

出國報告（出國類別：其他）

亞太經濟合作(APEC)
第 6 屆教育部長會議暨相關會議
出 國 報 告

服務機關：教育部

姓名職稱：國際及兩岸教育司楊敏玲司長等

服務機關：外交部

姓名職稱：國際組織司汪漢源參事

服務機關：勞動部

姓名職稱：綜合規劃司莊美娟副司長

服務機關：勞動部勞動力發展署

姓名職稱：蔡孟良副署長等

服務機關：國家發展委員會

姓名職稱：人力發展處齊清華專門委員

服務機關：銘傳大學

姓名職稱：國際教育交流處劉國偉處長

派赴國家：秘魯

出國期間：105 年 10 月 1 日至 10 月 9 日

報告日期：105 年 12 月 1 日

摘要

APEC 第 6 屆教育部長會議 (6th APEC Education Ministerial Meeting, 以下簡稱 6 AEMM) 暨相關會議於本 (2016) 年 10 月 2 日至 6 日於秘魯利馬 (Lima, Peru) 順利舉行。本部國際及兩岸教育司楊敏玲司長擔任團長率外交部、勞動部、勞動部勞動力發展署及國家發展委員會組成之代表團共 10 人出席前揭會議。6 AEMM 會議主題為「融合及優質教育」(Inclusive and Quality Education), 我國代表團由楊敏玲司長於會中報告, 題目為「Development of 21st Century Competencies for Work and Entrepreneurship」, 分享我在推動 21 世紀鼓勵創新創業教育成果, 會員體對計畫內容深感興趣。代表團並於本次會議期間分別與印尼、菲律賓舉行正式雙邊會談, 及與美國、加拿大和泰國進行非正式會談。雙方對彼此的交流合作深具信心及興趣, 咸認可藉由更進一步的交流合作創造契機。楊司長並分別邀請會談之會員體來臺訪問, 藉由實地探訪了解臺灣優質的教育環境及高等教育的優勢。

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壹、目的

APEC 作為我國少數得以正式會員身分參與之政府間國際區域組織，其 21 個會員體所佔地理範圍橫跨亞太地區，涵蓋約 4 成全球人口，區域內會員體國內生產毛額占全球 5 成 4，貿易總額約佔全球近 4 成 4，對於亞太區域經貿發展具有相當可觀的影響力。

APEC 為強化區域內人力資源發展，促進經貿成長，於 1990 年成立人力資源發展工作小組(Human Resources Development Working Group，以下簡稱 HRDWG)，轄下並有能力建構分組(CBN)、勞動與社會保護分組(LSPN)以及教育發展分組(Education Network，以下簡稱 EDNET)等 3 個分組，致力於發展相關人力資源。

為加強會員體間彼此教育經驗分享及交流，APEC 自 1992 年起每 4 年舉行 1 次教育部長會議，由 APEC 各會員體之教育部長及資深官員齊聚一堂共同研商區域內教育發展與合作事宜，為一教育交流之國際盛會。迄今已舉辦 5 屆，並於本年在秘魯利馬舉行 6 AEMM。

為籌備本年度 6 AEMM，HRDWG-EDNET 已於本年 1 月 25 日至 26 日在中國大陸北京舉行初步規劃籌備會議；後於本年 5 月 5 日及 6 日在秘魯阿雷基帕(Arequipa, Peru)，APEC 第 38 屆人力資源發展工作小組暨教育發展分組會議召開前舉行第 2 次籌備會議；再於本年 8 月 17 日及 18 日於秘魯利馬舉行第 3 次籌備會議。教育部皆派員出席，共商 6 AEMM 模型及優先領域(priority areas)、APEC 教育策略及 AEMM 會議相關論壇與工作坊等活動籌備事宜。

APEC 為我國少數得以正式會員身分參與之政府間國際區域組織，藉由積極參與 6 AEMM 暨相關周邊會議，輸出我國教育之最佳範例，不僅能提升我國教育成就於國際場域之能見度，吸引其他國家與我共同合作之意願，更可把握會議契機，與各會員體教育部長及教育資深官員接觸洽商，強化多邊實質交流與建立國際教育合作網絡。

