

行政院所屬各機關因公出國人員出國報告書
(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

出國地點：泰國

出國日期：八十九年七月十六日至二十日

報告日期：九十年三月三十一日

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

會議報告目錄 Table of Contents

1. 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 1-9
2. 附件一：李振清發表的兩篇論文
 - (1) Empowering Our Youth to Brave the Era of Trade and Investment Liberalization: Directions and Capabilities Needed for Future Youths 11-24
 - (2) Cooperation and Competition: Where is the Balance in the Era of Trade and Investment Liberalization 25-28
3. 附件二：全體與會學者及泰國教育官員演講之摘要及論文
 - (1) 論文及報告摘要 29-36
 - (2) 泰國外交部部長 H.E. Dr. Aurin Pitswan 37-40
 - (3) 泰國大學事務部部長 H.H. Dr. Prachuab Chaiyasan 41-45
 - (4) 泰國大學事務部次長 Dr. Vanchai Sirichana 46
 - (5) APEC (Singapore) 秘書處 Chirachai Punkrasin 47-54
 - (6) 泰國國家經濟與社會發展局局長 Chirapun Gullaprawit 55-58
 - (7) 韓國青年發展研究院院長 Dr. Choi Chung-Ok 59-70
 - (8) Tung X. Bui: Opportunities and Challenges for Youths in the 21st Century 71-78
 - (9) Tung X. Bui: E-Commerce: Opportunities and Challenges for East-Asia 79-85
 - (10) Ben Russ: How and Why E-Commerce Is Assisting Trade Liberalisation 86-90
 - (11) Ben Russ: Co-operation and Competition: Where Is the Balance in an Era of Trade Liberalisation 91-94
 - (12) Zhang Dasheng: Electronic Commerce: Leading to the New Era of Trade and Liberalization 95-104
4. 附件三：全體與會青年對學者及教育官員演講之考評 105-128
5. 附件四：全體與會青年名單 129-133
6. 參加黃代表顯榮及李處長振清曼谷酒會之泰國學者及校長名單 135-137
7. 參加會議邀請函 (Invitation from Thailand's Ministry of Education) 138
8. 會議議程 (Program of the APEC Youth Networking) 139-142
9. 2000 年亞太經濟合作會議(APEC)青年國際會議集錦 **APEC Photos** 143

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

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。他們的論文及演講跟本人之論述，均由泰國大學事務部的高教司長李楚賢(Porn-tip Kanjananiyot)和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人生觀。(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」國際協調人及其獲得的國際肯定，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 的國際協調人(International Coordinator)，應泰國大學事務部(Ministry of University Affairs)熱誠邀請與會，並從現代國際教育發展，與廣結國際學術善緣的角度，發表兩篇專題演講。參與之各國青年對本人演講的正面反應，印象極為深刻，特在此詳加記述，以便與國及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，邀集全園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、人文發展必須要由年輕一代來延續，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，回想三〇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。

珠拉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，受教於筆者的恩師，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，邀請了二十所泰國駐名的大學校長、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：亞洲理工學院校長 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，與本人在泰國參與 APEC 青年會議、訪問、結緣等，可謂相輔相成、互為表裡。

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。這種發展與社會現實，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。

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 21st 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 "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.

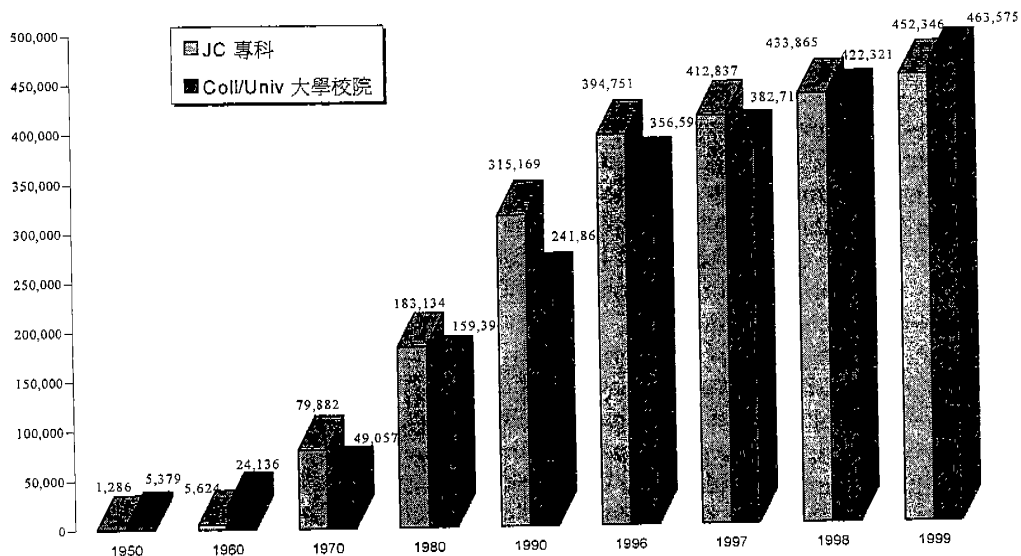


Fig. 1: Increase of Enrollment in Colleges and Universities, 1990-99

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 compete 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.

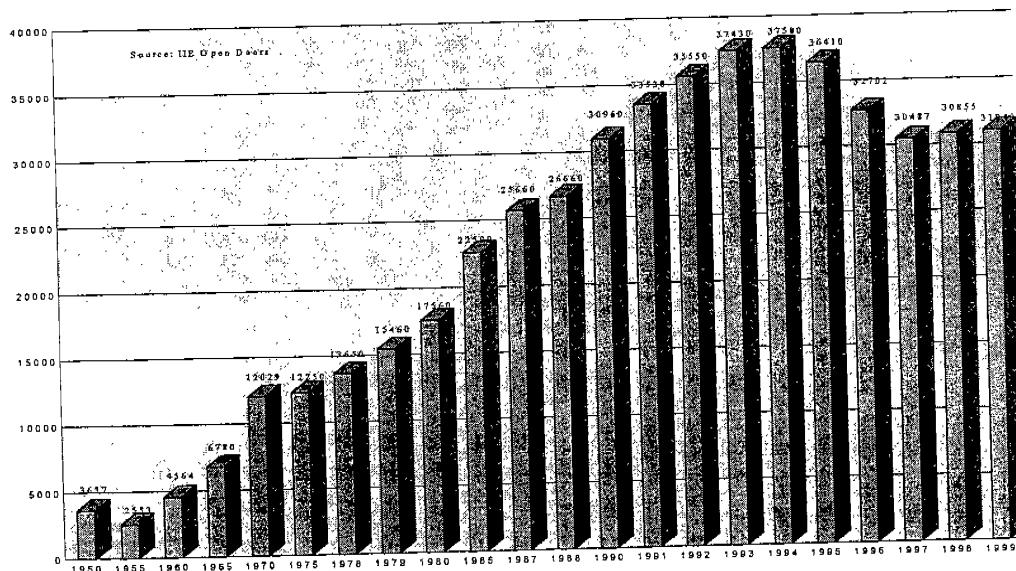


Fig. 2: ROC (Taiwan) Students in the USA (1950-1999)

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.

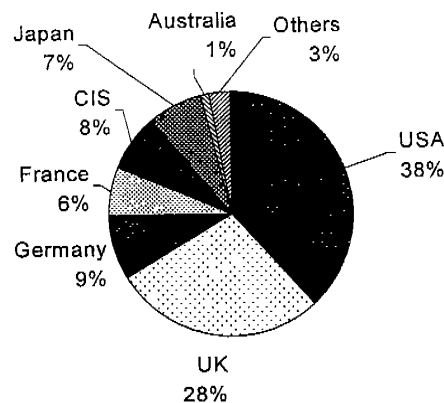


Fig. 3: 1998 Government-Supported Students Studying Abroad

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 teaching materials of the 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

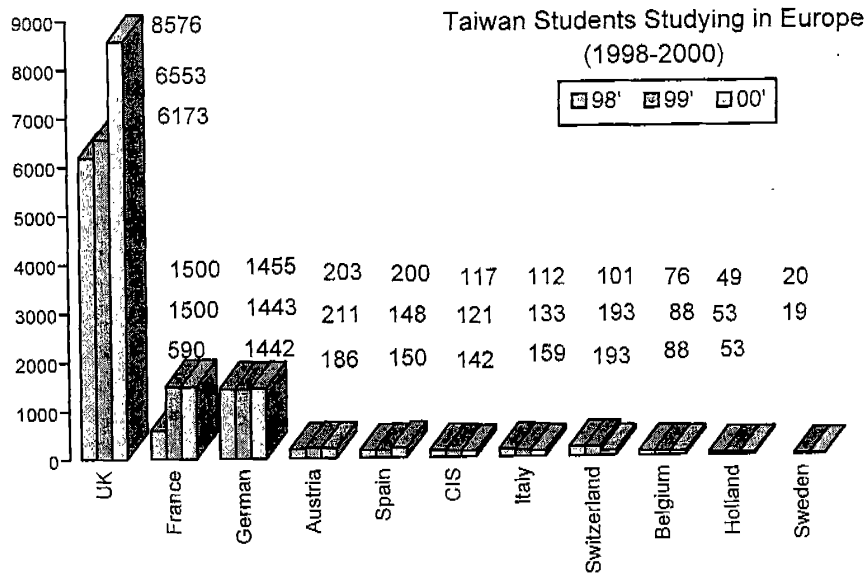


Figure 4: Taiwan students studying in Europe

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 21st 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 21st 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.

REFERENCES

- Asian Wall Street Journal*. 1998. "Asia's Puzzle." October 26: S3.
- Clinton, Bill. 1997. "State of the Union Address" Washington, D.C. Feb. 5.
- Dunn, Ashley. 1995. "In New Brain Drain, Skill Asians Are Leaving U.S. for High-Tech Homelands." *The New York Times* (February 21).
- Cultural and Educational Digest. 1995.
'The Ministry of Education Promotes International Academic Exchange Programs.'
P. 9.
- China Times. 1994.
"Kuo Wei-fan Educational Mandate of the Future." June 22. Rpt. *Cultural and Education Digest*, Washington, D.C.
- Collins. Naomi F. 1997.
"More Chinese Students Abroad Are Deciding Not to Return Home." *The Chronicle of Higher Education* .
- Gardner, Howard. 1999 "A Prescription for Peace." *TIME*. January 25: 62-63.
- Goodman, Allan E. 1999. "Turning Nations into People." *Journal of commerce*. January.
- Graham, Hugh Davis, and Nancy Diamond. 1997.
The Rise of American Research Universities Elite and Challengers in the Postwar Era. Baltimore The Johns Hopkins University Press .
- Institute of International Education (IIE). 1998. *IIE Open Door 1997-98*. New York: IIE Publications.
- Harrison, Lawrence E., and Samuel P. Huntington. Eds. 2000. *Culture Matters*. New York: Basic Books.
- Li, Chen-ching. 1998. "Reflections from the Autobiography of Morris Chang: A Role Model of International Education." *Overseas Scholars* (海外學人) 295:30-33.
- Li, Chen-ching. 1998. "On American Social Consensus and Educational Reform." *Liberty Times*, (自由時報) Nov. 14.
- Li, Chen-ching, and Bernadette Yang. 1997. "The 151 US Higher Learning Institutions with Most ROC (Taiwan) Students." *Cultural & Educational Digest* 39:25-31.
- Li, Chen-ching. 1995a. "Returning Home after Studying in the USA Reverse Brain Drain in Taiwan." *Cultural & Educational Digest* 37:20-24.
- Li, Chen-ching. 1995b. "Extending the Reach of Reform." Report on Education Commission of the States - 1995 National Forum and Annual Meeting, Denver, Colorado.
- Lin, Ching-Jiang. 1998. *Marching Toward a Lifelong Learning Society* (邁向學習社會). Taipei: Ministry of Education Press.
- Ministry of Education (ROC). 1997. *Education Statistics of the Republic of China*. Taipei: Ministry of Education Press.
- NAFSA News. 1997. "Harvard President Urges Commitment to International Exchange." 2.10 (March 14).
- Porter, Michael E. 2000. "Flexibility and Strategies Essential for Conventional Enterprises." *The Common Wealth Monthly*. July 66-9.
- Porter, Michael E. 2000. "Attitudes, Values, Beliefs, and the Microeconomics of

- Prosperity.” In *Culture Matters: How Values Shape Human Progress*. Eds. Lawrence E. Harrison and Samuel P. Huntington. New York: Basic Books.
- Rudenstine, Neil. 1997. “Lecture at the Opening session of the Annual Meeting of the American Council on Education.” Washington, D.C. February.
- Teo, Chee Hean. 2000. “Lecture at the Closing Ceremony of the Second APEC Ministerial Meeting, Singapore, April 8.
- Thurowm Lester C. 2000. “How to Win a Bet in Internet.” *The Common Wealth Monthly*. July 70-3.
- U.S.A. Today (Dec.6, 1998) on the Increase of International Student in the United States, 1997-98
- U.S. Department of Education. 1998. *The Condition of Education*, Washington, D.C.

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.

**SUMMARY REPORT
OF
APEC YOUTH NETWORKING : YOUTH PREPARATION FOR
THE APEC SOCIETY IN THE NEXT MILLENNIUM
12 - 20 JULY 2000
BANGKOK, THAILAND**

INTRODUCTION

The APEC Youth Networking : Youth Preparation for the APEC Society in the Next Millennium was held in Bangkok, Thailand from 12 to 20 July 2000. The conference was attended by youths and coordinators from 14 APEC member economies namely Australia; Brunei Darussalam; Canada; China; Hong Kong, China; Indonesia; Korea; Malaysia; Papua New Guinea; Philippines; Singapore; Chinese Taipei; Thailand and the US. The list of participants appears as **ANNEX A**.

WELCOME

Dr. Vanchai Sirichana, Permanent Secretary for University Affairs extended a warm welcome to Thailand to all the participants and guest speakers. This gathering in his view, reflected the recognition of APEC member economies of the significant role youth could play for the brighter future of APEC community as well as their firm commitment to bring about regional sustainability and world growth. The full text of Dr. Vanchai's welcome address appears as **ANNEX B**.

Opening remarks and keynote address on "APEC'S YOUTH OF THE NEW MILLENNIUM" by *H.E. Mr. Prachuab Chaiyasan, Minister of University Affairs, Thailand*

H.E. Mr. Prachuab Chaiyasan pointed out that it is a must for the youth to keep pace with APEC development and its implications. This would enable them to be well educated and well prepared to function fruitfully in the rapidly challenging world.

He noted challenges facing youths at present, i.e. the impacts of globalization, the excess development of information technology and the impact of free trade and investment liberalization. To address those challenges efficiently, youth need to seek the balance and maintain the harmony of economic cooperation and trade competition, of open trade promotion and mutual understanding while narrowing the disparities within the societies for equal benefits of the community. The Minister valued the life-long learning as the key to success in the competitive edge. He urged the youth to learn to learn and earn as well as to know and grow to make them more contributive to the society. His address appears as **ANNEX C**.

APEC HISTORY AND DEVELOPMENT

*Mr. Chirachai Punkrasin, Director (Program)
APEC Secretariat, Singapore*

APEC has made substantive development over the past 10 years. Established in 1989 in Canberra with the six original ASEAN countries included, APEC now has 21 members. APEC was established at a time of great change, i.e. the end of the Cold War and the collapse of communism. APEC's aim is to promote economic growth adopting a gradual approach to strengthen the group. Members are referred to as economies and not countries for it is a unique organization which does not focus on politics. APEC is not, however, a

formal trade agreement, nor is it a think tank, a rules-based organization, nor a common market. APEC works on the basis of consultation and consensus building. The principle of voluntarism combined with the basis of example and peer pressure, along with assistance to others is the main drive of APEC. APEC supports a strong role for business and is responsive to the needs of business. Although not rules-based itself, APEC does support the primacy of WTO. What APEC aims to do is to improve it.

Early on APEC's focus was economic cooperation, today APEC has evolved into a forum of greater substance. APEC's role now encompasses trade liberalization, business facilitation, economic and technical cooperation, youth and women.

Annual meetings are held for policy guidance and directions. In 1994 the target was set to create the world's largest area of free trade and investment by 2020. In 1995 the Osaka Action Agenda, ECOTECH or economic and technical cooperation has been initiated to enhance growth of developing economies in preparation for the era of trade and investment.

Information about APEC can be accessed through its general website at www.apecsec.org.sg. His paper appears as ANNEX D.

APEC: ITS SIGNIFICANCE AND EFFECTS TO GLOBAL SOCIETY, POLITICS, AND ECONOMICS

- *Ms. Tracey Fyfe, International Relations Officer, International Relations, International Affairs Branch, Human Resources Development, Canada*
- *Mr. Chirapun Gullaprawit, Director, Division of Human Resource Planning, National Economic and Social Development Board (NESDB), Thailand*
- *Mr. Manabu Miyagawa, First Secretary (Economic Section), The Embassy of Japan, Thailand*
- *Moderator: Prof. Choi Chung-ok, President, Korea Institute for Youth Development, Korea*

Ms. Tracey Fyfe stressed Canada's commitment to APEC. In fact Canada was a founding member. APEC continues to evolve and in particular the Asian economic crisis and continuing globalization have turned the focus onto ECOTECH and Human Resources Development (HRD).

Canada highlights the rigor of research and the engagement of civil society to Canada Pacific Rim relationships.

Canada's priorities for APEC are to support youth, vulnerable populations, and full participation of women in the labor market.

Mr. Chirapun Gullaprawit stressed that this meeting be instrumental in facilitating ongoing meetings and the establishment of future relationships among the youth present.

Mr. Manabu Miyagawa outlined Japan's view (in his personal capacity) on APEC. The advantages for Japan in promoting APEC and its shortcomings were outlined as follows: On importance, he mentioned that the Osaka meeting, 1995 did ensure the long term development of Japan's economy. In addition, the confidence building for political stability in the Asia Pacific region is of paramount importance.

Reference was made to the Miyagawa assistance in particular the assistance given to Thailand.

APEC is strategically important to Japan as it engages the major economies in the region, in particular the US and China.

He stated that APEC's effect on the global society are threefold:

1. Efforts to tackle economic crisis
2. Sending of messages of Asia Pacific region to WTO
3. Consideration on how to address the new economy

Future challenges - economic and political

The following questions/comments were fielded:

- Can APEC remain strategically significant?
APEC may have been expanded too rapidly which affects effectiveness.
- Did APEC respond to the economic crisis quickly enough?
The Bogor Declaration stated that by 2010 developed economies would have established free trade, as the year approaches interpretation of the Bogor Declaration is still open.
- Exclusion of political agenda.
There is not any official dialogue but in reality who could stop leaders of 21 economies taking political decisions?
Exclusion of political agenda could be negative.
- How can APEC effectively enhance interaction between government and the private sector?

Conclusion

APEC has many advantages but there are challenges of shortcomings also. The future players in APEC have an important role to play.

Full texts appear as **ANNEX E**.

PROJECT IMPLEMENTATION ON YOUTH WITHIN APEC FRAMEWORK: EXPERIENCE OF MEMBER ECONOMIES

- *Ms. Pornnip Kanjananiyot, Director, Division of International Cooperation, Ministry of University Affairs, Thailand*
- *Ms. Tracey Fyfe, International Cooperation Officer, International Relations, International Affairs Branch, Human Resources Development, Canada*
- *Prof. Choi Chung-ok, President, Korea Institute for Youth Development, Korea*
- *Moderator: Assoc. Prof. Suchada Nimmannit, Chulalongkorn University Language Institute, Thailand*

Ms. Pornnip Kanjananiyot briefly touched upon the driving forces for Thailand to implement APEC youth projects namely leaders' calls which have emphasized youth importance and participation in all levels of APEC activities; Canada's Youth Network Initiatives; and Australian efforts on the project entitled 'We are APEC' and the University Mobility in Asia and the Pacific (UMAP).

To bring youth in partnership with APEC, the Ministry of University Affairs formulated an APEC-wide project for increased active participation of youths from APEC member economies and ATPACY; gaining partial support from APEC Central Fund.

She pointed out that this gathering would open up an opportunity for participating youths to create their own future projects within their respective economies, launch across-economies actions and eventually initiate an APEC future projects. It was therefore essential for youths to have mutual understanding and life long learning so as to sustain their APEC networking for their collective preparedness in the future.

Ms. Tracey Fyfe explained that Canada is very concerned on youth project implementation because of demographics and socio-economic factors. On demographics, youths (defined as 15 -24 years of age) comprise 85% of the population in developing countries, 60% in Asia alone. Obviously this necessitates that a focus must be made on the young. Socio-economic factors reveal that youth unemployment is consistently higher than the adult rate and youth unemployment is more sensitive to economic cycles than the adult rate. In

particular, the problems facing youths at risk are persistent and pervasive in APEC economies.

As such Canada undertook the Youth Network Initiative as a demonstration project, the result of which was "The Electronic Sourcebook". This can be accessed via APEC's website.

The lessons learnt clearly indicate that APEC's intentions on youth must be much more than lip service. Australia, Singapore and Thailand provide good examples to follow, namely, Australia for youth engagement, Singapore for education, and Thailand for youth inclusion.

Professor Choi Chung-ok indicated that Korea's Five-Year Plan was launched in 1998. The 'Education for the wholesome person' plan 1998-2003 focuses on youth and comprises policies on youth support, youth protection, and youth welfare.

Youth volunteer activity is encouraged within the APEC framework, and with this in mind the Youth Volunteer Center has been established in the Korea Institute for Youth Development.

Besides exchange programs, helping youths make proper job and occupational choices is another government consideration, especially as "today's youth are APEC's future". With this in mind an APEC HRD university and an APEC Youth Skills Camp have been proposed.

