

As I was pondering the aforementioned hypothesis on cooperation and competition in trade and investment, I came across a thought-provoking article by James A. Dorn, published on the *Asian Wall Street Journal*, and entitled, "China's Creeping Privatization" (July 12, 2000). Mr. Dorn argued in strong terms that to revitalize state-owned firms and banks, privatization and liberalization are irreversible strategies. "But liberalization process will be gradual; it will take five years for foreign banks to achieve full access to the local currency market and there will be many bumps in the road." Mr. Dorn concluded his article by quoting Mr. Cao Siyuan, an ex-Marxist professor, as he put at the Fortune Global Forum last September, "Throw off the old skin and change the bones. To attain springtime development and transformation, the only road is privatization."

By "privatization" here, it implies "liberalization" from the old, outmoded practice of business operation.

Indeed, the invisible magic power of cooperation and liberalization has been felt not only in well-developed multinational corporations worldwide, but also in many small- and medium-sized enterprises. It can also be discerned within all types of administration.

Many true stories depicting the rise and fall of enterprises and other business

operations will be instrumental to all of the educated young generation, while they begin to chart a new course for their lives. In this measure, they can not only fulfill their personal goals, but also serve the best interests of their societies.

## **2. Cooperation and/or Competition**

Competition is indispensable for the operation of business. And yet, cooperation is also essential. While more and more enterprises are talking about merging or forming alliance, we need to realize the motivating factors that lie within the corporate structure.

In the early 1980s, The WANG Computer Corporation, with its headquarters located in Lowell, Massachusetts, swept the world in the high-tech field. Having made tremendous amounts of profit from the WANG computers, Mr. Wang An tried to monopolize the software of WANG computers during the heydays of the WANG dynasty. Unfortunately, he neglected the philosophy of the *Book of Changes*, and violated fundamental rules of cooperation by resisting compatibility of software with other brands such as IBM. The WANG empire finally miserably collapsed after Mr. Wang's son, Fred, took over the management.

In a striking contrast with WANG Computers is the Taiwan Semiconductor Manufacturing Company based in the Hsinchu Science Park.

Educated in Harvard, MIT, and Stanford, Mr. Morris Chang, the founder of Taiwan Semiconductor Manufacturing Company embraced the contemporary philosophy of mutual cooperation, friendly competition, and down-to-the-earth liberalization. Today, the Taiwan Semiconductor Manufacturing Company is not only a national pride, but also an international success in the field of high-tech.

In July 1999, while I was flying back to Taipei from Washington, D.C., I thoroughly enjoyed a conversation with the gentleman sitting next to me aboard United Airlines. Our topics covered international education as well as values systems. Finally, we began to talk about something personal. Only till then did I realize that he was a very important entrepreneur, representing National Semiconductor Corporation of Santa Clara, California. Mr. Richard L. Sanquini is the Senior Vice President and General manager of National Semiconductor Corporation of Silicon Valley.

Thrilled, I inquired, "Mr. Sanquini, you must know Dr. Chang of TSMC. Are you 'partners' or 'competitors'?"

"We are sort of partners," Mr. Sanquini smilingly replied.

"Why do you ask?" he was curious.

"Well, Dr. Morris Chang is my role model of liberalization in management. He has recently published his best-selling *Biography of Dr. Morris Chang*. And I was very pleased to write a book review on it."

Two days later, I learned from both the *Asian Wall Street Journal* and *Taipei Times* that Taiwan Semiconductor Manufacturing Company and National Semiconductor Corporation were negotiating a merger. A new accord of cooperation was almost reached in 1999.

My observation of the venture between Taiwan Semiconductor Manufacturing Company and National Semiconductor Corporation indicated that a good balance of cooperation and competition is necessary for trade and investment, provided that liberalization is also implemented. Very often, failure in international trade and investment can be traced to the factor of lack of cooperation, competition. And above all, liberalization in management strategies.

## **3. Cooperation/Competition in an Era of Trade and Investment Liberalization**



Liberalization plays a key role for modern trade and investment. This argument has been clearly elaborated by the writing of Mr. James A. Dorn (2000). E clearly points out that one of the major outcomes which liberalization can implement is “accountability.” Also, education and the honoring of value systems are other channels which can to successful and profitable trade and investment. The cases of Morris Chang of TSMC, John Chambers of Cisco, and Stan Shih of ACER, are good examples for the APEC youths to exemplify.

In his speech at the 2000 World Congress of Information Technology, Mr. Chambers stressed the importance of developing strong infrastructures to support both education systems and the Internet, which he said would be vital for countries and companies in order to operate effectively in the globalized world.

As a graduate of West Virginia University, Mr. Chambers firmly believes in the functions of education and its impact upon young men and women. As the CEO of Cisco, he is convinced that liberalization is a key to modern business management. He is a man of compassion, despite his reputation as an internationally recognized entrepreneur. As a matter of fact, what Mr. Chambers has taught us, is his philosophy of attachment to his employees, and his belief in liberalization in trade and investment. The series of programs presented to the APEC Human Resources Development Working Groups can be employed to justify this argument. Again, read the latest stories on the *Asian Wall Street Journal* July 14, 2000:

- “Ford Faces a Tough Negotiator in Talks to Buy Daewoo Motor.
- “Sogo Collapse Puts Bad Loans of Japan’s Banks into spotlight.

The unpredictable variables which might affect our world exist all over all the time. Realizing this reality, we should all bear in mind the mandates of liberalization, reform, modernization, and globalization. It is my sincere hope that the APEC Youth Networking programs will enlighten on all for a better vision for the future. In this measure, we all can be able to harness the challenge of the new century, and create a more harmonious, inspiring world for all.