貳、過程

一、美國「APEC Women in STEM」論壇（勞動部提供）

(一)、會議時間：2016年10月2日（星期日）

(二)、會議地點：利馬國際會議中心

(三)、與會人員：

勞動部綜合規劃司莊美娟副司長

行政院性別平等處陳嘉琦科長

(四)、會議議程

2 October 2016	
8.30 – 9.00 am	Registration and arrival
9.00 – 9.15 am	Welcome Remarks and Introductions
Session 1 9.15 – 9.30 am	Introducing the APEC Women in STEM Initiative and Framework: where we are and where are we going? <i>This session will provide an overview of the APEC Women in STEM Initiative, including:</i> <ul style="list-style-type: none">• Objectives and key findings from the APEC Women in STEM study;• Opportunities for growth and regional engagement;• Paths for moving forward;• Goals for the workshop, including questions sought to be answered over the course one-day event.

2 October 2016

Session 2 9.30 – 10.30 am	A walk through the research: the 4 E's (Enabling Environment, Education, Employment and Entrepreneurship) <i>This session will introduce the material developed through the desktop research and survey results received from the APEC Women in STEM study across 21 APEC economies. After a brief discussion of methodology, specific topics to be addressed in this session include definitions; common findings and trends among the economy ecosystems; success stories and promising practices; unusual instances and surprises; outstanding questions; and more.</i>
10.30 – 10.45 am	Coffee Break
Session 3 10.45 – 11.45 am	Nurturing the Pipeline - Opportunities in Formal Education and Lifelong Learning <i>This session will examine "what works" when it comes to encouraging a passion for science and math among girls and young women, leading to strong high-school preparation and further pursuit of STEM undergraduate and graduate degrees. The panel will also speak to opportunities for women who seek to update their STEM skills in mid-career or to train to join the STEM sector.</i> <i>Questions & Answers</i>
11.45 am – 1.15 pm	Lunch with <u>Keynote Speaker</u>

2 October 2016

Session 4 1.15 – 2.15 pm	Sustaining Women in the Field - Recruitment, Retention, and Advancement <i>Although women are increasingly represented in university STEM programs, retaining and advancing through STEM careers remains a serious challenge. This session will address ways that employers can not only encourage women to stay in their fields, but also help them become innovators and leaders.</i> <i>Questions & Answers</i>
2.15 – 3.15 pm	Breakout Sessions <i>Participants will divide into four groups that align with the APEC Women in STEM framework components (Enabling Environment, Education, Employment and Entrepreneurship) for the purpose of discussing key questions concerning how a domestic or regional ecosystem can best support the pipeline of women and girls in STEM under their assigned component.</i>
3.15 – 3.30 pm	Coffee Break
3.30 – 4.30 pm	Reports from Breakout Sessions: How can APEC Economies advance the APEC Women in STEM Framework? <i>This session will provide groups with an opportunity to report back on their discussions and priorities- how they can expand the pipeline, participation, and advancement of girls and women in STEM fields. The discussion will also seek perspectives and ideas on next steps and calls to action. Participants will vote on the top 5 regional priorities under each of the four E's.</i>
4.30 – 5.00 pm	Conclusions and what's next: APEC Women in STEM initiative?
5.00 – 5.15 pm	Workshop Evaluations and Wrap up

(五)、會議紀要

本論壇為 6 AEMM 及其相關會議之一，由美國（國務院）主政，邀集各會員體公私部門相關領域人員，就亞太區域婦女在科學、技術、工程、數學（以下簡稱 STEM）領域所面臨之進入與發展及環境等相關問題進行對話，並針對美國所提架構進行圓桌分組討論。與會會員體除美國外，尚包括澳洲、加拿大、智利、中國大陸、菲律賓、印尼、紐西蘭、秘魯、巴布亞紐幾內亞、越南及我國，成員含政府部門（包括教育、科技、性平與勞動）、學術界、企業及民間團體代表。

論壇由承辦單位美國 APEC 技術協助提升區域整合（US-APEC Technical Assistance to Advance Regional Integration, US-ATAARI）計畫首席 Ann Katsiak 女士主持，並由主辦單位美國國務院全球婦女議題辦公室（Office of Global Women's Issues, U.S. Department of State）資深顧問 Julia Santucci 女士代表致歡迎詞，會議包括報告與分組討論，相關會議情形如下：