The first APEC Youth Science Festival was held in Seoul in 1998 providing the opportunity for APEC youths to become young science communicators. This Festival is held every two years. In conjunction with this the Young Science Communicator Awards program grants scholarships to enable students to participate. The attendees were invited to apply if interested.

Full texts appear as ANNEX F.

YOUTHS' ROLE AND PARTICIPATION IN APEC DEVELOPMENT

H.E. Dr. Surin Pitsuwan, Minister of Foreign Affairs, Thailand

Dr. Surin Pitsuwan started his talk by reciting his youth experience as an exchange student in the United States. He commended the Ministry of University Affairs for initiating the APEC Youth Networking which brought youths from APEC member economies to learn about APEC. He also appreciated the participating youths for preparing themselves to be an effective player in APEC framework, with a hope that they would become well aware of APEC diversity under a common goal.

The Minister emphasized communication at all levels of APEC society as a major derive in achieving APEC's goals.

The essence of youth-hood, in his view, is learning both in and outside classroom. Youths' understanding of globalization is also of necessity to enable them to take advantage of its benefits and opportunities as well as meet its challenges.

As solid contributor to the advancement of Asia – Pacific economic dynamism and sense of community in which nearly one-quarter of the world's population live and 600 million of such population are young people, APEC's work on freeing up trade and investment will bring about its benefits to no one but the young. This means APEC's future belongs to the youths. To allow their effective participation and contribution to APEC prosperity and sustainable development, the sense of belonging, caring and responsibility as well as an appreciation of diversity and differences are the values youths should be instilled.

In response to the question from the floor on measures to assist the economic recovery, Dr. Surin saw the reform of respective economies as a remedy of the situation. He stressed the need to depend on ourselves through the development of home-grown technology to enable us to complement each other and contribute to the world economy.

With regard to the information disparity, such concern has been raised and discussed in a number of international fora i.e. the G8 meeting, ASEAN and even APEC to find out ways to tackle the digital divide. In today's world in which IT has increased its influence on the progress and prosperity of our society, it is imperative that our youths become well aware of IT's role and its consequences. They are urged to think larger than themselves since one cannot live alone and survive in this globalized world.

In addressing the query regarding how youths should prepare themselves for the knowledge-based society, the Minister saw the optimism attitude, communication and technical skills as a driving force to turn our youths into quality adults best able to serve our world community.

His full lecture appears as **ANNEX G**.

DIRECTIONS AND CAPABILITIES NEEDED FOR FUTURE YOUTHS IN THE ERA OF TRADE AND INVESTMENT LIBERALIZATION

- ♦ *Dr. Medhi Krongkaew, Director, Thai APEC Study Center, Thailand*
- ♦ *Prof. Dr. Tung Bui, Professor of Global Business, Matson Navigation Co., College of Business, University of Hawaii, USA*
- ♦ *Dr. Chen-ching Li, Director General, Bureau of International Cultural and Educational Relations, Ministry of Education, Chinese Taipei, and International Coordinator, EdNet, APEC HRS Working Group*
- ♦ *Moderator: Mr. Chutintorn Gongsakdi, Counsellor, International Economic Affairs Division, Department of Economic Affairs, Ministry of Foreign Affairs, Thailand*

Dr. Medhi Krongkaew emphasized his presentation on the role of open market to the policy directions. He pointed out both good and bad sides of the open market which have affected APEC economies, the success and danger, and the benefit of open market. He then concluded that youths should make themselves aware of the two sides of open market and learn how to control them for sustainable prosperity.

Prof. Dr. Tung Bui focused on opportunities and challenges for youths in the 21st century. He stressed the major role information technology has played in trade and business today. He pinpointed that the success of the new economy depends upon a number of factors i.e. immediacy; re-intermediation; knowledge and innovation; integration and internetworking; virtualization; and convergence and discordance. The digital economy calls for preparedness in terms of human resources and related infrastructure. The key to success is to work in partnership and complement each other. The panelist concluded that to live well in the new economy, one should think global and act local and value cooperation without competition.

Dr. Chen-ching Li highlighted good and sound education as major contributor in revitalizing economic and social well-being of member economies. International education as a global network is instrumental to sustainable development of economic productivity.

He gave an emphasis on cooperation with friendly competition for liberalization and 'thinking globally, acting locally'.

Full texts appear as **ANNEX H**.

ELECTRONIC COMMERCE: ITS INFLUENCE IN THE ERA OF TRADE AND INVESTMENT LIBERALIZATION

- *Mr. Ben Ross, Lecturer, Faculty of Business and Economics, Monash University*
- *Ms. Zhang Dasheng, Researcher, Shanghai Institute of Human Resources Development, China*
- *Prof. Dr. Tung Bui, Professor of Global Business, Matson Navigation Co., College of Business, University of Hawaii, USA*
- *Mrs. Areerat Suvanadat, Trade Officer, Bureau of Regional Trade and Economics Cooperation, Department of Business Economics, Ministry of Commerce, Thailand*
- *Moderator: Dr. Nittaya Wongtada, Expert, Institute for Small and Medium Enterprises Development (ISMED), Department of Industrial Promotion, Ministry of Industry, Thailand*

Mr. Ben Ross illustrated how electronic commerce is changing the way business being conducted today. He showed that new economic principles apply because electronic commerce has unique characteristics. The examples of Priceline.com and Amazon.com were used to highlight a) the efficiency of electronic commerce and; b) how the sale of 'information goods' requires new strategies in relation to pricing.

He also explained how electronic commerce is a very good medium to sell information goods. The unique economic cost structure of information goods was described. He detailed their high fixed costs and low variable costs.

Ms. Zhang Dasheng introduced electronic commerce and its different forms using a website as her medium. She then explained the impact of electronic commerce upon individuals and society in general. She gave a unique perspective of China's approach to electronic commerce as encouraging but with caution.

Prof. Dr. Tung Bui described what electronic commerce is. He highlighted the reasons why electronic commerce has potential for growth in the Asia Pacific region. He detailed the potential problems for businesses when adopting electronic commerce. He warned that new roles applied to managing electronic commerce businesses and that it is important to understand the opportunities of electronic commerce in addition to the challenges which he described.

Mrs. Areerat Suvanadat described the form of electronic commerce today. She explained how supranational institutions such as APEC, WTO and ASEAN can help formulate model rules and guidelines to help all economies use electronic commerce and guard against its challenges. She highlighted the importance of cooperation among economies to tackle concerns on the digital divide.

Full texts appear as ANNEX I.

COOPERATION AND COMPETITION: WHERE IS BALANCE IN THE ERA OF TRADE AND INVESTMENT LIBERALIZATION?

- *Ms. Zhang Dasheng, Researcher, Shanghai Institute of Human Resources Development, China*
- *Mr. Ben Ross, Lecturer, Faculty of Business and Economics, Monash University, Australia*
- *Dr. Chen-ching Li, Director General, Bureau of International Cultural and Educational Relations, Ministry of Education, Chinese Taipei, and International Coordinators, Education Network, APEC HRD Working Group*
- *Dr. Narongchai Akrasanee, President, Stamford International College, Thailand*
- *Moderator: Dr. Chawin Leenabanchong, Deputy Director, Thai APEC Study Center, Thailand*

Ms. Zhang Dasheng stated that a balance between cooperation and competition must be established. Competition is based on the creation of more wealth in order to get more and is perceived as being tougher than cooperation. However, the nature of competition has changed as it relies on interdependence. Hence, cooperation is a more productive way to create 'more', rather than by acting alone.

To face competition there is a need to deepen awareness, and at the same time, foster a willingness to compete. It was stated that in fact only 10% of data collected is ever analyzed and so there is much scope for the further assessment of cooperative potentials.

A subtle issue is whether to focus on short-term or long-term interests. The existence of the common interest and establishment of new partnerships lends itself to favour long-term relationships. In considering the balance between cooperation and competition the prime dictate must be constructivism and not destructivism. This is the criteria by which to judge the effectiveness of adopted strategies. Perhaps the new coinage "Co-option" best describes the approach needed to achieve the desired balance. In Chinese culture, 'The Doctrine of Means' highlights the center-point approach as the best way.

Mr. Ben Ross outlined the necessity for cooperation because it actually facilitates more competition which is beneficial and has the net result of fostering cooperation and more competition alike. Not one or the other is needed but both; therefore a balance between the two is not actually the end goal.

However, cooperation is more important than competition for three reasons. Firstly, competition promotes economic distortions like subsidies and protections whereas these unfair practices can be removed with more cooperation. Secondly, the 'race to the bottom' or unrivalled competition can be very damaging; cooperation helps stop such 'races'. Thirdly, cooperation actually promotes economic growth and political harmony. Economic interdependences increase international political harmony.

In terms of balance, the emphasis should be placed on more cooperation rather than competition. The type of cooperation should be in the form of multilateral agreements.

The second part of the presentation focused on problems with the main one identified as policy competition i.e. are policies in competition with other economies? In fact it was pointed out that increased interlinkages dictate that no-one country can be concerned solely with their own economy, and that each economy is susceptible to each other's "shocks".

The way to avail of the benefits and avoid the detriments was outlined as being facilitated through organizations like APEC. APEC and similar organizations are obligated to make multilateral agreements to facilitate cooperation.

Dr. Narongchai Akrasanee pointed out that in real life hostile competition does exist. The basic instinct involves survival, competition and conflicts. Human behavior follows a similar model of basic instinct, trade off, and conscience. Directing all of this is culture and tradition, rules and regulations, and practice.

Nation states are no different from humans and so follow the same pattern as outlined above.

APEC is ready for cooperation but to only some extent. Capacity building among the youths of APEC economies is very necessary for future development.

A main problem was highlighted, and that was, that APEC member economies are at different sizes and stages of development. Developing countries thus favor cooperation and enhancement of ECOTECH, whereas the developed APEC economies are for more rapid liberalization (in other words, increased competition). WTO rules do not allow special or differential treatment of its members but there must be a balance in the interests of different member countries. He concluded that, to some extent APEC has achieved this but there is still a long way to go and more concerted efforts must focus on this area.

Dr. Chen-ching Li referred to the "Book of Changes" which states that everything in the universe is subject to change, and this includes social, political and economic development. Many individual experiences were given which highlighted the importance of cooperation.

The key word emphasized was harmony. Cooperation and indeed competition must be conducted in a harmonious atmosphere.

Liberalization, reform, modernization, and globalization lend itself to a global network of economic development; this is a reality that does actually exist.

In conclusion, it was stated that so much more could be accomplished through cooperation and thus increased cooperation should be the focus for future developments conducted in a harmonious way.

Full texts appear as ANNEX J.

WRAP-UP SESSION

Ms. Porntip Kanjananiyot summarized the knowledge and experiences the youths have gained from the activities by drawing up a diagram which signified youth in the "Y" shape and hoped they would make best use of the networking. Diagram appears as ANNEX K.

ADOPTION OF THE BANGKOK APEC YOUTH STATEMENT

The participating youths discussed extensively the draft Bangkok APEC Youth Statement prepared by Benjamin Playe and Michael Zorbas. The document was adopted by the meeting to serve as the guidelines for furthering youth involvement in APEC deliberations.

The youth statement appears as ANNEX L.

Lecture on “Youths’ Role and Participation in APEC Development”

By

H.E. Dr. Surin Pitsuwan

Minister of Foreign Affairs of the Kingdom of Thailand

17 July 2000

Excellencies,
Distinguished Guests,
Ladies and Gentlemen,

Good morning. Let me begin by welcoming those of you who are here in Thailand for the first time. I hope that it has been an enjoyable, mind-and-eye-opening experience thus far.

I am honoured and privileged to be here before you today to share with you some of my views on the role of youth in APEC; to spark for you, perhaps, some ideas on how young people, such as yourselves, could more fully participate in APEC activities and programmes. In this connection, I wish to commend the Ministry of University Affairs for their APEC Youth Networking Initiative, for their admirable efforts to bring together youths from APEC’s 21 member economies to learn about one another and the world in which they live; all this in preparation for a fruitful and successful adulthood in the 21st Century. I wish the Ministry of University Affairs continued success on their APEC outreach activities.

On Youth in General:

Ladies and Gentlemen,

The word “youth” has generally been taken to mean many things and, more specifically, to refer to many different states of being and feeling. After all, who has not heard of expressions such as the following: the promises of youth; the delusions of youth; aspiring and vigorous youth; and hopeful and undaunted youth? When the world is seemingly new and untried, and oneself young and untested in it, then how can the possibilities not be endless and one’s potential not be limitless?

Yet, far be it for me to tell you how you are, who you are and what you are like. That can only be for you to discover. Suffice it for me to say, then, that “youth-hood” is a formative stage in your life. It is a time to do all the learning you can, both in and out of the classroom. This is wisdom handed down from the ancients: for, as Euripides, ancient Greek poet, once said, “Who so neglects learning in his youth loses the past and is dead for the future.” Take this not as a threat, but as a challenge. In other words, think of how best you can prepare yourselves in order to move forward in the world in which you live. First, however, understand your past. Understand also and build upon your present.

On the World Today:

Today’s world is an increasingly globalised one. Vast sums of money can travel the world, criss-crossing national boundaries, at lightning speed. At a similar speed, fortunes can be won and lost. You can purchase goods absent any interaction with the seller. Dot.com millionaires and billionaires have become a new species of the rich and famous. No one doubts the power, nowadays, of a few clicks of the mouse button. To personalise this globalised world a bit now, most all of us have e-mailed friends in another city or country or done a bit of research on the world wide web before. That means we too

have gone global. All of us recognise the benefits, potentials and opportunities of technology in, for example, making the workplace more efficient, production more environmentally-friendly and commercial transactions more cost-effective. The recent APEC Education Ministerial in early April, for example, acknowledged the importance of information technology as a core competency for students in the learning societies of the future. Yet, it must be said that not all of us currently have the capacity to work with, and derive benefit from, such technology. The digital divide is ever present.

Indeed, another truth about today's world is that it is an increasingly unequal one, marred by differences in, inter alia, people's physical and financial well-being and capacity or skills. Perhaps, in general, this is a consequence of a globalisation that has spread too far, too fast; and, more specifically, of a technology-propelled globalisation that has quickly divided up the world into those capable and those incapable, partly through inadequate preparation.

I think it by now not too controversial to say that globalisation has become a fact of life and that it is us who must appropriately deal with it. We must come to know and understand globalisation so as to be able to take advantage of its benefits and opportunities as well as meet its challenges. We must discover what type of world would be conducive to bringing out the best in globalisation for the greatest number of people. In this connection, I present Asia-Pacific Economic Cooperation (APEC) as indicative of a type of world that can draw forth from globalisation the best that it has to offer to the greatest number of people.

On APEC:

APEC might have been established back in 1989, before globalisation as we now know it held sway, but its relevance has remained, even in today's globalised world. APEC began as an informal, dialogue-based trade grouping, but has since evolved into the region's primary vehicle for the promotion of open trade and investment and practical economic cooperation. As a forum that is highly attuned to global trends, APEC is currently undertaking work in such areas as gender (i.e., the integration/mainstreaming of women into APEC), public sector management and financial regulator training (in response to the economic crisis), electronic commerce, paperless trading, economic and technical cooperation (ECOTECH), human resource development (HRD) and small-and-medium-sized enterprises (SMEs).

All of the major economies of the region, as well as the most dynamic and fastest-growing economies, are members of APEC. This has made for a combined Gross Domestic Product (GDP) of over US\$16 trillion in recent years and some 42% of global trade. Over the last decade, APEC has contributed solidly to the advancement of Asia-Pacific economic dynamism and sense of community.

APEC's vision is of an Asia-Pacific region in which trade and investment are free and open, to be attained by 2010 for the developed economies and 2020 for the developing economies, the Bogor goals. To be sure, members are free to determine the routes by which to get to 2010 and 2020. In between time, APEC activities and programmes will continue to aim at building and strengthening members' capacities in managing the transition to free trade and investment, capitalising on the advantages of modern technology and, in general, integrating themselves more comfortably and fully into the globalised world.

Yet, more significant than all the facts, dates and statistics I have just quoted for you is the following: APEC is people. APEC member economies are home to nearly one-quarter of the world's population; and of this segment of the world's population, some 600 million are under the age of 15. Therefore, the intended recipients of the benefits deriving from APEC's work on freeing up trade and investment are the young. In a sense, APEC's primary constituents are young people. APEC's future belongs to you. A large part of your role in APEC, then, is seeking greater knowledge and understanding about the world in which you live and are to operate. Indeed, in people like yourselves, we invest our hopes for the future. But we promise you that we will do all we can to help you best help yourselves.

Youth Within the APEC Framework:

In the Philippines in 1996, APEC Economic Leaders called for the full participation of youth in APEC. In the year following, special efforts were made to involve youths in the various APEC fora. Youths were, for example, given the opportunity to present recommendations on issues of concern to them to Ministers at each of the APEC Ministerial Meetings held that year and to other APEC fora as well. I fully support such APEC-related youth activities as were held in 1997 and this current Youth Networking Initiative, but would like to see them take on a more permanent character. Canada's initiative for the establishment of a permanent youth website is a start. Engaging youths, our future leaders, in APEC should not be of an ad hoc nature, a one-time response to Leaders' calls, but should be more permanently integrated into the APEC machinery.

To explain why, I only need highlight three prominent outcomes of the APEC-related youth activities of 1997. First, the activities allowed youths to form contacts, and perhaps lasting connections, with those of their own age from different backgrounds and places and with representatives of business and government who were potential mentors and friends. This first outcome of *networking* can also be a means of starting youths on the habit of meeting new people from backgrounds unlike their own and, in the process, educating them in the potentials and values of cross-cultural ties.

Second, the APEC-related youth activities of 1997 highlighted the value of *inclusion* into the decision-making process. The youths that participated in the various activities of that year worked very hard to make their voices heard; and, in the end, those voices infused APEC debates with fresh energy and new perspectives. The Asia-Pacific Youth Report that was produced for the APEC meetings of that year was endorsed by several delegations. Indeed, youth participation is part of APEC's efforts to engage the community in APEC activities and processes. Thailand is fully supportive of APEC's efforts to more effectively engage its constituencies.

Third, the APEC-related youth activities of 1997 placed emphasis on *education* as one prerequisite for a prosperous, more secure, future. The youths recommended that exchanges within schools, communities, governments and the business world take place on a regular basis. It was felt that such exchanges would only enhance the cross-cultural education the youths would already get from networking.

To this third point of education, I would like to add that of human resource development (HRD). Both education and human resource development are areas in which some member economies are still gravely lacking; and yet, these two areas guarantee for all economies that development which is sustainable. Post-economic crisis Thailand has placed great emphasis on human resource development and is encouraged to see that Brunei Darussalam, as the host of this year's APEC meetings, has made of this issue one of APEC 2000's major themes. Thailand sees human resource development as comprising

capacity-building, skills development, technological upgrading and the need to address the social impacts of liberalisation through strengthened social safety nets. Human resource development is key to promoting the well-being of the Thai people and sustainable knowledge-based economic growth and development as well as is complementary to APEC's various trade and investment goals. In other words, we have to put effort and energy into our young. They cannot be expected to carry the world on their shoulders untrained, deprived of the right to education and skills development.

The Pursuit of Greater Youth Participation in APEC:

Ladies and Gentlemen,

In pursuing a greater, more permanent, presence in the APEC machinery, youths must discover what channels are available through which this goal can be accomplished. In the process, youths must re-convince APEC of what it already knows; namely, that they are a great asset to APEC, even perhaps the greatest asset APEC has. After all, you are the very individuals who will be adults in the world of 2010 and 2020. You are direct stakeholders in the APEC process and, therefore, deserve a voice.

APEC must be made to realise that the success of its drive to promote open trade and investment as well as economic cooperation in the region hinges on the understanding and acceptance of this drive on the part of the peoples of the region. This year, member economies have actually put forward several proposals for outreach, for communicating the benefits of trade and investment liberalisation to the public. Young people, such as yourselves, may wish to consider how you can become more involved in APEC's outreach activities. You may begin simply by raising the topic of APEC and its trade and investment liberalisation goals for debate in your classrooms or communities.

Concluding Thoughts:

Once again, APEC is people; and primarily young ones such as yourselves. It has welcomed you once before and everyone was the better for it. Yet, APEC is but one international fora through which you can go to participate in defining your world and your place in it. The world is still wide. It still offers many choices. Where to go next is up to you. You decide; and we will stand right by you.

Thank you.

Keynote address on APEC's Youth of the New Millennium
by
Minister of University Affairs (H.E. Mr. Prachuab Chaiyasan)
at the APEC Youth Networking : Youth Preparation for the APEC Society
in the Next Millennium
at Rama Gardens Hotel
July 13, 2000

Honorable Guests,
Distinguished Guest Speakers, Coordinators and Youths,
Ladies and Gentlemen,

This is indeed my pleasant duty to be here with APEC youths who will play a key part in shaping our future world. On behalf of the Royal Thai Government and the Ministry of University Affairs, I wish to welcome you all to our country and to Bangkok.

As nothing is greater a task than developing the potentials of our people, both young and old; it is our joint responsibility to make sure that we not only learn to learn and earn, but learn to know and grow. It is not possible for us to confine ourselves to only our fields of interest, but need to be aware of our environments, in today's world, it means, our community, our country, our region and our world.

Thailand's Ministry of University Affairs has actively been participating in the APEC Human Resource Development Working Group. We clearly see that the cross cutting issue of all the APEC working groups is development of people to serve in different sectors and to be able to integrate them for the overall development of the member economies. I therefore am very delighted that our Ministry is host to this APEC youth networking. What I intend to do this morning is to give you some food for thoughts and tips for action. Let me start by answering the first question 'Why APEC?'