1. 倡議與本論壇背景說明

計畫首席 Ann Katsiak 女士簡要報告美國「APEC Women in STEM」的倡議目標、截至目前已進行的工作以及舉辦本論壇之目的等。K 女士並特別說明為何在 APEC 研提此一倡議，主要是 APEC 包含 21 個會員體，有政府的參與，還有私部門的協力，透過這樣的平臺與大家的共同努力，期待能以資料導向的思維，釐清落差原因，並尋找縮短落差的具體措施，促進女性在 STEM 的發展。

2. 整合性架構草案說明

計畫研究人員 Louise Williams 女士報告經由搜集相關文獻與 APEC 會員體問卷資料（包括我國在內，共 15 個會員體回復），研究團隊提出一個整合性架構草案，此架構主要含 4 大面向，包括：(1)有利環境(Enabling Environment)：如法律與規定、歷史與意識、鼓勵與包容等；(2)教育：如早期與初等教育、中學教育與技職教育、高等教育及終身學習與技能訓練等；(3)就業：如證照與準備、招募、留任、領導與發展；(4)創業：機會與技能、資本取得及市場進入等。

3. 專題報告

專題報告議題包括：(1)教育與終身學習如何給予和創造婦女在 STEM 的機會；(2)如何協助婦女能持續 STEM 職涯；(3)如何協助年輕女性進入 STEM 領域；

(4)婦女在 STEM 領域的招募、留任與發展問題。其中，來自我國的臺灣女科技人學會宋順蓮理事長分享該學會在鼓勵女性參與 STEM 的助學金計畫及積極鼓勵女性打破性別刻板追求 STEM 的倡議與活動，呼籲性別不是成功的障礙，只要有努力與支持，就有成功機會。

另在意見交流部分，菲律賓代表分享菲國為鼓勵女性追求 STEM 專業，也有科技獎學金方案，但所有的獎勵都比不上一顆願意學習的心；EDNET 國際協調人中國大陸王燕女士則表示文化也是一項很大的挑戰；印尼代表則表示非常認同不同文化的影響，以印尼而言，傳統的回教不允許男女同班學習，所以讓女生學習男生在 STEM 領域的學習方式就有困難；巴紐代表則提到如何能建立完善統計並可取得很重要；澳洲代表則認為應該關注在薪資給付上的性別差異；其他談到的議題還包括工作生活平衡、兩性共同分擔家務。

4. 分組討論與報告

分組討論主要針對所提整合性架構草案進行討論，並就討論結果進行分組報告。彙整各組意見包括：(1)架構中各面向的關係要更清楚；(2)外在環境應包含更多的關係人如父母、雇主等；(3)文化與新媒體應納入考慮；(4)每面向所含因素仍應更廣泛；(4)架構參考所有意見可再重整。

在本項分組討論中，我方代表勞動部莊美娟副司長發言建議略以：(1)架構中各面向的相關關聯為何尚不明確，例如教育和就業的前後關聯及二者間是否應有轉銜機制等，似可納入重新思考；(2)本架構為 APEC 區域架構，因此是否應考慮促進移動(mobility)及跨境(cross-border)問題？以亞太工程專業領域而言，在教育與認證方面建立有參考基準，因此能促進移動與跨境就業；(3)薪資給付的性別差異的確對就業有影響，我方性別薪資差異在初入勞動市場部分非常小，在高階部分差異的確相對比較大，這在法令與管理實務兩方面均可納入考慮。

行政院性平處陳嘉琦科長在分組報告後的共同討論階段亦發言表示略以，我方除努力推動「APEC 婦女與經濟政策對話」(Policy Partnership on Women and the Economy, PPWE)的 5 大策略外，亦鼓勵男性育嬰時可以請領育嬰留職停薪假，此假並提供一定期間的薪資補助。

5. 論壇結論與其他相關交流

美方將依據與會發言及分組建議，進行架構調整，後續會再請各會員體表示意見。本案由美國務院主政，擬請外交部持續支持我方相關單位參與美方本項「Women in STEM」後續工作。

我方參與會議代表亦利用與會機會，與越南勞動部代表就勞動部即將於年底辦理的全球供應鏈與優質成長計畫之後續合作進行意見交換，越方代表請我方提供相關詳細資料，並承諾將會請越方相關承辦單位進行後續聯繫。