This question might pop up in your mind the first time you learned of this event. To many, they have hardly heard of APEC. To some others, APEC appears to be the work of bureaucrats or business leaders of member economies. In practical terms, APEC which is a consultative body, does have a key role in laying groundwork for free trade and liberalization with a high priority given to human resource development. The tasks are tremendous and could not possibly be completed within a short time, many of which have been aimed to be achieved in ten or twenty years from now.

By then, the full form of free trade and liberalization will have taken effects. When coupled with the speed of science and technology advances, we could all live in a totally different world. We do not want ourselves to be a 'twilight zone'. Thus, it is necessary for the mainstream of community to become familiar with these initiatives and gradually integrate them into their social development activities. Those who are better prepared with more networking will definitely have an advantage.

Following this scenario, the engagement of youth in the region has been reinforced by the APEC Leaders' call made in Vancouver in 1997. It reads, " We call the Ministers to work with young people, academic, workers, and business to share approaches on successful transitions from the learning environment to the work force." This confirms that the

worlds of youth and of the adult must be assimilated together for the betterment of our globe. Senior people are the policy makers and the flagship of our today's life but youths are the steersmen who steer the wheel of their own grand ship. They need to make themselves be familiar with the society they have to live in as the main stakeholders. This will enable them to live constructively and happily as active members of the future community.

To encourage youth to be active stakeholders responsive to the Leaders' call, there is a need to foster youth awareness and understanding of today's economic challenges and opportunities faced in the region. Well-educated and well-prepared youth will significantly contribute to the future growth of APEC through their role as core leaders of tomorrow and community figures to build their desired society in the era of trade and investment liberalization.

APEC is a community that includes all the major economies of rich diversity and differing levels of economic development. Despite such differences, there is a growing sense of common purpose and cooperation aimed at sustained regional and world growth. To achieve the goal, the understanding of cross-cultures, values, and ways of life of other member communities are required. The knowledge of APEC could help build mutual respect and understanding that transcends cultural differences. It could also help people communicate and co-operate in the New World Order.

Knowing APEC means knowing more than its 21 economies. APEC has very close relations with other agencies and groupings, for example, World Trade Organization (WTO), North American Free Trade Area (NAFTA), Australian and New Zealand Closer Economic Relations Trade Agreement (ANZCERTA) and Association of Southeast Asian Nations (ASEAN). Some APEC economies are also members which have been implementing their respective Uruguay Round commitments in pursuit of global free trade. This sense of common purpose brings about joint activities to broaden and deepen inter-regional cooperation in all areas of their interest. It also accelerates the flow of workforce mobility and technology transfer within and among regions. Youth has gradually become part of those processes.

Recognizing the vital role youth could play in contributing to the better future of tomorrow, APEC Education Ministers in their second meeting on April 2000 have noted in their joint statement that youth's needs and interests should continue to be the prime concern of education providers. Opportunities should continue to be provided for them to play a role in the education development process. The Ministers thus agreed that the theme for the second APEC Educational Ministerial Meeting is "Education for Learning Societies in the 21st Century."

For all of us to shape our future into a truly learning society, the sense for lifelong learning has to be nurtured. Motivation should be created and Thailand sees that this kind of youth gathering on the theme around APEC could well serve the purpose. Youths from different economies can enjoy exchanging vast sources of knowledge and experiences as well as learning from one another. This is important to the harmonious survival of our tomorrow.

Let us now examine the challenges facing us at this crossroads. They are as follows:

First, it is the impacts of globalization.

Globalization does not mean the same thing to everyone. Many of the impacts are being taken for granted because we feel they are not affecting the way we live, work or study. For the older, it may have more meaning. This is due to the fact that they have been brought up in a different environment based on paper and pen, not computer and mobile phones. To them, globalization could be more threatening.

For me, globalization means our economies and our people become closer to the wider world. We are able to gain from the explosion of knowledge and business interactions beyond our boundaries. At the same time, we have to work much harder to get to more about this same globe...what has been going on?...what are the recent changes and what have yet to be changed? The most difficult question is about how...how do we prepare ourselves to best benefit from the changes with the least frustration and stress?...and how are we going to gain quality of life and peace of mind out of the incredibly fast developments?

Our second challenge is the excess development of information technology.

Since the past decade, we have seen and heard new creations and inventions of information technology. Real time news, data and commercials, to name a few, can reach almost everywhere on the globe. The world gets much smaller through telephones and satellites, the Internet and websites. This instant and almost unlimited access to information is wonderful for those who could take advantage of the best of what is available.

Things will get much more complex in the next few years when the merge of different forms of information processing will produce a powerful knowledge network. Even now, we have begun to feel the great impact upon people's lifestyles, their moral concepts, and their cultural heritage. In addition to the more widespread e-commerce, we will experience great discoveries through the employment of the technologies. Human genome mapping is an example of the most recent breakthrough that will also become part of our lives in the future. I guess that in months, Hollywood and other production houses must be coming up with movies surrounding this genome issue. Follow them carefully and critically as soon, those pictures could also become real to your very eyes. The big difference is that we could better tackle obstacles, knowing and preparing in advance how to handle them.

The third component that I see as our big challenge is the impact of free trade and investment liberalization.

APEC includes all the major economies of the region and the most dynamic, fastest growing economies in the world. Thus it becomes a major contributor to global growth and stability. APEC believes in market-oriented mechanisms that can empower people's creativity and energy, enhancing prosperity and living standards of its citizens in the region. Based on this belief, APEC has adopted the goal of free trade and investment liberalization no later than 2010 in the case of industrialized economies and 2020 in the

case of developing economies. This aims to attain sustainable growth, equitable development and national stability.

An open and free trade environment in the APEC region will create opportunities for increased international investment and trade resulting in new avenues and challenges for every kind of enterprise. Opportunities will lead to a bigger market for inputs to production. They also allow more outputs which include greater choice for consumers, more efficient production systems, and more widely open doors for technology transfer.

On the other side of the coin, however, the adoption of open and free trade implies that we must be at the high competitive edge of advance global trade and investment liberalization. Varieties of trade strategies and mechanisms will be applied to beat their competitors. The dilemma of the trade competition is that it could dilute our moral and ethic values. Our society could possibly be shifted from a supportive culture to a hostile one. Love, caring and sharing could be overruled with power and money. The trade war could only end with disaster.

With the three challenges I have mentioned, here comes to what we see as the key to our better world of tomorrow. We need our youth who are future stakeholders to seek the balance and maintain the harmony of economic cooperation and trade competition, of open trade promotion and mutual understanding while narrowing the disparities within the societies for equal benefits of every community.

The strength of youth of the year 2000 and beyond will depend to a great extent on the proper balance between physical and technological development and moral and spiritual development. It is not enough for you all to embrace changes but you should take an active involvement in the mainstream of this process. You are the driving force for positive path of future.

As I have pointed out, we need to learn to learn and earn. That is the foundation for us to survive professionally. Life-long learning is essential and we all can never stop learning as there are many things we have to learn and many new ones arising for us to learn every day. Through continuous efforts, we will be able to stay on the competitive edge and earn as we have made sure that we have sufficient knowledge of the world movements and have been able to make best use of it for our livelihood.

Another significant feature is to know and grow. I wish to focus mainly on our realization of what life truly means. We need to know what the essence of life is. Before we learn to grow, we need to make sure that we are able to bring about benefits from what we know to the practical aspects of life. It is the moral and ethical growth. Knowledge is power but knowledge without ethics is power to the destructive ends. I wish to emphasize again that when the world seems to be smaller, it should make things easier for all of us to express our strong sense of sharing and caring, not fighting and fetching the advantage.

With the youths' abilities to learn to learn and earn as well as to know and grow, we will have a better learning and caring community.

I now come to the last part of my talk today. This is the first time of APEC to hold this gathering for the creation of face-to-face interactions. It might be confusing and difficult

at first to try to understand what APEC is and what you all can play a part. The presentation given by our speakers from the APEC economies is like a piece of jigsaw and it is for you to put all the pieces together to make a picture that you all agree to see. It is our wish to see that this APEC picture will be brought back to your economies to show to your families and friends, creating and expanding as widely as possible the networking of youth. We expect that youths attending the program will serve as our core resource to further expand their circles and knowledge to their peers in education institutions and to their colleagues at their workplace. If more and more people get to know APEC, they will have sufficient time to give some thoughts to APEC development and take necessary preparatory actions.

Participating youths, you are the hope of this millennium and this brief get-together will be a start for you all to learn the similarities and differences of APEC member economies, to build teamwork and to form friendship. In this wide world, you will see more painful realities of poverty, gaps between the rich and the poor, and the divide between the digitally sufficient and the digitally insufficient. Let us build our understanding so the team spirits, the knowledge and fruits of friendship will allow the free trade and liberalization to profit all of us with no exception of their political, social and economic status.

May I suggest that you assume a more active role as goodwill ambassador to bring people from different cultures to come close together and understand each other. It is also hopeful that through your initiatives and efforts, we will see more activities of this kind being organized in your economy, with increased people-to-people contacts for better ties and collective prosperity.

In conclusion, may I express my hope that your capabilities and leadership will bind us all together, in time of happiness and hardship and especially amid uncertainties. Our future world is in your hands, so reap the most out of this activity, never stop learning and keep your friendship as long as you can.

As time is now auspicious, I wish to declare open the APEC Youth Networking: Youth Preparation for the APEC Society in the next millennium.

Hope you enjoy all the sessions and the stay in Thailand.

Thank you.

A Welcome Address
by
Permanent Secretary for University Affairs (Dr. Vanchai Sirichana)
At the APEC Youth Networking : Youth Preparation for the APEC Society
in the Next Millennium
At Rama Gardens Hotel, Bangkok
July 13, 2000

Minister of University Affairs (Excellency Prachuab Chaiyasan),
Distinguished Guest Speakers and Economy Coordinators,
Youths from APEC Member Economies,
Ladies and Gentlemen,

It is indeed a delightful occasion for me to be here with all of you at the opening of the APEC Youth Networking : Youth Preparation for the APEC Society in the Next Millennium. On behalf of the Ministry of University Affairs, I wish to extend to all our distinguished guest speakers and participating youths a warm and cordial welcome to Thailand.

APEC member economies have been working much more closely since its foundation in 1989. Though diverse in cultural, social and economic environment, they share the common purpose of human resource development for regional sustainability and world growth.

Your gathering in this event represents the firm commitment of your economies to uphold that determination. It also means the recognition of your economies to the significant role youth could play for the brighter future of APEC community.

The APEC Youth Networking, the very first of its kind is intended to prepare youth to meet the ensuing challenges within the APEC society of free trade and investment liberalization and to help strengthen their leadership capabilities, creative thinking and systematic problem solving skills under APEC diverse cultures. It also helps increase understanding of youth about APEC, its implications and contribution to the regional economic development.

I have every confidence that this short stay will never be short of understanding and awareness of APEC. Rather, it should serve as an overture for all our young people gathering here in Bangkok to have an exchange forum, to create good relations, to expand the networking and best of all, to sustain their friendship.

Finally, it is my hope that all APEC delegates will find their stay pleasant and memorable. I also hope you find this function a valuable asset for your life in the future. The success does depend a great deal on you, APEC youths.

It is now my pleasure to invite Minister of University Affairs (Excellency Prachuab Chaiyasan) to give a keynote address.

Excellency Minister, please.

APEC HISTORY AND DEVELOPMENT



APEC Youth Networking Project
13 July 2000
Bangkok, Thailand



APEC Beginnings

- ✦ APEC established in 1989 in Canberra, Australia with 12 members.
- ✦ APEC was born out of a shared appreciation of the value of cooperation to promote economic growth, foster and strengthen trade, and improve living standards.
- ✦ APEC started with a modest work programme of sectoral and trade consultations.
- ✦ APEC is a unique organisation - it is a grouping economies not countries and discusses economic issues not politics.
- ✦ APEC was originally set up as a loose consultative forum, with no organisational structure or large bureaucracy supporting it.



- ◆ APEC is not :
 - a formal trade agreement like AFTA or NAFTA;
 - a European style "common market";
 - a rules based organisation like the WTO;
 - a policy think tank group like the OECD
- ◆ APEC members represent the rich diversity of the region as well as differing levels of economic development.
- ◆ Over the years APEC has developed its own unique processes and working style



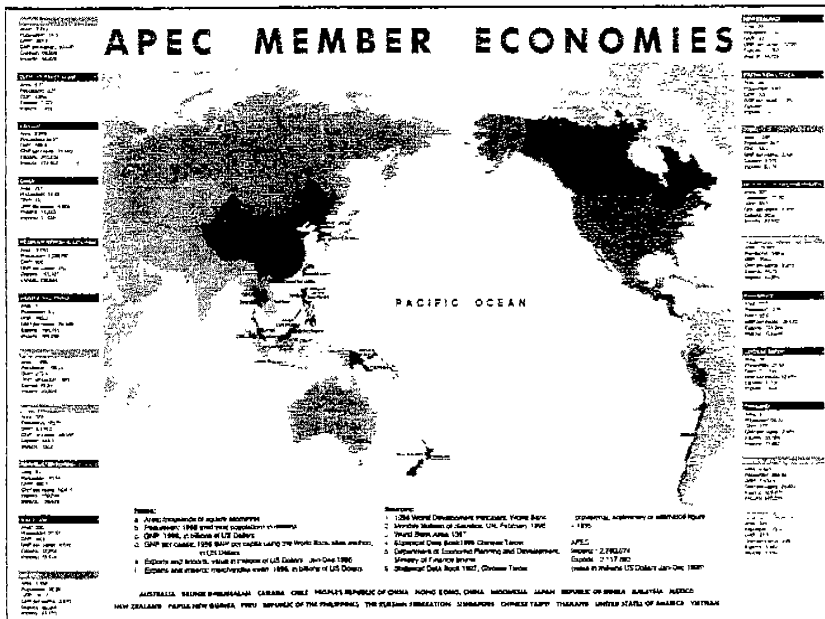
How does APEC work?

- ◆ APEC works on the basis of consultation and consensus building.
- ◆ APEC works on the basis of example and peer pressure.
- ◆ APEC operates on the principle of voluntarism.
- ◆ APEC has an open attitude to information sharing.
- ◆ APEC supports the strong role of business.
- ◆ APEC firmly supports the multilateral trading system.



Development of APEC

✦ Today APEC has grown to 21 members, including all major economies of the region and the most dynamic, fastest growing economies in the world





- ◆ APEC members have a combined GDP of over US\$16 trillion and 42% of world trade.
- ◆ Over the last decade APEC has developed into the primary vehicle in the region to promote open trade and economic cooperation.
- ◆ APEC's role has grown in depth and scope - encompassing trade liberalisation, business facilitation, economic and technical cooperation, youth and women
- ◆ The APEC vision was defined at the APEC Economic Leaders meetings.



- In 1993, at Blake Island, Leaders envisioned a community of Asia-Pacific economies;
- In 1994, at Bogor, Leaders declared the bold target of creating the world's largest area of free trade and investment by 2020;
- In 1995, at Osaka, Leaders approved the Osaka Action Agenda (OAA) and established the three pillars of APEC - TILF and Ecotech;
- In 1996, at Subic Bay, Leaders endorsed the Manila Action Plan for APEC
- At subsequent meetings in Vancouver, Kuala Lumpur and Auckland in 1997, 1998 and 1999, Leaders continued to the emphasis on strengthening cooperation.



Trade and Investment Liberalisation

- ◆ The First Pillar of APEC and a key element to attaining APEC's 2010/2020 vision.
- ◆ Operates on the principle of unilateral liberalisation - principle of voluntarism.
- ◆ Individual Action Plans (IAPs) are the primary mechanism for trade liberalisation.
- ◆ All member economies required to prepare and regularly update its IAPs.
- ◆ Osaka Action Agenda (OAA) sets out 15 action areas that member economies are to include in their IAPs.
- ◆ Member economies also resolve to work together on these 15 areas as Collective Action Plans (CAPs).



Trade Facilitation

- ◆ The Second Pillar of APEC - aims to make doing business in the region easier and less costly.
- ◆ Numerous achievements over past decade in areas such as:
 - standards
 - customs
 - electronic commerce
 - business travel
 - telecommunications
 - energy
 - fisheries
 - government procurement
- ◆ Newest service to business is a new business website, BizAPEC.com



Economic and Technical Cooperation

- ✦ The Third Pillar of APEC - also known as Ecotech.
- ✦ Ecotech is not about development assistance.
- ✦ Goals of Ecotech are:
 - attain sustainable growth and equitable development;
 - reduce economic disparities;
 - improve economic and social well-being of the people;
 - deepen the spirit of community.
- ✦ Manila Declaration identifies six priority areas:
 - developing human capital;
 - fostering safe and efficient capital markets;
 - strengthening economic infrastructure;
 - harnessing technologies for the future;
 - promoting environmentally sustainable growth; and
 - encouraging the growth of small and medium enterprises.
- ✦ In 1999, APEC has 250 ongoing Ecotech activities.



APEC's Organisation and Process

- Informal Leaders Meeting
- APEC Joint Ministerial Meeting
- Sectoral Ministerial Meetings
- Senior Officials Meeting (SOM)
- Committee on Trade and Investment
- Economic Committee
- BMC
- Sub-committee on Ecotech
- Working Groups
- ABAC

The Chair of APEC rotates annually.



APEC Secretariat

- 2000: 21 PSMs, ED, DED (PSMs seconded from member economies, plus 20 local staff)
- under direction of SOM
- it is the core support mechanism for the APEC process
- provides advisory, operational and logistic/technical services to member economies and APEC fora
- provides advice on formulation of APEC projects, manages project funding and evaluates APEC-funded projects
- produces a range of publications and liaises with the media
- maintains a website to provide information
- provides institutional memory through its Library, Archives and databases



APEC 2000 Theme



- ✦ Brunei Darussalam has designated this year's theme as:
Delivering to the community
- ✦ Under this theme there are 3 sub-themes:
 - Building Stronger Foundation
 - Creating New Opportunities
 - Making APEC Matter More

ASIA-PACIFIC ECONOMIC COOPERATION



APEC: The Organization

- [About APEC](#)
- [APEC Organization](#)
- [O.S.A](#)
- [Policies & Procedures](#)
- [APEC Secretariat](#)

Activities of APEC Fora

- [Introduction](#)
- [Activities by Group](#)
- [Collective Action Plans \(CAPs\)](#)
- [Economic & Technical Cooperation Plans](#)
- [New PPP/Tender](#)

What's New

- [Announcements](#)
- [Press Releases/Remarks](#)
- [APEC Calendar](#)
- [Recent Speeches](#)

Virtual Library

- [Leaders' Declaration](#)
- [Ministerial Statement](#)
- [Meeting Reports and Documents](#)
- [Major Historical Documents](#)
- [Others](#)

Member Countries

- [Individual Economy Report](#)
- [Infrastructure Action Plans \(IAPs\)](#)
- [Economic Indicators](#)
- [Contact List](#)
- [MAPRESS](#)

Publications (BOP&ITP)

- [New Publications](#)
- [Publication List](#)
- [Cover Booklets](#)
- [Free Downloads](#)
- [Order Form](#)
- [Download order form](#)
- [Email](#) (Make your enquiry and fax number)

Industry Centre

- [APEC Services to Business](#)
- [News Briefing](#)
- [APEC Business Advisory Council](#)
- [SME Network of Networks](#)
- [Related Business Links](#)
- [APEC Budget \(BIAPEC.com\)](#)

Databases & Hotlinks

- [Database](#)
- [APEC Related Links](#)
- [Other Useful Links](#)
- [Infocent](#)
- [APEC Y2K website](#)
- [Members Corner](#)

[Http://www.apecsec.org.sg](http://www.apecsec.org.sg)

APEC: ITS SIGNIFICANCE AND EFFECTS TO GLOBAL SOCIETY, POLITICS AND ECONOMICS

Chirapun Gullaprawit
National Economic and
Social Development Board

APEC was established in 1989 in response to the growing interdependence among Asia-Pacific economies. It has become the primary regional vehicle for promoting open trade and practical economic cooperation. Its goal is to advance Asia-Pacific economic dynamism and sense of community. Despite the financial instability of 1997-98, the Asia-Pacific remains one of the fastest growing regions in the world. It is a major contributor to global prosperity and stability. Today, APEC includes all the major economies of the region and the most dynamic, fastest growing economies in the world. APEC's 21 member economies had a combined Gross Domestic Product of over US\$16 trillion in 1998 and 42 percent of global trade.

The initial years of APEC were focused largely on exchange of views and project-based initiatives. The concerns were simply to advance the process of Asia-Pacific Economic Cooperation and to promote a positive conclusion to the Uruguay Round of GATT negotiations. Today, APEC has evolved with the needs of its members to be a forum of greater substance and higher purpose—it aims to build the Asia-Pacific community through achieving economic growth and equitable development through trade and economic cooperation.

The turning point for APEC was the first informal Leaders Meeting in Seattle in 1993. The leaders proclaimed their vision for an Asia-Pacific community built through economic growth and equitable development, and through trade and economic cooperation. A community that is to be based on the spirit of openness and partnership, co-operative efforts to solve the challenges of change, free exchange of goods, services and investment, higher living and educational standards and sustainable growth for all the economies in the region.

Since then, APEC has grown in substance and purpose—from mere exchanges of economic issues of common concern to commitment to the multilateral trading system and its further development through consensus buildings. The Leaders Meeting in Bogor, Indonesia in 1994 was APEC's second key milestone. The challenge was to translate that vision into goals—goals to strengthen the open multilateral trading system, enhance trade and liberalization in the Asia-Pacific and intensify development cooperation in the region. But the real news was the “Bogor Declaration”, in which the Leaders agreed to establish free and open trade and investment in the APEC region by 2010 for developed economies and by 2020 for developing economies.

The third and final milestone took two Leaders' meetings to complete. In Osaka (1995) and a year later in Manila (1996), the Leaders added flesh to Bogor's bare bones. They agreed to a three-pillar action agenda: a mix of individual and collective steps in liberalization, facilitation, and economic-technical cooperation designed to meet the 2010/2020 goals. This “Osaka Action Agenda” and “Manila

Action Plan” helped crystallize APEC’s work agenda so APEC could map out a path to free and open trade and investment in the Asia Pacific region by 2020.

The significance and effect of APEC to global society, politics and economics can be classified into 5 categories: -

1. Human Resource Development

APEC aims to develop human capital in the Asia-Pacific Region by implementing various projects and activities for a broad range of human resource development issues from basic education to industrial training to leadership and management for Small and Medium Enterprises (SMEs). Activities are currently carried out under the eight medium term strategic priorities set out by the APEC Human Resource Development Working Group. They are: -

1) **Providing quality basic education, with a focus on increasing access by all groups to basic education and increasing levels of educational attainment for the population as a whole.** The current activities under this priority are: HRD and Information Technology: Multimedia Distance Learning in the Asia-Pacific Region; and Achieving High Performing School: Using Measurement to Manage Improvement.

2) **Improving market information and analysis to support flexible and efficient labour markets that contribute to economic growth and trade and investment in the region.** An example of project under this priority is the Maintenance of the APEC Labour Market Information Database.

3) **Enhancing the skills of managers, entrepreneurs, and educators/trainers in key sectors; supporting the training needs of small-and-medium-sized-enterprises (SMEs); and supporting the management of sustainable growth and development.** Some of current activities are: A Program for Chief Executives on the Management of Change; APEC alternative Dispute Resolution Executive Education Project 2000; Skill Shortages, Training Needs: HRD Strategies of Multinational Enterprises in APEC economies.

4) **Promoting and developing lifelong learning as a means both to meet rapidly changing skills needs in the economy as well as individuals needs for adjustment and upgrading of education, vocational training, professional and technical skills, and management development.** APEC Forum on Human Resources Development is the activity under this priority.

5) **Increasing Quality of curricula, teaching methods, and instructional materials in education, training, and skills development at all levels, with a particular focus on preparing for the transition to the 21st century (i.e. from basic education, through vocational and technical skills training, to professional and executive development for management of change).** Some current activities are: APEC Vocational Training Program; Vocational Teacher Standards and the Formulating Method.

6) **Facilitating mobility of qualified persons to help meet skill shortages by developing means for mutual recognition of skills and qualifications, and to increase opportunities for people to gain the skills required for the economic growth and development of member economies and the region as a whole.** Some current activities are: Towards Mutual Recognition of Qualifications (this project aims to facilitate mutual recognition of selected

professional qualifications and skills in the APEC region); Comparability and Disparity of Skill Testing Standards in the Asia-Pacific Region.

7) **Enhancing the quality, productivity, efficiency, and equitable, development of the labour forces and workplaces in member economies.** There are three current activities under this priority: Examining How Workplace Safety and Health Contribute to Productivity; The Impact of Trade Liberalization on Labour Markets in the Asia-Pacific Region; and Successful Practices in Human Resource Development in the Workplace: Contributions from Labour, Management and Government.

8) **Strengthening cooperation in education and training to support trade and investment liberalization and facilitation.** Some current activities are: APEC Industrial and Technical Training Program of Human Resources Development; Improving the Understanding of Cultures in APEC; International Seminar on Social Development and Human Resources Development in the APEC Member Economies.

Besides the above projects and activities under the eight medium term strategic priorities of the APEC Human Resource Development Working Group, there are other HRD related projects and activities initiated by the APEC Leaders which are currently implementing in the Asia-Pacific region. They are:-

- University Mobility in Asia and the Pacific (Australia)
- APEC Youth Initiative (Canada)
- Japan-APEC Partnership for Education and Training (Japan)
- APEC Youth Skill Camp Program (Korea)
- APEC Vocational Training Program (Korea)
- APEC Center for Technology Exchange and Training for SME (Philippines)
- APEC Education Hubs (Singapore)
- APEC Business Volunteer Program (Thailand)
- U.S.A.-APEC Partnership for Education and Training (U.S.A.)
- APEC Study Center (U.S.A.)
- APEC Education Foundation (U.S.A.)

2. Response to the Asian crisis

At the Bali Working Group meeting in January 1998, the APEC Human Resource Development Working Group (WG) established a Task Force to consider responses to the human impacts of the crisis, particularly in relation to unemployment. And the meeting of HRD Ministers in Washington, DC in July 1999 adopted an action plan for responding to the needs of people affected by the crisis. **The plan includes policies and programs to improve labor markets and social safety nets as well as those aimed at enhancing productivity through better workplace practices.**

3. Trade and Investment Liberalization

APEC groups are working to achieve trade and investment liberalization, the reduction and removal of formal barriers to trade, such as tariffs, and restrictions on foreign investment. In addition, as tariffs are reduced, APEC is giving increasing attention to non-tariff barriers to trade. APEC Economic Leaders

agreed at Bogor, Indonesia in 1994 to achieve free trade and investment in the Asia-Pacific region by 2010 for developed member economies and 2020 for developing members. **APEC members believe that reducing trade barriers will help expand output and trade and thereby improve the welfare of the vast majority of people in all economies.**

4. **Business Facilitation**

Business facilitation includes a variety of steps economies are taking to make it easier to do business in the region. This includes things like simplifying and harmonizing the various members' customs procedures, mutual recognition of testing authorities for meeting industrial product standards, promoting investment by strengthening protection of intellectual property rights, and easing restrictions on regional travel by business people. **Business facilitation holds great scope for expanding regional output and trade and thus providing benefits to consumers, workers and producers alike.**

5. **Economic and Technical Cooperation (ECOTECH)**

Economic and technical cooperation, or "ECOTECH," covers a variety of capacity-building activities conducted by APEC bodies. **These are aimed at enhancing members' – especially developing members' – ability to benefit from the liberalization agenda and reducing disparities within the diverse APEC region.** APEC Ministers have directed that ECOTECH work should focus on six priority areas: developing human resources, establishing stable capital markets, building economic infrastructure, harnessing technologies of the future, promoting environmentally sound growth, and strengthening small and medium-sized enterprises.

Project Implementation on Youth within APEC Framework: Experience of Korea

Choi, Chung-Ok

President of
Korea Institute for Youth Development

I. Introduction

The major driving forces for the 21st century are efficiency, information, knowledge, and technology. The 21st century is expected to see "Big Shift of Civilizations" where information technology and high-tech industrialization, which began in the late 20th century, will make rapid process. Rapid development in advanced science and technology, information communication, and multimedia fields largely change everyday life. Spiritual values, knowledge, culture, information, leisure, etc. will be considered more important than material values, and it is expected that the international exchange will be conducted more frequently.

Accordingly, the basic direction of Korea's youth policy focuses on a sense of value, morality, and anti-materialism in order to protect the youth from harmful social factors such as delinquency and mischief. Further, the main body in the policy making process, the government, shall undergo radical restructure of the education system switching from knowledge based education to the education for the wholesome person in order to nurture the youth into able and skilled professionals who will lead Korea in the 21st century. This means fundamental changes in the youth policy from a policy based on protection and rehabilitation of the youth to one based on health, development, and participation of the youth as global citizen.

Based on this policy orientation, Korean government drives its move towards global communication and cooperation. And one of the biggest ventures among international connections of Korea has been conducting with APEC member economies. In the same context, many kinds of youth programs are developing within APEC framework.

Here I will make brief introduction about youth policy of Korea to help you understand the general situation of Korean youth, and take some examples of youth projects conducted in Korea based on APEC's perspective.

II. Direction and Objective of Youth Development toward the 21st Century.

1. Background and Direction of Youth Policy

The objective of the youth policy until now mainly concentrated on protection, mentoring, guidance, and focused on youth as The leader of the future. As a result, the current lives of youth have been ignored.

Accordingly, new youth policies recognize youth as the important members of today's society and that their right to think and act by themselves as independent individuals and to lead a life that is bright, active, and creative is preserved.

In addition, the youth as the leader of future must realize a good youth model in the 21st century (cultural sensibility, scientific ability, information mind, adventurousness, pioneer's spirit, service and cooperation, professional job skills, global perspective) so that they can grow into citizens of the world democratic society.

2. The Vision and the Objective of the Policy

The Vision of the Youth Policy
In order for youth to lead with subjecthood the life where they by themselves think and act, pursue happiness as members of today's society.
As the leaders of future, they must have the personality and potential needed by the 21st century society. They must have healthy minds and physical strength to grow into democratic citizens who are wholesome and have a sense of responsibility.



The Objective of the Youth Policy
Improve youth's quality of life and generate a good citizenship of a democratic society. Develop potential and abilities with which they can lead the 21st century society.



Major Projects
Expand liberal participation opportunities and increase rights and benefits of youth. Establish activity programs focused on culture and sports where youth are the subjects. Develop leadership in the international and information age. Advance youth welfare and support youth independence. Strengthen the role of local community and family, and increase their participation.

3. Redirecting Youth Policy

Youths are Independent Individuals as a Today's Social Member	
Yielded the right as the leader of future	Increase of right and benefit as the member of today's society
Adult centered youth policy	Youth participation as the subjects of policies
Protection and mentoring of minor problem youth	Activity support for many healthy youth
Supplier, facility centered quantitative growth	Qualitative improvement centering on client's demand, programs
Centralized regulations and closed management	site specific autonomous and open management

III. Korea's Youth Policy

1. Youth Supporting Policy

The government of Korea has instituted a political device in order to expand and support youth activity programs in residential and natural area so that the youth can receive "the Education for the wholesome person" based on personality. Moreover, the government is planning to construct facilities needed for youth activity. As large-scale youth facilities, 'the Central Park for Youth', 'the Youth Training Village', and 'the International Youth Center' are under construction, and 20~30 youth training facilities will be constructed every year in cooperation with government and individuals.

In addition, sports facility construction projects are being promoted in a number of provinces and counties in order to support physical and other activities for youths. These national projects has initiated since 1982 and 137(83%) municipal and county athletic fields and 118(72%) gymnasiums completed in 165 regions throughout the nation as of 1997. Each municipal region and county will have an athletic field and a gymnasium by the year 2003.

Furthermore, the government has constructed a 2,811km long path all throughout the country entitled the National Walk Way so that youths can study the nature and history of Korea along the path.

2. Youth Protection Policy

The Korean government is planning to improve social environment for youths and instituting a legitimate device in order to protect and cure the youth from committing juvenile delinquency and violence based on "the Youth Protective Law".

Apparently, a number of businesses which endanger the sanitation and the health of youths are being established around schools. Accordingly, the government has set up a project in order to construct an educative environment by eliminating anti-educational factors around schools and to provide the youth with opportunities to develop wholesome mentality and physical ability.

According to "the Health Law for Educational Institutions", the Sanitary District for Educational Institutions are designated around school areas in order to prevent any anti-educational and harmful environment from being established. Businesses that are harmful to education by nature will be inspected on a consistent basis in cooperation with civilians.

3. Youth Welfare Policy

The welfare policy for youths was established as a device to aid the country in becoming an advanced welfare state through the enhancement of living standards. The mental and physical welfare of youths starts from home. The government is promoting policies that give emotional advice to youths as well as support youths both economically and mentally.

The sound life of youths is being endangered due to the education system only focusing on the entrance examination, complex social environment, the trend toward nuclear family, weakening of educational function in the domestic environment, rapid changes in the social environment, unstable social moral structure, etc. Subsequently, consultation and counselling services are being provided to deal with emotional and sentimental aspects of youths living under unstable environment.

The government established Korea Youth Counselling Institute, and 15 general youth counselling centers in municipalities and counties that function as information service center. As well, the government is promoting the establishment and management of consultation service centers using information media such as on-line communication and internet system so that youths may easily respond to the consultation service being provided.

IV. Projects within APEC Framework

1. Youth Volunteer Activity

The government has decided to support the youth volunteer activity so that it can be firmly established as a means of education. In other words, youths who commit themselves to volunteer activities will receive academic credits, and a little benefit in the admission of higher educational institutions. Volunteer programs will also be improved and cooperative links between youth organizations will be formed in relation to the volunteer activity.

In addition, 「the Youth Volunteer Center」 was established in 「the Korea Institute for Youth Development」 along with local youth volunteer centers in 15 provinces and counties in order to construct an organic system that links service demanders and suppliers.

Each volunteer center is promoting a variety of youth projects such as youth volunteer information service, producing and distributing volunteer programs for local youth, as well as youth volunteer training programs for local communities. Besides, each center is leading volunteer activities such as traffic campaign, helping farmers, baby sitting motherless children, nature preservation, environmental improvement, helping the disabled, etc.

At this point of time the government is planning to construct a nation wide volunteer network that links all volunteer centers in order for the youth to lively participate in the volunteer activity.

2. International Youth Exchange

The government is promoting international youth exchange projects as well as overseas education programs based on international agreements for the youth to obtain foreign experience, understand international culture and a universal sense of value. The youth exchange programs are also being supported in cooperation with international youth organizations. International youth forum, international sea activity, international youth camp, young astronauts festival. etc. are being held every year.

Recently, there are more exchange activities being carried out to encourage humanism and international cooperation, and share information between youth organizations in cooperation with APEC member countries. Youths are given more opportunities to participate in major youth events through which they may increase their understandings toward international relationships and obtain the knowledge of their interest.

In addition, the working holiday program is being carried out with Australia and Canada providing youths with the opportunity to work legally supporting themselves while staying in foreign countries and experience foreign culture in depth. And many other overseas programs are being established for each youth organization based on the government support.

3. Labor and Human Resource Development

In Korea youth between the ages of 15 and 24 can have access to economical activity, and the youth population involved in economical activity is 2,692,000 in 1993, and it is on the decline. This is because school enrollment rate of youth rises on the one hand, and economic difficulty of the country since 1997 on the other. The reason why youth unemployment rate is much higher than that of the overall unemployment is that the degree of technical skillfulness of this age group is low and that they move from job to job in search of work that matches their aptitude.

Young worker by occupation reveals clerical or otherwise office-related worker composes the largest group with 34.7% workers. The second largest group is blue-color workers of production line, heavy equipment operation, and unskilled labor with 28.6%, followed by agricultural forestry 2.2%. In case of young workers of the ages of 18-19 the wage level stays at about 55.5% of average wage of total workers.

In order to assist and guide youth in making proper job and occupational choice, the government undertakes projects that facilitate occupational guidance and job skill acquisition. In the same context, exchanges and cooperation among APEC member economies in the area of human resource development are becoming a vital force. The former President Kim Young Sam proposed to launch an APEC Industrial and Technical Training Program for human resources development at the 2nd meeting of APEC HRD Ministers in 1996. He called to study the establishment of an APEC HRD university from a long term point of view, and proposed APEC Youth Skill Camp.

Bearing in mind that "today's youth are APEC's future," we should facilitate the involvement of youth in human resources development activities. Therefore APEC HRD working group should, through its networks, strengthen its efforts to improve access to quality education and training opportunity, including through the use of new technologies; to ensure access to labor market information, to help youths make informed choices about career, employment, and education and training; to ensure that the collaboration of all relevant parties, such as students, employers, workers, teachers, parents and all levels of government, should be an underlying principle of these strategies; to make effective connections between learning, training, and work experience to ensure the quality and relevance of the skills and knowledge acquired; and to explore a variety of pathways to acquiring skills and knowledge, such as youth internships and mentoring, in the transition from school to work and lifelong learning.

4. Science Activity

In order to let growing youths have interests in science and inspire the will to study, the Korean government supports various science activities for youth. As one example, Youth Contest of Science is open to students of elementary school, middle school, and high school nationwide in 10 fields such as contest for making airplane, for assembling science box, for experimenting on electronic science, for drawing imaginative science picture, for operating personal computer, and so forth.

Another example is APEC Youth Science Festival, which is planned to be held every two year. At the 1st APEC Youth Science Festival held in Seoul, from August 14th to 20th, 1998, there was an opportunity for APEC youths to become young science communicators. The Young Science Communicator Awards program underscores the spirit of the Festival theme 'Science and Communication' and aims to encourage participating students to enhance their capability to communicate with group members on matters regarding science and technology.

The awards are granted to participating students who demonstrate interesting and easy reports on their two Field Trip programs to Cultural Sites and to Research Institutes. Peers and guide teachers will evaluate those reports and winners have an opportunity to present their reports before the closing ceremony.

V. Conclusion

『The Youth Policy toward the 21st Century』 of the Korean government is an advanced step toward the better. Past youth policy had a viewpoint of adults instead of that of youths themselves in protecting, mentoring, and supervising youths in order for them to develop themselves as the next generation. New youth policy of Korea recognizes youths as individual members of the society rather than as the future leader of the country and supports their rights and benefits. This political change well fits the demand of today's youths as well as the society.

It is true that youth, due to their physiological, psychological, and social specificities, have to be continuously supported and protected by parents and the society. Nonetheless, supervising and

controlling youths while ignoring their individualities and dreams from the viewpoint of adults is surely a pre-modern, out-of-date custom that abuses the human right of youths and their right to pursue their dreams. Moreover, youth policies based on those pre-modern, misleading, and inhuman custom would intervene not only the development of youths but also the advancement of a society and civilization. New youth policy allows youths to participate with the subjecthood in politics, pursue their unique happiness, maintain their health, and develop themselves.

On the extension of the youth policy, various youth programs and activities within APEC's framework will provide opportunities for youths to develop their capability which is needed in present society. To make sure that youths can grow up with multicultural sensitivity, professional skills and global leadership, Korea will extend the opportunity for youths to participate APEC's youth activities. And we also insist that each APEC member economy should foster the linkages and strengthen cooperation between one another.

Bibliography

1. 5-Year Plan for Youth Development, Ministry of Culture and Tourism
1992 ~ 1993
2. Youth White Paper, Ministry of Culture and Tourism 1997
3. Statistics on the Condition of Youth, Ministry of Culture and Tourism 1997
4. 5-Year Plan for Youth Development, Ministry of Culture and Tourism 1998
5. Seminar for Establishment of 21st Century Youth Model, Ministry of
Culture / Korea Institute for Youth Development 1997

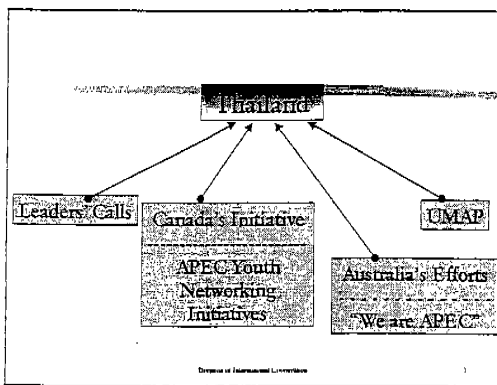
**Project Implementation on Youth:
Thailand's Experiences**

Porntip Kanjananiyot
Director, International Cooperation Division
Ministry of University Affairs, Thailand

Division of International Cooperation

- Driving forces
- Thailand's thinking
- Implementation
- Project Expansion
- Preparedness

Division of International Cooperation



Leaders' Call

Subic - Women and youth activities

Vancouver - Work with young people

.....