二、強化就業軟實力策略國際論壇：透過技能提升以促進優質成長(勞動部、勞動部勞動力發展署)

(一)、會議時間：2016年10月3日(星期一)

(二)、會議地點：利馬國際會議中心

(三)、與會人員：

勞動部勞動力發展署蔡孟良副署長

勞動部勞動力發展署廖貴燕科長

勞動部勞動力發展署中彰投分署戴佳坦科長

勞動部綜合規劃司莊美娟副司長

教育部國際及兩岸教育司楊敏玲司長

教育部國際及兩岸教育司黃冠超教育副參事

教育部國際及兩岸教育司曾競科長

國家發展委員會人力發展處齊清華專門委員

銘傳大學國際教育交流處劉國偉處長

(四)、會議議程

International Symposium on Strategies for Strengthening Employability (Soft Skills: facilitating Quality Growth through Upskilling)

October 3rd, 2016

Venue: Lima Convention Center,

San Borja, Lima, Peru

Room: Mateo Salado, 4th Floor

AGENDA	
09:00 – 09:30	Registration
Opening Ceremony	
09:30 – 09:45	<i>Opening remarks</i> - Ms. Astrid Sánchez, CBN Peru Coordinator, Director General, Directorate General of Vocational and Job Training, Ministry of Labor and Employment Promotion – MLEP

AGENDA	
	<ul style="list-style-type: none"> - Mr. Meng-Liang Tsai, CBN Coordinator/Deputy Director General, Workforce Development Agency, Ministry of Labor, Chinese Taipei - Alfonso Grados Carraro, Minister of Labor and Employment Promotion, Peru.
09:45 – 09:55	Photo Session
09:55 – 10:10	<p>Keynote Address</p> <ul style="list-style-type: none"> - Astrid Sánchez, CBN Peru Coordinator
Session 1: Soft skills development and its importance for economies	
10:10 – 10:50	<p style="text-align: center;"><i>Chair:</i> Ms. Astrid Sánchez, CBN Peru Coordinator</p> <ul style="list-style-type: none"> - <i>Contribution of soft skills to human capital development: the case for the labor market</i>, Iván Figueroa Apéstegui, Research expert, MLEP - <i>Strengthening the Employability (soft) Skills of the Young: experience from a job training program</i>, Alberto Aquino-Rodríguez, Technical Responsible in Human Capital and Competences Management, MLEP, Peru - <i>Q & A for Session 1</i>
10:50 – 11:10	Tea/Coffee Break
Session 2: Case studies and best practices on soft skills development for job competencies and career planning: facilitating quality growth through upskilling	
11:10 – 13:00	<p style="text-align: center;"><i>Chair:</i> Dr. Chen-Sheng Ho, Director, International Affairs Department, TIER, Chinese Taipei</p> <ul style="list-style-type: none"> - <i>Career Planning for Young Athletes and Soft Skills Development</i>, Dr. Chen-Sheng Ho, Director, International Affairs Department, Taiwan Institute of Economic Research, Chinese Taipei - <i>Skilling me softly: The response of Australia’s vocational education and training sector to a changing labour market</i>, Dr. Melissa McEwen, Branch Manager of Governance and Engagement, Department of Education and Training, Australia - <i>Soft skills for work and life: gaps and challenges from the Chilean experience</i>, Pablo Morris Keller, Supervisor of Design and Intersectorality, “+Capaz” Programme, National Service of Training and Employment – SENCE, Chile. - <i>Q & A for Session 2</i>
13:00 – 14:30	Luncheon
Session 3: Perspectives from International organizations – soft skills, innovation, employability and TVET	
14:30 – 16:00	<ul style="list-style-type: none"> - <i>Moderator:</i> Iván Figueroa Apéstegui, MLEP <p><i>Speakers:</i></p> <ul style="list-style-type: none"> - <i>Socioemotional interventions around the world: what works and what's next</i>, Inés Kudo, Senior Education Specialist, World Bank