Ed. Ministerial Statement - Youth Importance

Division of International Cooperation

Canada's Initiative

⌘ APEC Youth Networking Initiatives
- Montreal / 1997

⌘ Youth Meetings
- Bali / Taipei

"Electronic Sourcebook"

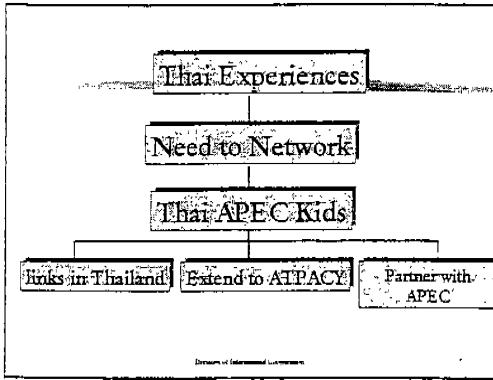
Division of International Cooperation

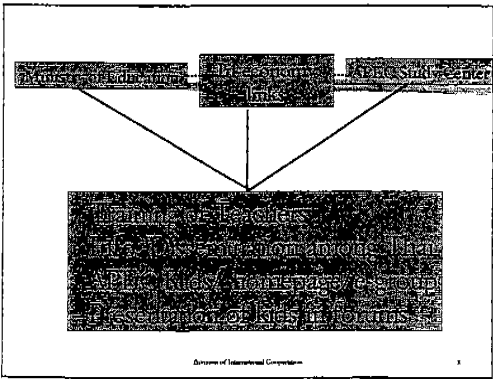
Australian Efforts

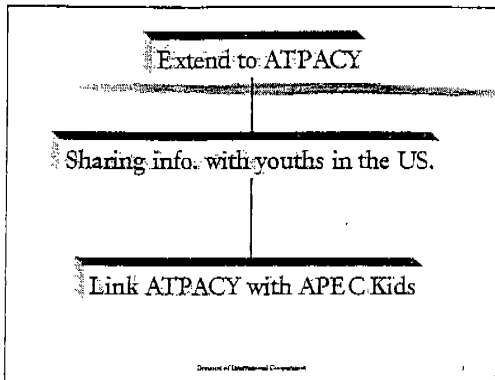
⌘ "We are APEC"
- Life and culture
- print/ VDO

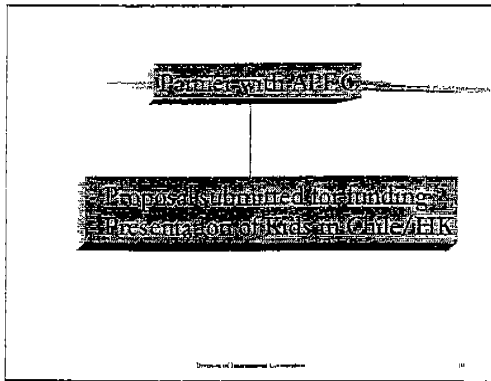
⌘ University Mobility in Asia
and the Pacific (UMAP)

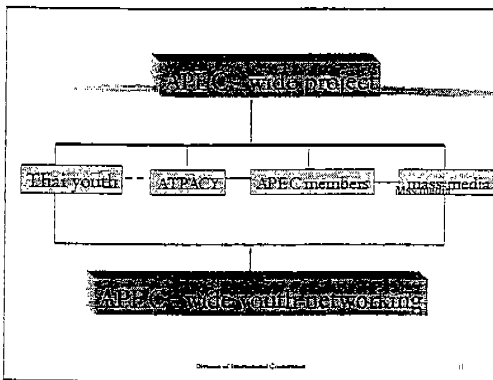
Division of International Cooperation

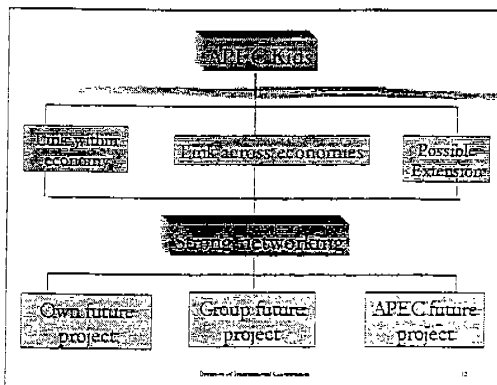


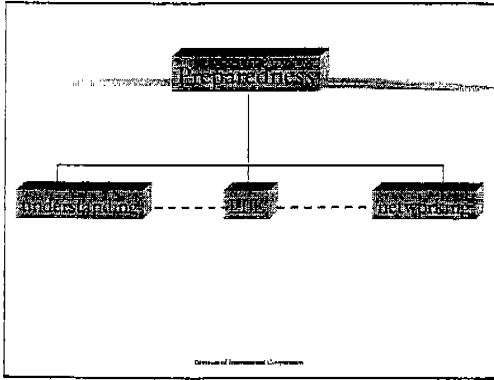












Opportunities and Challenges for Youths in the 21st Century

"Directions and Capabilities Needed for Future Youths in the Era of Trade and Liberalization"

Tung X. Bui
 Matson Co. Distinguished Professor of Global Business
 College of Business Administration
 University of Hawaii'

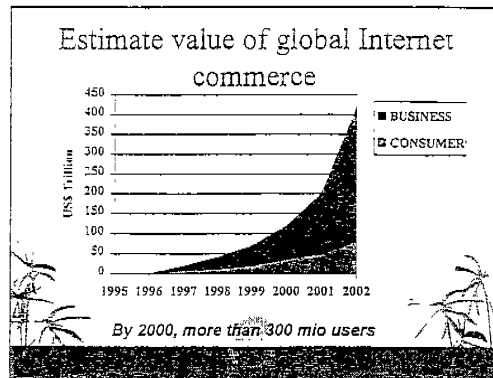
I'm sure you have heard enough about...

- ☒ The Internet
- ☒ The growth of E-commerce...
- ☒ Debates about how your national economies is going to fare in the new economy...
 - Deregulation?
 - Liberalization?
 - Regional and global competition?

So, what's on the plate today?

- ☒ I will talk about the digital economy...
- ☒ And the role of young hopefuls in the new economy

☒ As food for thought, even if we all agree that in business, all truth is relative, and the only constant is change....



Global opportunities and challenges

- ☒ EC makes big companies (countries) look small and small companies (countries) look big (to some extent)
- ☒ Cost-effective access to global markets
- ☒ Cost-effective market research (easy access to competitors product information and marketing strategies)
- ☒ Open competition – More pressure to do it well and fast!

Six emerging themes for a new economy...

1. Immediacy

➤ Toward the concept of real-time enterprise

- Shorter cycle time
- Increased speed of delivery
- Product customization

➤ Get the goods and services to clients anytime, anywhere, any price, any form and content

2. Re-intermediation

➤ From human middleman to digital intermediaries

- Digital networks eliminate middleman functions (agents, wholesalers, distributors, retailers, brokers, or middle managers)

➤ Re-strategize distribution infrastructure

- One-stop-shop-all concept
- "Infotainment" companies

3. Knowledge and innovation

➤ Knowledge economy – based on human capital and networks and digital appliances

- Nortel: all employees are college graduates
- Factory driven by robots with computer literate workers

➤ Innovation – promote creativity and change

- "Obsolete your own products"
- Customer intimacy and beyond

4. Integration and Internetworking

➤ Toward an integrated economy – break down walls among companies and their suppliers, customers, affinity groups, and competitors

- Just observe all the mega-mergers and alliances
- Mass marketing now being slowly replaced by molecular marketing with specific customer groups

➤ Globalization –

- transnational enterprises, boundaryless firms, global organizations

5. Virtualization

➤ Virtual mail

➤ Virtual stockyard

➤ Virtual water cooler

➤ Virtual aliens or co-workers

➤ Virtual business park virtual corporations

➤ Virtual government agency delivering services through a single window

6. Convergence and discordance

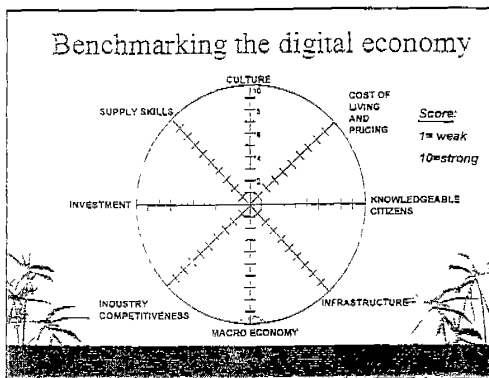
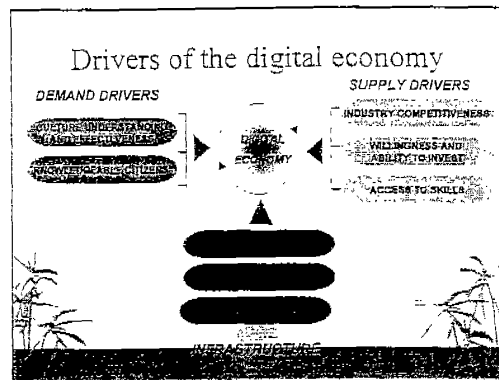
➤ Convergence – trend toward alliance for converging technologies

➤ Discordance – potentially unprecedented social issues

- New social dialectics
- Power, privacy, equity, quality of work life, future of the democratic process

To do well, we need to work our economy along these 6 dimensions...

- ☒ Immediacy
- ☒ Re-intermediation
- ☒ Knowledge and innovation-based economy
- ☒ Integration/Internetworking
- ☒ Virtualization
- ☒ Convergence and discordance



A culture that understands and accepts the digital reality ...

- ☒ Inter-cultural heritage?
- ☒ Exposure to international businesses and politics?
- ☒ Understanding of customers from other nations?

Score for your economy: _____

Knowledgeable citizens

- ☒ Education level suitable to do global business?
- ☒ Foreign language ability?
- ☒ Computer literacy?
- ☒ High rate of internet use?

Score for your economy: _____

Cost of living and pricing

- ☒ High cost of living?
- ☒ High tax?
- ☒ High cost of housing, schooling?
- ☒ High cost of commuting (time and money)?
- ☒ Cost of telecommunications?

Score for your economy: _____

Digital infrastructure

- Strong computing resources?
- Strong networking infrastructure?
- Strong competition?

Score for your economy: _____

Macro-economic factors

- Strong economy?
- Good banking system?
- Good legal systems?
- Good industry diversification?
- Able to compete in the major economic sectors against future competition?

Score for your economy: _____

Competitiveness of supply industry

- Strong Digital industries (dot.com?)?
- Hardware and software sectors?
- Certain products are suitable for the digital markets (i.e., selling vacation packages, well-recognized agricultural products, research materials)

Score for your economy: _____

Willingness and ability to invest

- Easy to find venture capital?
- Commitment to invest in high risk high return high technology projects?

Score for your economy: _____

Access to skilled workforce

- Enough higher education institutions?
- Enough student oemand in info technology related programs?
- Easy to find challenging and high paying jobs?
- Immigration policy for skilled labor?

Score for your economy: _____

Try to map your economy on this card...

Legend: 0 10 20 30 40 50 60 70 80 90 100

Score: 57

Where do we go from here?

- Expand the curve outward ...
- How...
- Human labor is still the number ONE asset each economy has.

My recipe for Hawai'i: Join the Global Silicon Network

- Don't do it alone!
- Towards mutual interdependencies
 - Flow of people, money, technology and ideas
 - Basic skills for "players"
 - Native language literacy
 - English language competency
 - Math, science, computer, business literacy
 - Teamwork and cross-cultural competency

Let's learn from others...

Two models for "intelligent and value creation state"

- Market driven (entrepreneurship) – Silicon Valley, US
- Government support (invisible hand) – MSC Malaysia

Success factors

- University research
- Entrepreneurship
- Fiscal policies

Toward a "networked" state

- Build network of capital
 - Find joint venture capital with out-of-state partners
- Build network of skilled workforce
 - Retain brain power graduated from local universities
 - Team up with "genuses" who've left town
- Build network of products and services
 - Develop joint products and goods with other partners
 - E.g., joint research outputs

Silicon Valley, California

- Home of Hewlett-Packard, SUN, Intel, etc
- All major companies are represented
- Stanford University, UC Systems and military research centers are technology movers
- Leading the world hi-tech
- Culture: tolerance for failure, risk-taking, with high venture capital funding
- Workers: highest satisfaction, generation Y-type

Silicon Valley (continued)

- Highest number of patents (3,500)
- Highest number of venture capital (\$2.7 billion)
- Export \$17 billion

Seattle Area

- Boeing, Microsoft, Amazon.com and Nintendo of USA's home
- Software and Internet-related industries
- \$20 billion / year in sales
- Microsoft: 64,000 employees with 14,000 in Redmond

Silicon Hills, Austin, Texas

- Home of Texas Instruments, Dell, AMD, Motorola, Compaq
- 1,750 companies with 110 people in hi-tech (20% of Texas labor force)
- Driven by UT Austin and Texas A&M
- Two major research consortia: Microelectronics and Computer Technology Corp (MCC) and Sematech (semiconductor)

Route 128, Boston

- Digital, Lotus, Data General, Lycos's home
- 3,600 electronic and computer companies
- 300,000 hi-tech employees (10% of Mass labor force)
- MIT grads created found 4,000 companies and 1.1 mio jobs world-wide

Silicon Alley New York

- Media: Time Warners, NY Times, Viacom, Internet publishers and advertising agencies
- Tri-state: NY, CT and NJ
- Lead by some major universities (Columbia, Princeton, NYU) and Bells Labs
- 4,800 communications-based companies
- \$2.7 billion
- suffers from high costs and lack of talents

Silicon Fen, England

- Home of Zeus, Microsoft Europe
- Cambridge area (30 miles long)
- 1,200+ tech companies
- 40,000 employees, \$6 billion / year
- Cambridge University as intellectual leader

Silicon Bog, Ireland

- World No. 2 in software production
- European base for IBBM, Intel, Apple, Dell, Compaq and Gateway
- \$9 billion / year
- Advanced Software Initiative to support doctoral research

Silicon Island, Taiwan

- Lead by Taiwanese scientists educated overseas and supported by government
- 68,000 employees (most in Hsinchu Science Park)
- Since 1980 more than 250+ startup companies --> Taiwan the largest manufacture of monitors, keyboards, mouse, and motherboards
- 1/3 of world laptops
- \$13.9 billion / year

Silicon China, Zhongguancun/Hebei

- 3-mile long in Beijing's suburbs
- Home of Founder (Uni of Beijing start-up) – Chinese publishing software, and Legend (PC manufacturer)
- 102,000 employees
- \$4.1 billion / year
- Hebei (\$170 mio Silicon Valley project), future still uncertain

Kyushu/Softopia

- Southern Most Island
- Home of 19 semiconductor plants and 350+ supporting firms (NEC and Mitsubishi, T.I.)
- Kyushu: \$14 billion in sales
- Local government put in \$350 mio to build Softopia, a Silicon Valley

Multimedia Super Corridor, Malaysia

- Started in 1995, goal \$1.2 billion revenues, south of KL
- 30-by-9 miles zone 10 year of tax incentives and unrestricted hiring of foreign workers
- 180 companies and 14,600 employees
- Projections: \$25 billion in 5 years (20% of GDP)
- Host Nippon T&T, NEC, Sun, Oracle

Silicon Plateau, India

- Bangalore, India, 50,000 employees (30% of India software industry)
- English speaking world-class engineers w/ third world salaries
- Lead by Bangalore top universities (IIT)
- Infosys (\$1.3 billion)
- Host for HP, Motorola, IBM and Novell among 250 software co.
- Brain drain to the West

Yes, there are others too...

- Tokyo
- Hong Kong
- Singapore
- Sydney
- Johannesburg
- Vancouver
- European cities
- Others

Lessons learned

- Silicon Valley success ... structurally difficult to replicate
- But cooperation as part of a global network is possible
- Global information infrastructure helps...
- But, national characteristics represents certain barriers.

Final Remarks: For you to live well in the New economy ...

- Think global, act local
- Don't compete, cooperate
- National and state policies do matter the way you run your global operations, so take them seriously
- But MNC and venture capitalists dictate the future
- Toward a Networked State!

Thank you!

<http://ec.cba.hawaii.edu/tbui>

E-Commerce: Opportunities and Challenges for East Asia

"E-Commerce: Its influence in the Era of Trade and Investment Liberalization"

Dr. Tung X. Bui
 Matson Co. Distinguished Professor of Global Business
 College of Business Administration
 University of Hawaii

Asia's I.T.

Pacific Rim - 13 countries

- Young Lions: China, Malaysia, Indonesia, Philippines, Thailand, Vietnam
- Growing Tigers: Hong Kong, Singapore, South Korea and Taiwan
- Mature Leopards: Australia, Japan and New Zealand

Asia's I.T. (continued)

Diverse region - geography, economy, religion, population size, political structure

Shared interests:

- export-driven economic policy
- expect technology to be a catalyst for economic "leapfrogging"

Basic components of a NII

Technology as infrastructure -

- computers,
- networks and telecommunications and
- transport services

Technology as export goods -

- hardware production,
- application software development and
- information services

Human resource developments - I.T. and use of I.T.

Basic components of a NII (continued)

Stakeholders

- Governments - NII as a major cornerstone of economic policy (tax incentives and infrastructure development) (e.g., Singapore with the Intelligent Island, Malaysia with the MSC)
- National Private Sector - as producers and consumers
- International Investors - as potential economic partner (typical scheme: technology transfer, capital providers versus infrastructure support)
- International Bodies - U.N., APEC, ASEAN, to set standards regional policies

Particularities of A-P NII Plans

- More important than the U.S. because lack of IT infrastructure
- Has to compete with other scarce resources
- Role of government intervention more important
- Role of multinationals critical
- Focus on leapfrogging

Shared Vision/Goals

- To establish a telecommunication infrastructure
- To build up the information infrastructure
- To develop IT applications
- To provide value-added information and telecom services

Implementation Issues

- Early stages of implementation
- Focus on deregulation and privatization of the telecommunication industry
- Fiscal policies to promote computerization

Some Facts - Asia-Pacific Region

- World fastest economic growth
- Highest growth in I.T. investment/consumption
- Highest growth in infrastructure development (phone, roads, rails, electricity capacity)
- All ASEAN countries have I.T. 20++ plan, that has plan to support education

The East is Wired!

- Internet traffic: double every 100 days (UK-OTT consulting, 1/99)
- Within one year (9/97 - 5/98) number of Web sites jumped by 75% (IDC, Asia, July 1998)
- Even information sensitive countries, like Vietnam, has now Internet cafes
- Taiwan most connected, China fastest growth, Singapore the best use of internet

... Then, the A-bone

- An internet backbone that directly links the countries of the Asia Pacific region:
- T-1 class or higher
- Countries: Japan, Hong Kong, Singapore, Korea, Taiwan, Indonesia, Malaysia, Thailand, and the US
- Connections to China, India, Vietnam, Australia and Europe will be established
- A-Bone has 245 Mbps link to the U.S.

... Then, Asian Expectations

- EC would do well in Asian, because:
- Quick adopter of technology (HK positions itself as technology hungry)
 - Leapfrog "mentality"
 - Export-driven economies

All Share a Standard Policy Toolkit

- Promote I.T. industry
 - Promote Internet applications within government organizations
 - Promote public awareness
- Build Infrastructure
 - Liberalization and privatization of telecom markets
- Expand access to infrastructure and services
 - Special tariff for Internet access (Malaysia, Sing.)
 - Special tariff for under-served areas (Thailand)

Last but not least, East Asia in Search for Internet/EC Policies

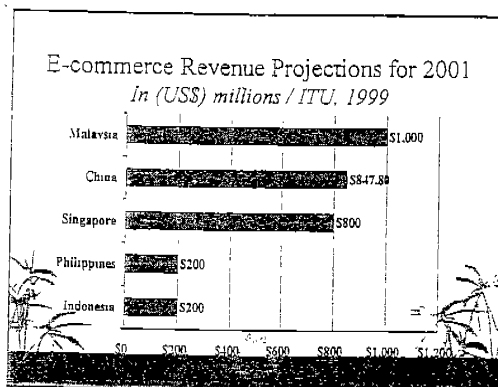
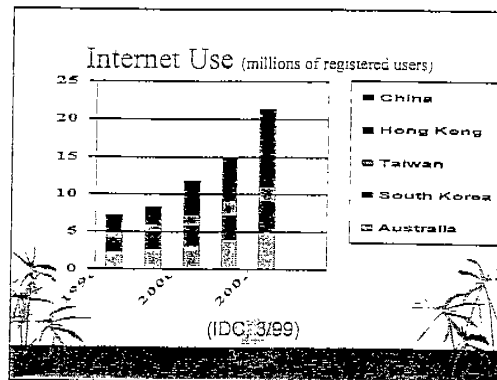
Internet regulation?

- Content:
 - China and Vietnam: Very information sensitive
 - Malaysia and most other countries: "indecent content" search for "methods of classifying contents"
- Copyright law: Singapore strict, some others not
- Jurisdiction: as confusing as the rest of the world
- Market structure: APEC worries about tendencies towards market concentration

So, What Do Experts Predict?

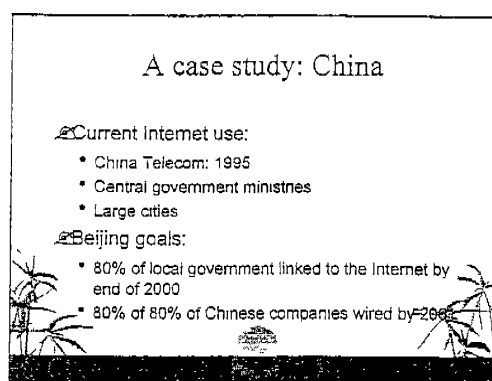
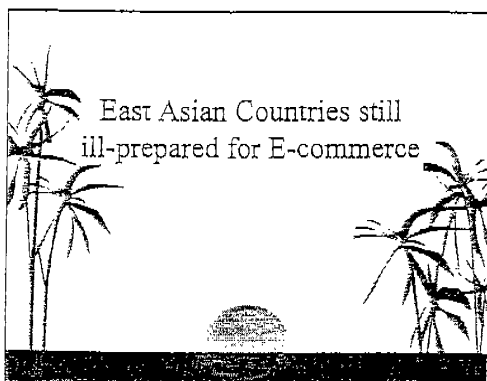
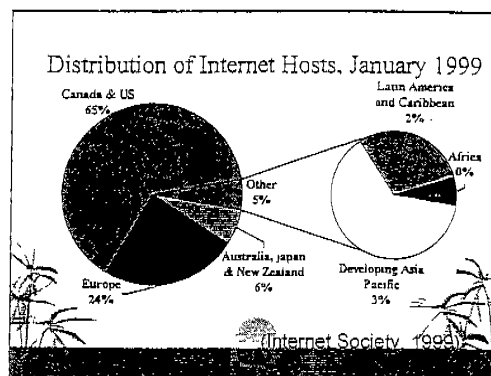
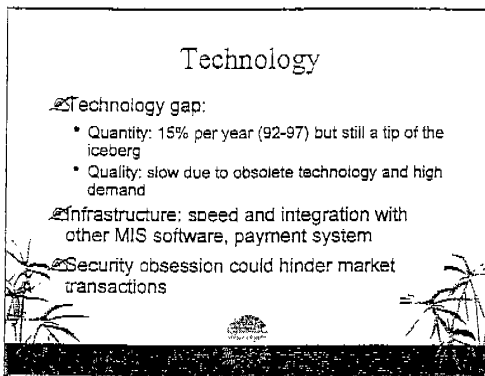
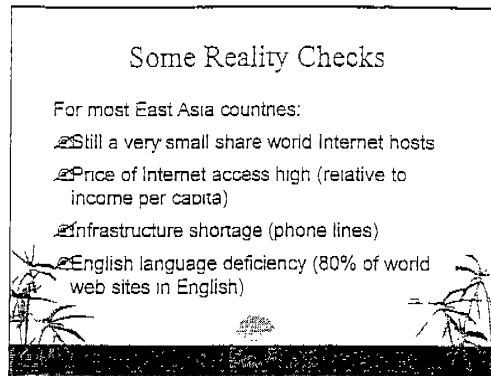
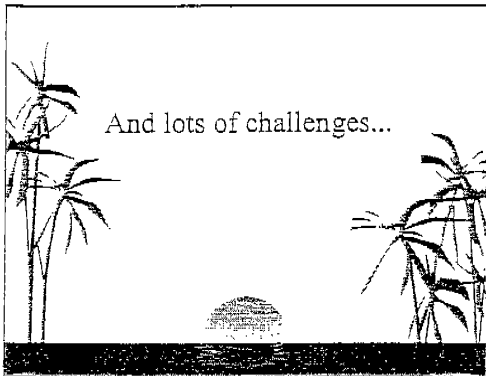
- Internet use in Asia will continue to increase
- E-commerce will gain in importance
- The need to overcome physical and psychological isolation will be a major driver of Internet usage

■ Comments: Nothing real surprising and unique to East Asia



Global Opportunities

- EC makes big companies look small and small companies look big
 - small Asian companies could now be competitive (Hanoi hotel versus Int'l chain)
- Cost-effective access to global markets
 - Asian Internet users: 80% of time browsing U.S. Web sites; quick technology transfer
- Cost-effective market research (easy access to competitors' product information and marketing strategies)



China [2]

Implementation issues

- High costs, slow speed
- Bureaucratic hassles
- But getting better

Only access to a few

China [3]

Use issues

- increasing disparities between farmers and non-farmers
- pornography
- diverse political views from overseas
 - Shanghai: software vendor got 2 year jail term for holding 3,000 email addresses of US-based online dissidents
- Mostly resolved

Similar in other Asian countries, Singapore, Malaysia and Vietnam

There are indeed challenges and issues!

National Challenges

EC will help foster domestic markets within East Asian countries

- Same national language
- Reduce the burden of slow transportation logistics
- Will facilitate dissemination of information

E-commerce yet to be nurtured

Regional Challenges

EC will pose more challenges to East Asia than more opportunities on international trade

Business-to-business – opportunities to join the global value chain integration (e.g., software development round the clocks)

Business-to-consumers – toward market segmentation

Regional Challenges

Multiple languages

Multiple cultures

Lack of trust, accentuated in a virtual markets

Still prefer face-to-face buying with bargaining culture

Asian banks mistrust online transactions

Face tougher competition as other Asian countries will be also online

Regional Challenges

• Lots of market asymmetries

- uneven income distribution
- high product differentiation

• Uneven telecom infrastructure

- Teledensity: Taiwan (44%), China (7.3%), Philip (4.7%)
- Singapore highest Internet penetration, Indonesia lowest

Global Challenge: Technology

• EC technology is complex and expensive

- only MNCs can afford
- maintain technological edge

• Technology is driven by the U.S.

- takes time for East Asia to appreciate, learn, adapt and use

Global Challenge: Products

• Presumptions: not all products and services and suitable for electronic transactions

• Product asymmetries

- Western countries: sells information, digitized product suitable for Internet commerce
- EC for hard (physical) product is more difficult

Global Challenge: Market

• Market infrastructure

• Product transparencies better in the West (to include quality control)

• Financial system fully supported

• Economies of scales: small East Asian businesses versus MNC

Global Challenge: Transportation

• Transportation: required fail-safe front-end payment and reliable delivery system

- Malaysia: Internet-based delivery system on line, but takes 8 days for real delivery

Global Challenge: Culture

• Western brand name recognition – global consumer products versus national goods

• Languages – English as global language for business as opposed to multiple regional languages

Global Challenge: Management Skills

- Entrepreneurs might not be ready for high-pace market driven economy
- Value of EC not fully understood* (XinHua, 6/16/99)

Business level

- World-class brain power
- Massive venture capital lacking
- Legal system to protect investors and inventors lacking

Business level

- Companies that can afford EC are state-owned enterprise systems
- But inadequate integration of capital, management and technology
- Need incentive package to attract hi-tech companies

Challenges for A-P Countries

- Challenges: Reduce asymmetries
- Internal stability is as important as regional stability – if not more.

Final Thoughts

- Pacific Century - Asia is recovering from economic crisis and is renewing its expectations to be the world's economic center of gravity
- The booming Internet-driven economy in the U.S. sustains Asian nations' belief that NII is necessary to aid in sustainable economic development and in social and human resource development
- Global competitiveness and E-commerce will dictate regional stability
- The role of the U.S., China and Japan in shaping Asia. The future is here to grasp.

How and why e-commerce is assisting trade liberalisation.

Ben Ross
Lecturer in Economics
Monash University
Australia
Ben.Ross@buseco.monash.edu.au

E-commerce Matrix

	Business	Consumer
Business	B2B ▪ GM/Ford ▪ EDI Networks	B2C ▪ Amazon ▪ Dell
Consumer	C2B ▪ Priceline ▪ Accompany	C2C ▪ Ebay ▪ Yahoo Auction

Ben Ross - Australia

2. Some useful statistics

- E-commerce Revenue (in USA):
 - 1997: 3.1 billions
 - 1998: 7.3 billions
 - 1999: 14.9 billions (0.5% of total retail revenue)
 - 2003: 3,200 billions (estimated)
- E-commerce Revenue (in Australia):
 - 1997: 55 millions
 - 1998: 253 millions
 - 1999: 520 million

Ben Ross - Australia

How are we progressing?

www.fbrmaster.com – Research into the pervasiveness of e-commerce

Forrester Research estimates generally that e-commerce in the Global economy will reach \$US 6.9 trillion in 2004.

Latin America	-	\$US 82 billion in 2004
Japan alone	-	\$US 880 billion in 2004
Asia Pacific	-	\$US1.6 trillion in 2004
US alone	-	\$US 3.2 trillion in 2004

Sen Ross - Australia

What are our advantages in the Asia Pacific region?

- Tight links in international supply chains
- Pressure from global trading partners
- Already interlinked by international corporations
- A commitment to falling trade barriers, and
- Government enthusiasm for e-commerce

• What do we have to look out for in APEC:
 Concern: e-commerce will not develop evenly/uniformly
 We need public policy support to create an environment for online trading

We need to promote the basic conditions such as low barriers to trade, stable currencies, flexible capital markets and technology infrastructure

Sen Ross - Australia

So why is e-commerce so special – Special inherent characteristics

Non-synchronization: buyers and sellers do NOT need to be present at the same time.

Availability: There is always a market and it is global in its reach.

Bi-direction: two ways communication between buyers and sellers eg Amazon's buyer preferences and Priceline.com (as will be discussed)

• Globalization: market is global in extent, this is clear and is highlighted by the following examples.

Sen Ross - Australia

Two examples of the 'New Economy'
 Example One : Priceline.com

- What is it?
- How Priceline's model of e-commerce changed the economics of commerce
 Priceline turns the original model around and allows a buyer to advertise a unit of demand to a group of sellers.
- Buyers advantage
 Pay the amount that you value the product, ie, can buy anytime and can pay less.
- Sellers advantages
 - 1) Latent demand
 - 2) Maintaining the brand profile
 - 3) Maintaining the price
 - 4) Selling off excess stock that would otherwise remain unsold

Ben Ross - Australia

Example Two : Amazon.com

- What is it?
- Amazon.com the worlds most comprehensive database of consumer preferences.
 Amazon can monitor how many people visit certain sites, for how long, who they are, what banners they click on etc.
- Database of consumers preferred purchasing patterns
- Reverse buyer preference data.

Ben Ross - Australia

The economic fundamentals making e-commerce special

- Perfect medium for selling information as a good.
- What are information goods?
 - Q : Why are information goods different and revolutionary?
 - A : Because the economic cost structure of information goods is different.
- IT is costly to produce, but cheap to re-produce.
- In economists terms — IT has *high fixed costs, and low marginal costs (since the variable costs are negligible).*

Ben Ross - Australia

My main contentions

- E-commerce is growing rapidly
- There are special inherent economic characteristics of e-commerce.
- These characteristics can facilitate **fundamental growth** in productivity, efficiency, liberalisation and globalisation.
- The Asia-Pacific region is in a **good position** to take advantage of this potential growth, either as **leaders** of growth and innovation (eg. USA) or as a nation in **catch-up growth** using the principles of technology transfer.
- We must learn about the new economic paradigm of e-commerce from the fundamental economic changes it is causing and increased supply of information goods.
- The examples of Priceline.com and Amazon.com (which represent the tip of the iceberg in relation to what e-commerce can achieve) are valuable indicators of the shape of the 'new economy'.

Ben Azis - August 1998

Co-operation and Competition : Where is the balance in an era of trade and investment liberalisation.

Ben Ross
Lecturer in Economics
Monash University
Australia
Ben.Ross@buseco.monash.edu.au

Overview

- In part one of this presentation I will illustrate why we need competition and co-operation and in part two, I will outline how we can achieve this
 - Defining the topic
- Competition – the opposite of co-operation, protecting your economy and not participating in efforts to integrate the economies and forge relations via multilateral co-operation and tariff liberalisation.
- Co-operation – national promotion of interlinkages and multilateral agreements to liberalise trade between nations, trying to maintain national sovereignty and independence, insulating your economy from the rain and wind of the global economy.

Ben Ross - Australia

Part One : Why we need co-operation

- Co-operation facilitates more competition, which is beneficial – thus foster both.
 - Why .
- Co-operation leads to lower prices and a better variety of products for the consumer and spurs innovation for the manufacturer.
- There should be no balance made between co-operation and competition, instead we should foster BOTH, since co-operation bring us more competition which is a good thing.

Ben Ross - Australia

Three reasons why co-operation is more important than competition.

- 1) Remove economic distortions
- 2) To stop races to the bottom resulting from unbridled competition.
Example: Taxation holidays and investment incentive programs
- 3) To promote economic growth and political harmony. A good illustration of this is in Thomas Friedman's book titled 'The Lexus and the Olive Tree'. Countries with high economic stakes to lose will not go to war with each other. Through economic interdependence we will achieve increased international political harmony.

Sen Ross - Australia

Where should the balance lie?

- The balance between competition and co-operation between nations should be drawn with more co-operation than competition.
- What type of co-operation am I talking about?
 We need co-operation in the form of multilateral agreements to set minimum standards. We must establish a framework to promote these forces (of competition) in a controlled manner.

Sen Ross - Australia

Part Two : The problem is 'policy competition'.

- Can we adopt economic policies which, whilst good for our own economy, are detrimental to other economies? i.e. Can our policies be in competition with other economies?
- In this age of globalisation, we can't be solely concerned with our own economy because of the increased interlinkages between our economies.

Today's economies are highly interlinked primarily due to:

- Advances in technology.
- Political encouragement

Sen Ross - Australia

It's a small (interlinked) world

- Trade liberalisation has increased the ease of conducting private international commercial transactions
- Each of these transactions force our economies and governments to co-operate and they create interlinkages binding our nations and regions together
- We can appreciate that there are substantial benefits and substantial detriments associated with interdependence and interlinkages.
- But the question is, how much are we able to (or should we be able to) protect our economies from the detriments associated with interdependence, whilst still attempting to gain all of the benefits, ie. Can we have our cake and eat it too

Ben Ross - Australia

The power of the nation state

- Nation states, alone, can't completely control their own economies anymore
- As the world becomes more integrated, the nation state loses its independence and sovereignty
- It is the responsibility of APEC and other Subnational organisations to make multilateral agreements to facilitate co-operation

Ben Ross - Australia

My main contentions - Part One

- Part One illustrated why we need co-operation

Particularly because it can:

- 1) Remove economic distortions arising from protection
- 2) Stop races to the bottom from unbridled competition
- 3) Promote economic growth and political harmony

- On this basis I concluded that the balance between competition and co-operation between nations should be drawn with more co-operation than competition

Ben Ross - Australia

My main contentions - Part Two

- Part Two looked at how we can achieve this co-operation.
- In this age of globalisation, we can't be solely concerned with our own economy because of the increased interlinkages between our economies. Trade liberalisation and economic commerce has encouraged tight interlinkages between our economies
- Nation states, alone, can't completely control their own economies anymore. It is now the responsibility of APEC and other Supranational organisations to make multilateral agreements to facilitate co-operation.
- Through co-operation on a supranational level we can ensure that we are getting the benefits from competition and market forces, without suffering the detriments.

Ben Ross - Australia

APEC Youth Networking
Bangkok, Thailand

**Electronic Commerce:
Leading to a New Era of Trade and Investment Liberalization**

Zhang Dasheng: *Shanghai*
Manuscript date: 30 May, 2000

Disclaimer: This is a simplified paper and represents research in progress. This paper represents an individual's opinion, and is not meant to represent the position or opinions of Shanghai Institute of Human Resources Development, nor the official position of China. Any errors are the fault of the author.

Electronic Commerce : Leading to a New Era of Trade and Investment Liberalization

Unprecedented social changes and technological innovations are sweeping us into the 21st century. As never before, enterprises are seeking innovative strategies for transforming themselves into effective enterprises with greater economic success in the current trend of globalization, in which:

Trade and investment liberalization is the primary momentum

Free trade and protections of trade have been paralleling from the first days of their existence. After the Second World War, the world was divided into two camps. There had been a long time when they rarely get in touch with each other because of the cold war. During this process, however, there had developed a tendency between those more powerful countries to adopt a freer tariff policy. Since 1980's most of the countries in the world began to transform into a market-oriented economic system and open-up policy was put on stage. Market has been playing a more and more important role in international economy, leading to a closer global cooperation and exchange. This was further reinforced after the founding of WTO (previously, GATT), according to the rule of which, non-tariff policies will by and by be replaced by tariff policies and tariff level will be gradually lowered. By 1997, the average tariff level of developed countries has been reduced to 3.8% while developing countries 12.5%. Trade and investment liberalization has become a trend leading us into a new era.

No member economy should enjoy the advantages of a free and fair trade while keeping a protective trade policy. But it is fully justified to adopt a pace that suits the economy concerned best.

Technological change to improve speed and capacity has boosted e-commerce over the last few years and will do so in an even more tremendous way in the years to come. The biggest boost will not come from snazzier websites or snappier marketing, but from the proliferation of broadband Internet connections to the home as more and more people acquire cable modems or DSL lines, both of which are much faster than the dial-up modems in use today. Besides quicker access to the web, two other huge changes loom that are likely to boost e-commerce. One is that mobile telephones and a host of other electronic devices are now being hooked up to the web, ousting the personal computer from its monopoly position in providing Internet access. The second is the linking of websites to call centers, so that customers can ask for direct personal advice as they surf, the telephone operator may even be able to take control of the browser to help guide a customer. All these are conducive to the fact that:

Electronic Commerce acts as a catalyst for improving business in the trade and investment liberalization era .

I. In simple words, what is E-Commerce?

By E-Commerce we mean that the whole process of trading is conducted electronically blessed with low cost, wide range of client, free from the limitation of time and space and direct interaction between suppliers and users. It is the way of

doing business that has been partly realized and will eventually fully realized around the world.

Network technology will greatly speed up and reduce the complication and of corporate negotiation. By then, all the documentation will come into being automatically by special software. And all kinds of information needed to be transmitted between suppliers, distributors and retailers are realized over the internet. Market information is accessible to each and every enterprise as long as it is connected.

II. Different Types of E-Commerce

	Business	Consumer
Business	B2B GM/Ford DEI networks	B2C Amazon Dell
consumer	C2B Priceline Accompany	C2C Ebay QXL

Source: *The Economist*

III. New elements that are brought about by E-Commerce:

What changes have taken place for enterprises since the prosperity of E-Commerce?

- * **New trading model:**
Any believer in Adam Smith's ideas must welcome this kaleidoscope of different trading models. In some ways, the notion of fixed prices is itself relatively recent. Until 200 years ago, most trading took place in open marketplaces or bazaars, in which prices moved continuously and it was easy to check up on competitors. Now the Internet seems to be creating the possibility of a permanent world-wide bazaar in which no prices are ever fixed for long, all information is instantly available, and buyers and sellers spend their lives haggling to try to get the best deals.
- * **New operating model that enterprises will have to take as a response to new trading model**
- * **A different role for intermediate agencies**
The early apostles thought the web was a good thing because it would disintermediate in these ways, bringing savings to both manufacturers and consumers at the expense of those in-between. Yet what is emerging as often is that the Internet is changing the role and function of intermediaries, not eliminating them. "Navigators", so to speak, will spring up to represent customers seeking to get the best out of the web. They are supposed to look after individuals' concerns over privacy or payment security. They threaten the cosy world of the traditional intermediaries in commerce, many of whom have for years lived off mark-ups while adding little value.
- * **The real revolution in e-commerce may lie in something not immediately obvious.** What is truly new about the Internet is its ability to generate different pricing mechanisms, and in particular to allow price and product comparisons to

be made and various kinds of auctions and exchanges to take place.

What can we expect from it, you and me?

- ✱ The way we, as individuals, are informed.
- ✱ We are fully justified in expecting a more individualized service, provided that we fully understand the significance of e-commerce..
- ✱ This is an era that requires a higher level of morality, credibility, and mutual trust between people.

Then how about our social life at large?

- ✱ More possibilities will come up in every dimension than you could ever imagine
- ✱ E-Commerce calls for a systematic change of the society.
Join an electronic community: a new way of being: Internet provides a perfect medium for aggregating buyers and sellers from all around the world. If you are a stamp collector, in the physical world you would have to spend a lot of time and effort to draw together all your fellow enthusiasts; online you can do it effortlessly.
- ✱ Internet is changing the flow and distribution of wealth. And the determining factor is electronic commerce. Take for instance, by the end of July, 1999, the types of goods that were being sold at www.8848.net, a Chinese E-Commerce website, had reached the amount of 140,000, with a registration of nearly 120,000 people. The most impressive of all is its sales income for November, 1999 that totaled 12,500,000RMB. No businessman will read this without any particular thinking in his mind.

IV. Now play the devil's advocate.

The popularity of Internet auctions and other buying techniques such as aggregation owes a lot to their novelty effect: they are not so much a new marketplace as a new form of entertainment, the appeal of which could easily wear off. Auctions are better suited to some items than to others. Fixed prices did not develop by chance; for many products they suit both buyers and sellers. A shopper anxious to get through the weekly grocery list will have little appetite for bargaining over every item.

What works well in e-commerce is not predetermined for ever. Technological change is increasing the possibilities all the time. Development of more secure payment systems could help. Consumers are often advised against giving their credit-card numbers freely over the Internet, and this remains one of the most-cited reasons for not buying things online.
Taxation issues are to be addressed.

VI. China's perspective on E-Commerce and its influence.

As the China's entry into WTO is drawing near, China is now having an international outlook of economy. Opened market economy is a destined approach of China's development which allows China to be an integral part of the world. We are deeply convinced that the best way to participation is observe and formulate the rules of it. Therefore, China will play an active role in the development of E-Commerce despite that fact that we still have a long way to go.

Electronic Commerce
Its Influence on the Issue of Trade
and Investment Liberalization

Arceerat Suwanadat
Bureau of Regional Trade and Economics Cooperation
Department of Business Economics
Ministry of Commerce, Thailand

Presentation Outline

1. Definition of E-Commerce
2. Digital Divide
3. E-Commerce issue in WTO
4. E-Commerce activities in APEC
5. E-ASEAN

2

Electronic Commerce

“Any form of business transaction in which the parties interact electronically rather than by physical exchange or personal contacts”

3

3 types of activities

1. Products advertised, ordered and paid for electronically but delivered physically.
2. Products advertised, ordered, paid for and delivered electronically.
3. Provision of infrastructure to make the above possible.

“Digital Divide”

- The digital divide is creating economic disparities among developed and developing countries.
- How to help developing countries enjoy the benefits of E-Commerce?

WTO

- (Key members) To continue the current practice of not imposing customs duties on electronic transmissions.
- (U.S.) Developed countries to help developing countries develop their ability to use the Internet through capacity-building programs.

WTO (continued)

- (EC) To enhance participation of developing countries in e-commerce, in particular by improving and facilitating access to telecommunication services by the users in these countries. To provide T.A. programs in a coordinated and transparent manner.

WTO (continued)

- (Japan) To ensure developed countries extend cooperation toward the smooth participation of developing countries in e-commerce related markets through, for example, the provision of relevant information.

WTO (continued)

- (Australia) To recognize the need for technical assistance so that developing countries are fully able to take advantage of the benefits of e-commerce, in training, establishing of networks, infrastructure development and development of business structures adapted to the digital environment .

APEC

- APEC Blueprint for Action on E-Commerce.
- The U.S. and Thailand are the co-chairs of the APEC E-Commerce Steering Group.
- Paperless Trading: adoption of region-wide paperless trading by the year 2005 for developed economies and 2010 for developing economies.

APEC (continued)

- E-Commerce readiness assessment: encourage economies to take advantage of the self assessment tool.
- Measurement of E-Commerce: to develop effective data and indicators of e-commerce uptake in APEC economies.

APEC (continued)

- Encourage economies to consider the UNCITRAL model law in developing their regulatory frameworks.
- To initiate work on consumer protection.
- To develop an APEC-wide plan to support use of e-commerce by SMEs.

ASEAN

- The e-ASEAN Initiative was endorsed at the AEM Meeting in September 1999.e
- The e-ASEAN Task Force has been established to provide recommendations on an e-ASEAN agreement that will create a virtual common ASEAN market for IT goods, services and investments.

13

ASEAN (continued)

The task force recommendations also include:

- Development of physical infrastructure - ASEAN Backbone and ASEAN Internet Exchange- by 2001.
- Common regional standards/Alignment of legal and regulatory requirements.