AGENDA	
	<ul style="list-style-type: none"> - <i>Skills for life and work: New evidence to contribute to a regional agenda, Lucila Berniell, CAF Lead Economist of the Socioeconomic Research Direction, Development Bank of Latin America</i> - Panel with speakers
16:00 – 16:20	Tea/Coffee Break
Session 4. Institutionalizing best practices sharing on soft skills development	
16:20 – 16:30	<p style="text-align: center;"><i>Chair: Mr. Meng-Liang Tsai, CBN Coordinator</i> <i>Ms. Kuei-Yen Liao, CBN Deputy Coordinator</i> <i>Co-chair: Astrid Sánchez, CBN Peru</i></p> <ul style="list-style-type: none"> - <i>Introduction of the proposal for the creation of an 'APEC Knowledge Network on Best Practices for Employability Soft-Skills Development' – Peru</i> <p style="text-align: center;"><i>Circulation of the concept note draft.</i></p>
16:30 – 16:50	<p style="text-align: center;"><i>Discussion of Peru's proposal</i></p> <p style="text-align: center;"><i>Comment by:</i></p> <ul style="list-style-type: none"> - <i>Dr. Melissa McEwen, Australia</i>
16:50 – 17:00	<p style="text-align: center;"><i>Introduction of the proposal of "Global Supply Chains and Quality Growth in APEC Economies", Ms. Mei. C. Chuang, LSPN, Chinese Taipei</i></p>
Session 5: Contributions to 6 AEMM and beyond	
17:00 – 17:40	<p style="text-align: center;"><i>Chair: EDNET Coordinator Dr. Wang Yan</i> <i>Participation of CBN Peru & LSPN Peru</i></p> <ul style="list-style-type: none"> - <i>EDNET China (TBC); Carmen Beltrán, EDNET Peru; Ms. Ksenia Elovskikh, EDNET Russia</i> <p style="text-align: center;"><i>(This session will welcome comments and reflections on future directions; it will be also open to economies to introduce related proposal or initiatives.</i></p>
Closing Ceremony	
17:40 – 18:00	<p style="text-align: center;">Closing remarks</p> <ul style="list-style-type: none"> - <i>CBN Coordinator Mr. Meng-Liang Tsai</i> - <i>CBN Peru Coordinator, Ms. Astrid Sánchez</i>
18:00 – 18:30	Cocktail

(五)、會議紀要

1. 開幕式

秘魯勞動及就業促進部部長 Alfonso Grados Carraro 先生與職業訓練局局長 Astrid Sánchez 女士代表主辦方歡迎各會員體參與此次「強化就業軟實

力策略國際論壇」。

- (1) 我方 CBN 國際協調人蔡孟良副署長致開幕詞，感謝秘魯提供行政與後勤支援，期許這次和秘魯合辦論壇，對於「強化就業軟實力：透過技能提升以促進優質成長」有更深入研討以促進亞太區域交流與技能提升。
- (2) 秘魯勞動及就業促進部部長 Alfonso Grados Carraro 先生親臨出席致開幕詞，感謝我方協助大力促成本論壇之召開，強調軟實力發展對於就業力之關鍵角色，期盼與會代表就此進行經驗分享、提供建言並納入最佳範例以作為推動後續工作之參考。

2. 場次一：「軟實力發展及其重要性」

由 CBN 共同主席、秘魯勞動及就業促進部職業訓練局局長 Astrid Sánchez 女士主持，就軟實力重要性及對經濟之影響進行研討。

- (1) 秘魯勞動及就業促進部職業訓練局資深研究員 Iván Figueroa Apéstegu 簡報「軟實力對人力資本發展貢獻(Contribution of soft skills to human capital development: the case for the labor market)」，針對 APEC 會員體就業所需之認知與非認知技能（尤指軟實力）進行探討。
- (2) 秘魯勞動及就業促進部職業訓練局人力資本與能力管理處處長 Alberto Aquino-Rodríguez 報告「從職訓計畫談強化青年就業力經驗 (Strengthening the employability (soft) skills of the young: experience from a job training program)」對實施於利馬之研究計畫進行報告，就技能檢定、社交情緒技巧和人際交流互動共三要點進行評估和分析，並涵蓋年齡與性別在技能檢定上之結果和區別進行闡述。
- (3) 秘魯勞動及就業促進部職業訓練局局長 Astrid Sánchez 總結，進行現場綜合討論。