14

- Promoting E-society (knowledge-based society)
- E-government: to have a central agency play the role of a host in providing various public sector services.
- E-commerce pilot projects e.g. Teachers On-line, ASEAN School Net, Regional Trader Net, and ASEAN Mall Net.

15

CONCLUSION

- E-Commerce expands business opportunities, reduces costs, increases efficiency and facilitates the greater participation of small business in global commerce.
- The importance of cooperation to tackle concerns on digital divide, esp. in the areas of infrastructure development and HRD.

16

附件三：全體與會青年對學者及教育官員演講之考評

Part B Assess the Results
(For Participating Youths and Coordinators)

Name: Meriel Manayog
Agency/Economy: Philippines
Signature: Manayog

(a) How have you or your economy benefited from the project?

↳ (the introduction) of e-commerce industry in my country)

↳ the talk of Dr. CHEN-CHING LI about value system and his sharing how his country became one of the four little tigers — emphasizing on international education - "THINK GLOBALLY - ACT LOCALLY"

(b) What new skills, knowledge, or value have you gained?

↳ got to the basics of traditional value system in setting up one's economy

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

↳ graduate studies abroad so I can help my country someday, somehow as what Dr. Chen-Ching Li

(d) What needs to be done next? How should the project be built upon?

↳ make a website/webpage of the APEC youth in Philippines set-up for future com. use — connecting to our fellow delegates from different economies so this networking won't stop from here but will it start.

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

(f) Please use the same scale to rate the project on the following aspects:

- administrative arrangement

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u> / </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- essence

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u> / </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- activities

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u> / </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- overall basis

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u> / </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

(g) What is your assessment of the overall effectiveness of the project?

~~It is a great project and it is very important to have it in the country~~

It is great especially the food country THAILAND - surely
 we'll come back here

(h) Was the project content: (Check one)

Just Right Too Detailed Not Detailed Enough

(i) Which is the most valuable session?

"Empowering our youth to brave the era of trade and investment liberalization" - by DR. CHEN-CHING LI,

(j) Who is the best speaker in your view?

DR. CHEN-CHING LI from Taiwan Taipei

(k) Please provide any additional comments. How to improve the project, if any?

none

Part B Assess the Results
(For Participating Youths and Coordinators)

Name: GLARQUEN ISCUBETA
Agency/Economy: PHILIPPINES
Signature: *[Signature]*

(a) How have you or your economy benefited from the project?

I have learned many things about APEC and the different cultures of the APEC economies. The formation of bonds and friendships with other people will help me to broaden my perspective and the way I see the world and ~~the~~ my own economy. I also learned much about IT and E-commerce which will help me in my field of study.

(b) What new skills, knowledge, or value have you gained?

I have learned to communicate well with other people who are not from my economy. I have learned that differences ~~do not~~ ^{have} a negative implication but can enrich interaction between people.

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

I plan to include the topics discussed and to share what I have learned and experienced to a conference being organized by my school.

(d) What needs to be done next? How should the project be built upon?

We need to have a follow-up to the conference so that the ties really formed will be strengthened and you can see how this conference has changed the participants and their outlook towards the world and APEC.

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

(f) Please use the same scale to rate the project on the following aspects:

- administrative arrangement

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u>✓</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- essence

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u>✓</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- activities

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u> </u>	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>

- overall basis

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u>✓</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

(g) What is your assessment of the overall effectiveness of the project?

The project has been very effective in disseminating information about APEC. However, we had very little time — ^{the} rest conferences should be longer and there should be more time given for open forum. The project has also been very effective in making the learn about their culture and about the cultures of other member economies. Most of all, the project was most effective in forming friendships between members of different economies and fostering camaraderie/cooperation among the participants.

(h) Was the project content: (Check one)

Just Right Too Detailed _____ Not Detailed Enough _____

(i) Which is the most valuable session?

The most valuable session is the OPEN FORUM.

(j) Who is the best speaker in your view?

The best speaker in my view is Dr. Chen-Ching Yi because his lectures are straight to the point and are applicable to real life & can be easily applied by students. Also, he answers the questions DIRECTLY and COMPLETELY.

(k) Please provide any additional comments. How to improve the project, if any?

1. You should have ANOTHER ONE — a follow up conference.
2. More time should be provided — 2 weeks is not enough.
3. Longer home stay
4. More open forum sessions.
5. More mixed group interactions
6. Speakers should consider the audience — louder voices & more interactive lectures.
7. Inform participants about requirements earlier so they will have more preparation.
8. More free time in between lectures to interact.
9. more inter-cultural sharing in the mixed group.
10. To start making the youth statement early into the conference.

Part B Assess the Results
(For Participating Youths and Coordinators)

Name: LINDA SUTARNO
Agency/Economy: INDONESIA
Signature: [Signature]

(a) How have you or your economy benefited from the project?

We can share other economy's experiences on how benefiting APEC is, APEC's Youth program, SME's program and E-Commerce

(b) What new skills, knowledge, or value have you gained?

I found out that all Asian ~~are~~ mostly have some values in socializing.

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

^{Specifically in [unclear]}
I am going to tell youth in Indonesia about APEC, since many of them do not ~~yet~~ know APEC very well

(d) What needs to be done next? How should the project be built upon?

- share it through organization, youth organization, school etc
- Inform APEC - WEB

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

(f) Please use the same scale to rate the project on the following aspects:

- **administrative arrangement**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	<u> X </u>	_____	_____	_____

- **essence**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	<u> X </u>	_____	_____

- **activities**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	<u> X </u>	_____	_____	_____

- **overall basis**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	<u> X </u>	_____	_____	_____

(g) What is your assessment of the overall effectiveness of the project? Consider Good.

(h) Was the project content: (Check one)

Just Right Too Detailed _____ Not Detailed Enough _____

(i) Which is the most valuable session?

E-C and Era Trade and Liberalization

(j) Who is the best speaker in your view?

Dr Chen-Ching Li

(k) Please provide any additional comments. How to improve the project, if any?

- In the next project, we should have more open discussion on certain topic, and make it ~~in~~ a group's discussion to acquire more knowledge

a.

Part B Assess the Results

(For Participating Youths and Coordinators)

Name: Benny Turgal HS
Agency/Economy: Indonesia
Signature: [Signature]

(a) How have you or your economy benefited from the project?

We get some information about the financial of APEC economy member, and benefit program for SME's for competition in business.

(b) What new skills, knowledge, or value have you gained?

I found out that all Asia Pacific mostly have same values in economic development.

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

I am going to socializing role of APEC in my school build a Business Planning.

(d) What needs to be done next? How should the project be built upon?

- Make APEC Research & Study between my school.

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

(f) Please use the same scale to rate the project on the following aspects:

- administrative arrangement

[5]	(4)	[3]	[2]	[1]
(Good)				(poor)
_____	_____	_____	_____	_____

- essence

(5)	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	_____	_____	_____

- activities

[5]	[4]	(3)	[2]	[1]
(Good)				(poor)
_____	_____	_____	_____	_____

- overall basis

[5]	[4]	(3)	[2]	[1]
(Good)				(poor)
_____	_____	_____	_____	_____

(g) What is your assessment of the overall effectiveness of the project? *Good*

(h) Was the project content: (Check one)

Just Right ✓ Too Detailed Not Detailed Enough

(i) Which is the most valuable session?

E-commerce for SMEs

(j) Who is the best speaker in your view?

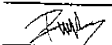
Dr. Chen - Ching G.

(k) Please provide any additional comments. How to improve the project, if any?

- In the next project - simulation and presentation in group do not too much
- make a diagram, but multiple choice
- orientation to manufacture or discussing
The program will make a paper

Part B Assess the Results

(For Participating Youths and Coordinators)

Name: Renitha Devina
Agency/Economy: INDONESIA
Signature: 

(a) How have you or your economy benefited from the project?

we can take many benefits from the project such as get more information about APEC, knowing more about each other among the economies, SME's program and E-commerce

(b) What new skills, knowledge, or value have you gained?

I have gained a knowledge about APEC is SMEs, E-commerce, etc. and found out that all asian mostly have same values.

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

I will give all of information that I've got to all youth in Indonesia about APEC, since many of them do not know APEC very well.

(d) What needs to be done next? How should the project be built upon?

- share it through organization, youth organization, school etc
- inform APEC's web.

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

(f) Please use the same scale to rate the project on the following aspects:

- **administrative arrangement**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	X	_____	_____	_____

- **essence**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	X	_____	_____

- **activities**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	X	_____	_____	_____

- **overall basis**

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	X	_____	_____

(g) What is your assessment of the overall effectiveness of the project? *good enough*

(h) Was the project content: (Check one)

Just Right X Too Detailed _____ Not Detailed Enough _____

(i) Which is the most valuable session?

E-commerce

(j) Who is the best speaker in your view?

Dr. Chen - Ching li

(k) Please provide any additional comments. How to improve the project, if any?

In the next project, we should have more open discussion on certain topic, and make it in a group's discussion to exercise more knowledge

Part B Assess the Results

(For Participating Youths and Coordinators)

Name:

STRASILB AUSTRIA

Agency/Economy:

THAILAND

Signature:

STRASILB AUSTRIA

(a) How have you or your economy benefited from the project?

- Exchange culture

- Study more about Economic Strategies & Techno

(b) What new skills, knowledge, or value have you gained?

- can speak more language & life

- More acknowledgement about APEC, economy

- Make some new foreign friend.

- Get more experience

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

Thailand will be encouraged to be ready for

time

(d) What needs to be done next? How should the project be built upon?

I think we're gonna do webpage about

APEC

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

APEC website.

(f) Please use the same scale to rate the project on the following aspects:

- administrative arrangement				
[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	<u> </u> ✓	_____	_____
- essence				
[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	<u> </u> ✓	_____	_____
- activities				
[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u> </u> ✓	_____	_____	_____	_____
- overall basis				
[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	<u> </u> ✓	_____	_____

(g) What is your assessment of the overall effectiveness of the project?

Great! because I am really excited & interested in it.

(h) Was the project content: (Check one)

Just Right Too Detailed Not Detailed Enough

(i) Which is the most valuable session?

Cooperation & Competition

(j) Who is the best speaker in your view?

Dr. Chen-Ching Li & Eric

(k) Please provide any additional comments. How to improve the project, if any?

- If possible, I think the next project should be had some member from this project so the project will be more efficient

Part B Assess the Results
(For Participating Youths and Coordinators)

Name: Nattakorn Thongman
Agency/Economy: Thailand
Signature: Nattakorn Thongman

(a) How have you or your economy benefited from the project?

- Exchange acknowledgement from story about APEC.
- Exchange culture and traditional.
- I learned economy each countries from the project.

(b) What new skills, knowledge, or value have you gained?

I'll gained many experience such as story about APEC from this project and activities which bring acknowledgement from member of economy.

(c) What, if any, changes do you plan to pursue in your home economy as a result of the project?

I think I'd like to use network in connecting by start from my friend in this project and then to expand all of countries.

(d) What needs to be done next? How should the project be built upon?

I work in mass media. So that I can bring experience from the project to expand.

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

My plan by start working web-site of Thailand economies which cooperate by e-economies.

(f) Please use the same scale to rate the project on the following aspects:

- administrative arrangement

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____ /	_____	_____	_____

- essence

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____ /	_____	_____	_____	_____

- activities

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____ /	_____	_____	_____

- overall basis

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____ /	_____	_____	_____

(g) What is your assessment of the overall effectiveness of the project?

I think this project to successfully. Many countries have many idea to purpose when discussion. And when have activities I observe all of member of economy can reply any question.

(h) Was the project content: (Check one)

Just Right _____ Too Detailed _____ Not Detailed Enough

(i) Which is the most valuable session?

The most valuable session is the lecture on
'Youths' Role and Participation in APEC Development

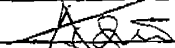
(j) Who is the best speaker in your view?

I think Chen-ching Li, Ph. D. is the best speaker
and In Thailand P. Thip. and H.E. Dr. Surin Pitsuwan.

(k) Please provide any additional comments. How to improve the project, if any?

I'd like to build web-site with the member Thailand's
economies and expand to out of countries.

Part B Assess the Results
(For Participating Youths and Coordinators)

Name: TSUI YING CHUN
Agency/Economy: HONG KONG
Signature: 

(a) How have you or your economy benefited from the project?

BY UNDERSTANDING THE ROLE OF APEC IN THE REGIONAL
ECONOMIC PROSPERITY AND BY MAKING CONNECTIONS WITH
FUTURE LEADERS OF OUR COMMUNITY.

(b) What new skills, knowledge, or value have you gained?

COMMUNICATION SKILLS, UNDERSTANDING IN ONE ANOTHER'S
CULTURE, TOLERANCE OF DIFFERENCES & APPRECIATION FOR
SIMILARITIES.

(c) What, if any, changes do you plan to pursue in your home economy
as a result of the project?

REINFORCE THE GOALS & OBJECTIVES OF APEC THROUGH
VOLUNTARY SERVICES.

(d) What needs to be done next? How should the project be built
upon?

UPON CONTINUAL PURSUANCE OF COMMON GOALS THROUGH
NETWORKING BUILDING & PERFORMANCE MEASURES.

(e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

NO PLAN AS YET.

(f) Please use the same scale to rate the project on the following aspects:

- administrative arrangement

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
<u>✓</u>	_____	_____	_____	_____

- essence

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	<u>✓</u>	_____	_____

- activities

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	_____	<u>✓</u>	_____	_____

- overall basis

[5]	[4]	[3]	[2]	[1]
(Good)				(poor)
_____	<u>✓</u>	_____	_____	_____

(g) What is your assessment of the overall effectiveness of the project?

EFFECTIVE IN TERMS OF GETTING YOUTHS ACROSS ECONOMIES CONNECTED. NEVERTHELESS, ISSUES ADDRESSED WERE OF RATHER HIGH & BROAD LEVEL FOR YOUTH TO RELATE TO DIRECTLY.

(h) Was the project content: (Check one)

Just Right Too Detailed _____ Not Detailed Enough _____

(i) Which is the most valuable session?

SIGNIFICANCE OF APEC.

(j) Who is the best speaker in your view?

DR. CHEN-CHING LI

(k) Please provide any additional comments. How to improve the project, if any?

ESTABLISH AN ALUMNI ASSOCIATION TO HELP
FORTHCOMING FORUM PARTICIPANTS TO GET THE
MOST & BEST OUT OF THE PROJECT.

APEC YOUTH NETWORKING : YOUTH PREPARATION FOR THE APEC SOCIETY IN THE NEXT MILLENNIUM
12 - 20 JULY 2000
BANGKOK, THAILAND

List of Participants

ECONOMY	NAME	ORGANIZATION	E-MAIL ADDRESS
Australia	1. Mr. Neil Mahoney (coordinator)	Dep. of Education, Transportation and Youth Affairs (DETYA)	neil.mahoney@detya.gov.au
	2. Mr. Benjamin Playle	The University of Western Australia	bplayle@tartarus.uwa.edu.au
	3. Ms. Kelly O'Dwyer	University of Melbourne	k.o.dwyer@ugrad.unimelb.edu.au
	4. Ms. Alicia Curtis	Swan Christian College	ail-rose@rocketmail.com
	5. Mr. Michael Zorbas	Property Council of Australia	nzorbas@nat.propertyoz.com.au
	6. Ms. Alithea Lambert	Sienna College	alithea_watergoddess@hotmail.com
	7. Mr. Aaron Wardle	Girrawan High School	acwardle@ihug.com.au
	8. Ms. Jillian Lynch	Australian Youth Hostels Association	jillian@yha.org.au
	9. Mr. Simon Olsen	National Council of YMCAs	sao@21century.com.au
	10. Ms. Jessica Reynolds	University of Canberra	jess_reynolds@hotmail.com
Brunei Darussalam	1. Mr. Abdullah bin Ismail (coordinator)	Ministry of Education	abi@brunet.bn
	2. Mr. Abu Hurairah bin Hj. Abu Hanafiah	Paduka Seri Begawan Sultan Science College	diaboyzcomp@brunet.bn
	3. Mr. Mohd Hadi Shafie bin Othman	University of Brunei Darussalam	m982138@ubd.edu.bn
	4. Mr. Mohd Zahreen bin Hj Md Sany	Institute Teknologi Brunei	leza@brunet.bn
	5. Mr. Chong Aik Kuan	Duli Pengiran Muda Al-Muhtadee Billah	marijeff@brunet.bn
	6. Ms. Siti Hafidzah binti Midoon	Duli Pengiran Muda Al-Muhtadee Billah	frost_209@hotmail.com
	7. Ms. Hajah Maria Elena Rahman	Maktab Sains Psbs	me_44@yahoo.com
	8. Mr. Haji Md Zulkhairi bin Zainal Abidin	Sultan Omar Ali Saifuddin College	ag@brunet.bn
	9. Mr. Tieng Woo Chuan	Sekolah Menengah Sayyidina Ali	tiengbm@ppl.brunet.bn
	10. Ms. Faizah binti Haji Md Jaafar	Sekolah Menengah Sayyidina Ali	dewmie@brunet.bn
Canada	1. Ms. Linda Dorman (coordinator)	World Vision Asia Pacific Regional Office	linda_dorman@wvi.org
	2. Mr. Steve Carriere	University of Ottawa	stephen_carriere@yahoo.com
	3. Ms. Jean Yves MacKinnon	University of Ottawa	jymackinnon@hotmail.com
	4. Ms. Nicole Tobin	University of Ottawa	nicole_tobin@hotmail.com
	5. Ms. Jocelyn Martin	Luther College	jocelynm80@hotmail.com
	6. Ms. Marie Laberge	McGill University	marie.laberge@usa.net
	7. Mr. Marc Beardsley	Lambert Holding Company, Inc.	mbeardsley@hotmail.com
	8. Ms. Diana Beck	Native Women's Youth Association	lbn@yellowknife.com
	9. Ms. Carey Robertson	Paul Martin Communications	crobertson_pmc@qlo.com
	10. Ms. Catherine Jollymore	International Environmental Management Inc.	cathjd@hotmail.com

ECONOMY	NAME	ORGANIZATION	E-MAIL ADDRESS
China	1. Mr. Li Yansong (coordinator) 2. Mr. Cao Zhe 3. Mr. Shang Bing-gang 4. Mr. Li Halbo 5. Mr. Lei Zhen 6. Ms. Gao Yang 7. Ms. Huang Xiaowei 8. Mr. Wang Le Yu 9. Mr. Huang Gang	Office of International Relations, Peking University China's Scholars Abroad Magazine University of Science & Technology Beijing Beijing University of Chemical Technology University of Science & Technology Beijing Beijing No. 14 Middle School High School attached to Tsinghua University Beijing Jing Bian School China Educational Instrument & Equipment	lys@pku.edu.cn caozhe22@yahoo.com shangbing@renren.com besthb@263.net lei306@263.net gaoyangyang@bjmail.net.cn yellowwww@chinaren.com jianw@public3.bta.net.cn hgwdq1876@sina.com
Hong Kong	1. Mr. Kwan Kai-tai, Alexander (coordinator) 2. Mr. Cheung Yang 3. Ms. Wong Hoi-yan 4. Mr. Fong Yun-ho 5. Ms. Leung Mee See 6. Mr. Lau Pak Kwan 7. Mr. Chan Chung Man 8. Ms. Tsui Ying Chun 9. Ms. Lam Ka-Kay 10. Mr. Li Chin Ho	HK SAR Government Pui Ching Middle School TWIGS Kap Yan Directors' College Diocesan Boy's School The Chinese University of Hong Kong The Chinese University of Hong Kong The Chinese University of Hong Kong HK Junior Chamber Radio Television HK (Radio 4) Lai King Catholic Secondary School	kkkwan@qlink.net.hk cheungyang@hotmail.com seawong@netteens.net fong333@hotmail.com mmleung7@hotmail.com laukenmy@yahoo.com alexchan@lee.org tsuiyyc@hk1.libn.com iamkathy@hotmail.com pallcall@hkclassic.com
Indonesia	1. Mr. Benny Tunggul Hasholhan (coordinator) 2. Mr. Afrandy Medansyah 3. Mr. Fikri Jahrie 4. Ms. Linda Berra Sitompul 5. Mr. Santoso 6. Mr. Juandaniyah 7. Ms. Devinica Renitha 8. Mr. Rino Kurnawan 9. Mr. Mansur Syah 10. Mr. Asep Yusuf Mar'mun 11. Mr. Jerry Thardi Januar	Kertanegara University Gurudarma University Management Consultant Financial Company Enterprise (SMEs) Jakarta State University Lampung University Lampung University Institute Association Bogor Agricultural Institute Pasundan University	bearzet@yahoo.com afrandy_m@yahoo.com Jahri@hotmail.com lberta5@hotmail.com jgutas_santosa@... juanda@hotmail.com c_nitha_a@hotmail.com / nitha_a@usa.net asep_deki@yahoo.com yeryy@eudorainail.com / yeryy@hotmail.com
Korea	1. Mr. Park Kye-tae (coordinator) 2. Mr. Koo Byung-ilim 3. Mr. Lee Jang-hoon 4. Ms. Lee Seon-jeong 5. Ms. Lee Sang-ryoung 6. Ms. Han Jo-eun 7. Mr. Lee Jeon-mok 8. Mr. Park Hyun-sung 9. Ms. Lee So-yeon 10. Mr. Yoo Seong-jong	Kyung-Gi Red Cross of Youth Dae-Won Foreign Language High School Kyungbuk Foreign Language High School Ma-San Girls' High School An-Yang University Chungju National University of Education Kyung-Sang University Sungshin Girls' Middle School Suwon Puk Middle School Chung-Buk Girls' High School	rcy5@netsgo.com kooliny@hotmail.com johnlee84@hotmail.net tongdance@hanmail.net smr-morning@hanmail.net llker614@hanmail.net tongdance@hanmail.net sonpak@hitel.net nahim@hitel.net Jong8220@yahoo.co.kr

ECONOMY	NAME	ORGANIZATION	E-MAIL ADDRESS
Malaysia	<ol style="list-style-type: none"> 1. Ms. Zakiah Mohamad (coordinator) 2. Ms. Wong Mei Ying 3. Ms. Nur Ayuni Hj Zainal Abidin 4. Mr. Yusaimie Amir Mohd. Salihi 5. Mr. Mohamad Mos 6. Ms. Nadia Suriati Bie Lias 	<p>Tuan Haji Abdul Roaf b. Hussin Sekolah Menengah Kebangsaan Sek. Man. Agama Persekutan Sekolah Dato' Abdul Razak</p>	<p>inbarn@usa.net wongysan@tm.net.my naza_83@yahoo.com yus_182@yahoo.com Mohdimos@hotmail.com pankerton_80@hotmail.com</p>
Papua New Guinea	<ol style="list-style-type: none"> 1. Mr. Aisoli B Topu (coordinator) 2. Mr. Jeffrey Kambu 3. Ms. Kebe Mada 4. Ms. Stacey Onea 5. Mr. Daniel Paraide 6. Ms. Kaylene Fore Avei 7. Mr. Henry Laua 8. Ms. Lucy Stephen 	<p>Department of Education, UNESCO Westpac Bank (PNG) Ltd University of Papua New Guinea University of Papua New Guinea PNG University of Technology Gordon Secondary School Gordon Secondary School Port Moresby Grammar School</p>	<p>mozmae@upng.ac.pg jkambu@yahoo.com kimada_2000@yahoo.com soep20@yahoo.com bmitro@hotmail.com</p>
Philippines	<ol style="list-style-type: none"> 1. Ms. Evangeline Viniuan (coordinator) 2. Mr. John Richard B. Sotelo 3. Ms. Elarqueen Escueta 4. Mr. Joel Tarongoy 5. Mr. Ryan Anthony B. Cullima 6. Ms. Mariel Manaysay 7. Mr. Gerick Templonuevo 8. Mr. Gregory Allan Co 9. Ms. Myreza Catherine Gonzales 	<p>Technical Education & Skills Development Authority (TESDA) De La Salle University University of Asia and the Pacific University of the Philippines-Diliman City Council, City Government St. Paul College of Quezon City Sanguniang Kabataan Provincial. Xavier School Makati High School</p>	<p>lucystephen@pomgrammar.ac.pg vangievy2k@yahoo.com chadekins@hotmail.com tquesueta@hotmail.com joel_t@malicity.com Abcryan10@yahoo.com mariel@the.net.ph gerickt@hotmail.com samyco@pacific.net.ph cathy5@eudoramail.com</p>
Singapore	<ol style="list-style-type: none"> 1. Mr. Tony Low (coordinator) 2. Mr. Ng Jun Peng 3. Ms. Wee Li-En 4. Mr. Lee Hui Sheng 5. Mr. Tan Keng Sing 6. Mr. Toh Wee Keong 7. Mr. Lee Chwee Beng 8. Mr. Choy Keng Loong 9. Ms. Ho Foon Yee 	<p>Ministry of Education Victoria Junior College Temasek Junior College Raffles Junior College National University of Singapore Nanyang Technological University Nanyang Technological University Mil-Com Aerospace The Association of SME</p>	<p>Tony_Low@moe.gov.sg gab1401@cyberway.com.sg li_blessec@pacific.net.sg titus@pacific.net.sg ben.tan@bigfoot.com tohkw@singnet.com.sg Lcheng@singnet.com.sg eugene.choy@milcomhq.com wssb_sg@yahoo.com</p>

COUNTRY	NAME	ORGANIZATION	E-MAIL ADDRESS
Chinese Taipei	1. Ms. Refnee Wu 2. Ms. Lin Chung-ping 3. Mr. Michael Wong 4. Mr. Chao Kuang-hung 5. Ms. Yan Shao-Ching 6. Mr. Yeh Eh-kang 7. Mr. Chang Yao-Chung 8. Ms. Chen Jung-Hsin 9. Ms. Huang Yu-Mei 10. Ms. Shu Pei-Lan 11. Ms. Jasmine Yang 12. Ms. Karleen Chiu (Coordinator)	Taipei First Girl's Senior Weigo Private High School Taipei Municipal Sung Shan Senior Taipei Municipal Chien Kuo Hi School Taipei Municipal Chung Shan Senior National Taiwan University National Chengchi University National Chengchi University Chinese Culture University Hess Language School National Youth Commission National Youth Commission	chen4078@ms23.hinet.net kki446@hotmail.com yf6888@ms22.hinet.net ckins54@hotmail.com mlke21@kimo.com.tw kyangeh@ms25.hinet.net joincy@shamail.com sandy3@ms7.hinet.net mayhuang@ms46.hinet.net pepei3@hotmail.com jny@nyc.gov.tw kchlu@nyc.gov.tw
Thailand	1. Ms. Pawinith Poomsrisaard 2. Ms. Kusumnan Mungmit 3. Ms. Thanapawn Sirastr 4. Ms. Na Saisuwan 5. Mr. Srasilp Austria 6. Ms. Pimainh Kaewmongkol 7. Ms. Sirin Jangratsasapitoo 8. Mr. Wisanu Songseang 9. Mr. Warayut Kitjudparn 10. Ms. Wannaporn Poovarawan 11. Ms. Suchada Sukhaturnga 12. Mr. Kunakorn Wanitwiroon 13. Ms. Nattakarn Torngwan 14. Mr. Pirin Sukkiet 15. Ms. Parusaya Hoysang 16. Mr. Chakpong Poophapruck 17. Ms. Suwarat Sachamark 18. Ms. Munira Khan 19. Ms. Phannarat Kitraabin 20. Mr. Sitiporn Rittisorakrai (Coordinator)	Watana Wittayalai School Khamasiri Memorial School Hat Yai Wittayalai School Suan Kulard School (Nonthaburi) Suan Kulard School (Nonthaburi) Sai Panya School Sai Namphieng School Employer's Confederation of Thailand ABAAC Poll Anderson Consulting Co., Ltd. T.V. 5 P. Waith Printing Co., Ltd. Lemongrass Productions Co. Chulalongkorn University Chiang Mai University Siam University Bangkok University Kasem Bundit University Thammasat University Ministry of University Affairs	facewinpalm@yahoo.com psery@hotmail.com thanap@mail.online.no psau@hotmail.com kom_puk@h-kool.com claire_redfield_16@yahoo.com ecot@bkk.loxinfo.co.th awara001@hotmail.com wannaporn.poovarawan@ac.com diatv5@hotmail.com tonvanich@hotmail.com wavelok@chaiyo.com priams@hotmail.com parus330@malicity.com yoesihana@tdn.co.th joie_s@hotmail.com nira_riracate@hotmail.com aoomy111@hotmail.com sitiporn@mua.go.th
*ATPACY	1. Mr. Kom Kunyosying 2. Ms. Purwana Pradiprasena 3. Mr. Theera Laoteepitaks 4. Mr. Arch Jamjun 5. Ms. Marisa Chai 6. Ms. Nisita Wanakule	West Virginia University Massachusetts Institute of Technology University of Miami University of Illinois Vivian Webb School Palm Harbor University High School	kkunyosy@pe.wvu.edu purwana@mit.edu dannykidd@aol.com ARCHY79@aol.com FOOL2B@aol.com nisita@pampabay.rr.com
	*Association of Thai Professionals in America and Canada Youth		

ECONOMY	NAME	ORGANIZATION	E-MAIL ADDRESS
USA	<ol style="list-style-type: none"> 1. Dr. Tung Bui (Coordinator) 2. Mr. James P. Tomecsek 3. Ms. Thongpaseuth Chanthakoumane 4. Ms. Heather Courtney Leis 5. Ms. Anna Lee Charlebois 6. Mr. Brandon Velivis 7. Mr. Kevin A. Woolf 8. Mr. Tuan Bui 9. Ms. Maureen Kang 10. Mr. Thomas Walkei 	<p>University of Hawaii Lock Haven University Pennsylvania State University Tippecanoe High School Monticello High School Allen William High School Oglethorpe University Santa Clara High School San Francisco State University Washington State University</p>	<p>tbui@cba.hawaii.edu jpteagle@hotmail.com Txc167@psu.edu Hesterperelope@aol.com Anniebhananie9@hotmail.com Btv321@aol.com Kevinwoolf@hotmail.com tuanbui@hotmail.com brightstone3@yahoo.com twaiker@wsunix.wsu.edu</p>

2000 APEC Youth Networking: Youth Preparation for the APEC
Society in the Next Millennium, Bangkok, Thailand

參加黃代表顯榮與李處長振清晚宴之泰國學人

July 19, 2000

校長五人

Dr. Jean-Louis Armand
President
Asian Institute of Technology

Dr. Sumontha Promboon
President
Skharinwirot University

Dr. Boonserm Weesakul
President
Dhurakijpundit UNIVERSITY

Dr. Viphandh Roengpithya
President
Asian University of Science and Technology

Dr. Hsien-ming Chou (周校長憲明博士)
Principle
Thai-Chinese International School

副校長五人

Dr. Chirapan Boonyakiat
Vice Rector for International Affairs
Thammasat University (法政大學)

Dr. Dusanee Thanaboripat
Vice-President for International Affairs
King Mongkut's University of Technology, Ladkrabang

Dr. Surin Laosooksathit
Vice-President for International Affairs

King Mongkut's University of Technology, North Bangkok
Dr. Smith Kampermpoon
Vice-President for Research
Siam University

院長四人

Mr. Kamol Kitsaward
Registrar
Assumption University

Ms. Boonyarat Suwanchinda
Director
International Relations Division
Mahidol University

Dr. Rengson Mualchonham
Director
International Programs
Siam University

Dr. Somchai Dechapromphun
Dean
Faculty of Humanities and Social Sciences
Burapha University

教授代表六人

Dr. Prapin Manomaiviboo
Chair
Department of Chinese

Nuttapong Phanachet
Assistant to Director
Chinese Studies Center
Chulalongkorn University (朱拉隆功大學)

Dr. Pairoj Vongvipanond
Professor
Faculty of Economics
Chulalongkorn University (朱拉隆功大學)

Dr. Peansiri Vongvipanond

Professor of Linguistics
Chulalongkorn University (朱拉隆功大學)

Mr. Michael Lee(李耀武顧問)
Advisor
Siam University

Dr. Lin Der-Guei(林德貴教授)
School of Civil Engineering
Asian Institute of Technology

留學生代表一人

Mr. Larry Lin (林伯炯會長)
Association of Taiwan's Student
ASIAN INSTITUTE OF TECHNOLOGY
Chulalongkorn University (朱拉隆功大學)



MUA 0206/ ๒๒๗

Ministry of University Affairs
328 Si Ayutthaya Road
Bangkok 10400, Thailand
Tel. 662 664 5913
Fax 662 246 4030

June ๒๓, 2000

Dr. Chen-ching Li
Director General
Bureau of International Cultural and
Educational Relations
Ministry of Education
13F, No. 5 Hsu-chou Road
Taipei 100, Chinese Taipei

Dear Dr. Li,

Subject : Invitation to be a guest speaker for the APEC Youth Networking in Thailand

The Ministry of University Affairs (MUA) is planning to organize 'APEC Youth Networking : Youth Preparation for the APEC Society in the Next Millennium' from 12 to 20 July 2000 at Rama Gardens Hotel and Louis Tavern Hotel. The project aims to increase understanding of youth about APEC, its contribution to the regional economic development and prepare them to meet the challenges of free trade and investment liberalization.

Around 150 youths from high schools, universities and enterprises from APEC member economies will participate in the project. They will have an opportunity to learn more about APEC and discuss strategies and initiatives that will allow them to make contribution to APEC community and build a sound basis for APEC youth's future cooperation. It is expected that upon project completion participating youths' awareness of their contribution to the regional prosperity and stability will emerge.

To fulfil the objectives of the project, I wish to extend an invitation to you as our guest speaker on "Directions and Capabilities Needed for Future Youths in the Era of Trade and Investment Liberalization" on 17 July 2000 and "Cooperation and Competition : Where is Balance in the Era of Trade and Investment Liberalization?" on 19 July 2000. Enclosed please find the tentative program and project proposal for your information.

Your honorarium, international airfare as well as board and lodging will be supported by APEC. Please confirm your participation by completing the speaker's profile form and returning it to the MUA at fax number (662) 2464030 by **June 20, 2000**.

We would also be grateful if any papers for the presentation are sent to us for reproduction before hand. Any further queries can be made at the e-mail address : intcoop2@mua.go.th.

Your kind acceptance to our invitation will be highly appreciated.

Yours sincerely,

(Jit Vanichat Saichana)
Permanent Secretary

PROGRAM

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

12 - 20 July 2000

Rama Gardens Hotel and Louis Tavern Hotel

Bangkok, THAILAND

Wednesday 12

08.00 - 17.00 hrs. Check in at Rama Gardens Hotel and registration
17.00 - 18.30 hrs. Orientation including the introduction of simulation, exhibition and
group work (youth statement and work plan for future cooperation)
18.30 - 20.00 hrs. Dinner
20.00 - 21.30 hrs. Ice-breaking activities

Thursday 13

08.30 - 09.00 hrs. Registration
09.00 - 09.40 hrs. Opening remarks and keynote address on "APEC's Youth of
the New Millennium"
by : Minister of University Affairs, H.E. Mr. Prachuab Chaiyasan
09.40 - 10.00 hrs. Refreshments
10.00 - 11.00 hrs. Lecture on "APEC History and Development"
*by : Director (Program), APEC Secretariat,
Mr. Chirachai Punkrasin.*
11.00 - 12.30 hrs. Discussion on "APEC : Its Significance and Effects to Global
Society, Politics and Economics"
*by : • International Relations Officer, International Relations,
International Affairs Branch, Human Resources
Development, Canada. Ms. Tracey Fyfe
• Director of Human Resource Planning Division, National
Economic and Social Development Board (NESDB),
Mr. Chirapun Gullaprawit
• Representative from the Embassy of Japan
Moderator : President of Korea Institute for Youth
Development, Korea, Prof. Choi Chung-Ok*
12.30 - 13.30 hrs. Lunch
13.30 - 15.10 hrs. Cross-Culture Simulation Exercise
15.10 - 15.30 hrs. Refreshments
15.30 - 17.00 hrs. Presentation of simulation outcomes
17.00 - 18.00 hrs. Free
18.00 - 21.00 hrs. Dinner hosted by Permanent Secretary for University Affairs.
Dr. Vanchai Sirichana
21.30 - 22.00 hrs. Meeting of coordinators

Friday 14

08.30 - 10.00 hrs. Lecture on "Project Implementation on Youth within APEC
Framework : Experience of Member Economies"
*by : • Director of International Cooperation Division, Ministry
of University Affairs (MUA), Ms. Pornpip Kanjananiyot*

- *International Cooperation Officer, International Relations, International Affairs Branch, Human Resources Development, Canada, Ms. Tracey Fyfe*
 - *President of Korea Institute for Youth Development, Prof. Choi Chung-Ok*
- Moderator : Director of Human Resource Planning Division, National Economic and Social Development Board (NESDB), Mr. Chirapun Gullaprawit*

10.00 - 10.15 hrs. Refreshments
 10.15 - 12.00 hrs. Preparation for exhibition
 12.00 - 13.00 hrs. Lunch
 13.00 - 15.00 hrs. Exhibition display
 15.00 - 16.00 hrs. Leave for the meeting place
 16.00 - 18.00 hrs. Meet with Thai families and leave for home stay
 18.30 - 20.00 hrs. Dinner provided for coordinators and staff
 20.00 - 20.30 hrs. Meeting of coordinators

Saturday 15 Home stay

Sunday 16

15.00 hrs. Return to the meeting place
 16.00 hrs. Leave for Rama Gardens Hotel
 17.30 hrs. Check in
 17.30 - 18.30 hrs. Free
 18.30 - 20.00 hrs. Dinner
 20.00 - 21.30 hrs. Presentation of home stay experience
 21.30 - 22.00 hrs. Meeting of coordinators

Monday 17

09.00 - 09.40 hrs. Lecture on "Youths' Role and Participation in APEC Development"
 by : *Minister of Foreign Affairs, H.E. Dr. Surin Pitsuwan*

09.40 - 10.00 hrs. Refreshments

10.00 - 12.00 hrs. Discussion on "Directions and Capabilities Needed for Future Youths in the Era of Trade and Investment Liberalization"
 by : • *Director of Thai APEC Study Center, Dr. Medhi Krongkaew*
 • *Professor of Global Business, Matson Navigation Co., College of Business, University of Hawaii, USA, Prof. Dr. Tung Bui*
 • *Director General, Bureau of International Cultural and Educational Relations, Ministry of Education, Chinese Taipei, Dr. Chen-ching Li*
Moderator : Counsellor, International Economic Affairs Division, Department of Economic Affairs, Ministry of Foreign Affairs, Mr. Chutintorn Gongsakdi

12.00 - 13.00 hrs. Lunch
 13.00 - 15.10 hrs. Simulation on Youths' Role as Global Citizen
 15.10 - 15.30 hrs. Refreshments

15.30 - 17.00 hrs.	Presentation of simulation outcomes
17.00 - 18.00 hrs.	Free
18.00 - 19.00 hrs.	Leave for the Ministry of Foreign Affairs (MFA)
19.00 - 21.00 hrs.	Dinner with Ambassadors of APEC Member Economies in Thailand jointly hosted by the MFA and MUA
21.30 - 22.00 hrs.	Meeting of coordinators

Tuesday 18

09.00 - 10.30 hrs.	Discussion on "Electronic Commerce : Its Influence in the Era of Trade and Investment Liberalization" by : • <i>Professor of Global Business, Matson Navigation Co., College of Business, University of Hawaii, Prof. Tung Bui</i> • <i>Researcher, Shanghai Institute of Human Resources Development, China, Ms. Zhang Dasheng</i> • <i>Lecturer, Faculty of Business and Economics, Monash University, Australia, Mr. Ben Ross</i> • <i>Trade Officer, Bureau of Regional Trade and Economics Cooperation, Department of Business Economics, Ministry of Commerce, Mrs. Areerat Suvanadat</i> <i>Moderator : Expert, Institute for Small and Medium Enterprises Development (ISMED), Department of Industrial Promotion, Ministry of Industry, Dr Nittaya Wongtada</i>
10.30 - 10.50 hrs.	<i>Refreshments</i>
10.50 - 12.30 hrs.	Simulation on the Use of E-commerce for SMEs
12.30 - 13.30 hrs.	Lunch
13.30 - 17.00 hrs.	Visit small and medium enterprises
17.00 - 18.00 hrs.	Free
18.00 - 19.30 hrs.	Dinner
19.30 - 21.30 hrs.	Presentation of simulation outcomes and SMEs visit
21.30 - 22.00 hrs.	Meeting of coordinators

Wednesday 19

08.30 - 10.00 hrs.	Discussion on "Cooperation and Competition : Where is the Balance in the Era of Trade and Investment Liberalization?" by : • <i>Researcher, Shanghai Institute of Human Resources Development, Ms. Zhang Dasheng</i> • <i>Lecturer, Faculty of Business and Economics, Monash University, Mr. Ben Ross</i> • <i>Director General, Bureau of International Cultural and Educational Relations, Ministry of Education, Chinese Taipei, Dr. Chen-ching Li</i> • <i>Vice Chairman, The Federation of Thai Industry and member of APEC Business Advisory Committee (ABAC), Dr. Viphandh Roengpithya</i> <i>Moderator : Director of Thai APEC Study Center, Dr. Medhi Krongkaew</i>
10.00 - 10.20 hrs.	<i>Refreshments</i>
10.20 - 12.00 hrs.	Group work/plan and evaluation
12.00 - 13.00 hrs.	Lunch

13.00 - 15.00 hrs. Simulation on Youth's Perspective on Future World
15.00 - 15.20 hrs. Refreshments
15.20 - 16.30 hrs. Presentation of simulation outcomes
16.30 - 17.00 hrs. Closing
17.00 - 18.00 hrs. Free
18.00 - 21.00 hrs. Farewell party hosted by Minister of University Affairs,
H.E. Mr. Prachuab Chaiyasan

Thursday 20

09.00 - 11.30 hrs. Cultural visit (optional)
11.30 hrs. Leave for Louis Tavern Hotel
12.30 - 13.30 hrs. Lunch
13.30 hrs. Leave Louis Tavern Hotel



李振清處長應邀訪問泰國教育部時，在秦王肖像前留影。



李振清處長(前排左二)應邀訪問泰國教育部時，受到泰方的官式熱烈歡迎。後排右一為教育部駐泰文化組組長曹異美。



李振清處長(右三)與曹異美組長訪問泰國朱拉隆功大學(Chulalongkorn University)時，受到副校長Prathoomporn Vajrasthira(左三)、中文系任Dr. Prapin Manomaiviboo(右二)及經濟系教授Dr. Pairoj Vongvipanond(右一)的熱烈歡迎。



李振清處長拜訪亞洲理工學院校長 Jean-Louis Armand，並熱烈討論國際學術交流問題。



泰國朱拉隆功大學(Chulalongkorn University)校長 Tatchai Sumitra (前排右三) 東南亞國協校長訪問團拜訪教育部次長呂木琳博士(前排中)。前排右一為安排東南亞國協校長會議的國立中山大學校長劉維琪博士。