3. 場次二：「透過技能提升以促進優質成長」

我方由臺灣經濟研究院國際處何振生處長主持，並報告勞動部勞動力發

展署與教育部體育署在臺舉辦之「APEC 年輕運動員教育及職涯規劃高階政策對話」論壇成果，就「年輕運動員軟實力發展職涯規劃」議題進行報告。何處長先對 CBN 國際協調人蔡副署長及 CBN 副國際協調人廖科長就本次合作與交流機會表達邀約謝意，繼而對 APEC Sport Policy Network (ASPN) 報告規劃構想，希望藉由 ASPN，增進亞太區域在運動競賽方面之資訊與政策進行整合和推廣，完善運動競賽選手職涯發展。接續介紹我國這幾年致力推廣競賽選手和企業接軌，尤其應加強資料收集及分析，以利競賽選手離開競賽場後能加強技能與技術方面的銜接訓練，提升其就業力。並建議於亞太區域就運動產業技能進行認證，將有助於 APEC 區域在體育技能標準一致化，亦可協助企業投資競賽選手。

- (1) 澳洲團長暨教育及訓練部國際合作處處長 Melissa McEwen 報告「培養軟實力：澳洲職業教育及訓練對於勞動市場變遷之因應 (Skilling me softly: The response of Australia's vocational education and training sector to a changing labor market)」，就澳洲職業教育與訓練對產業變化之因應為題進行分享，針對未來人力資源需求進行預測及調適，尤其是在技能培訓方面，強調適性及適時變通將促使人力資源面對經濟和產業在人力需求變動時有所彈性，並強調現今科技資訊產業蓬勃期，語言能力和資料處理能力是不可或缺之基本就業力。後介紹澳洲如何就這兩項技能在產學訓練上的發展和培訓，進而促進學員增進溝通技巧。最後說明，產學訓練需不斷檢視及突破，方能適應現今產業變遷，進而助於滿足未來人力資源需求。
- (2) 智利國家訓練就業處代表 Pablo Keller 針對智利現今面臨人力提升問題及挑戰進行分析，及智利在提升人力資源上所做努力，分享職能技能檢定模式及成功經驗。最後何處長進行場次總結，感謝與會講者分享和貢獻，並進行現場問答。

4. 場次三：「國際組織觀點：軟實力、創新、就業力與技職教育訓練」

秘魯勞動及就業促進部資深研究員 Iván Figueroa Apéstegui 主持本場次。

- (1) 世界銀行(World Bank)資深教育專員 Inés Kudo 報告「世界社交情緒之涉入：影響及未來(Socio-emotional interventions around the

world: What works and what's next?)」，探討學校教育、技能訓練及工作能力等各階段之影響。另將相關影響時期分為學前、在學與離校等三階段，而學生在各階段經歷之教師素質、課程品質對技能之養成均有相當影響。

- (2) 拉丁美洲開發銀行(Development Bank of Latin America)社會經濟研究處首席經濟學家 Lucila Berniell 報告「生活與工作技能：區域議題新發現(Skills for life and work: New evidence to contribute to a regional agenda)」。該報告指出，拉丁美洲因缺乏認知、社交情緒與衛生技能等因素而導致生產力低於其他地區。建議改善方式包括健全家庭教育、強化學校教學，使學生有機會接受較為完整之各階段教育，培養認知相關技能，以適應職場生涯。
- (3) 與會代表詢及有關未來軟實力之建構及運用方式。紐西蘭代表提及如何鼓勵雇主意識到軟實力之重要性。

5. 場次四：「軟實力發展最佳範例分享」

由 CBN 國際協調人我方蔡孟良副署長、CBN 副國際協調人廖貴燕科長以及秘魯勞動及就業促進部職業訓練局局長 Astrid Sanchez 共同主持。

- (1) 秘魯勞動及就業促進部職業訓練局處長 Alberto Aquino 報告「APEC 知識網絡：就業軟實力發展最佳範例(APEC Knowledge Network on best practices for employability for soft skills development)」。此計畫規劃打造「軟實力網絡(SOFT SKILL NET)」，邀請各會員體透過打造數位平臺方式分享專家學者就提升軟實力與就業力所做之研究成果。第一階段(2017 年)先行徵求各會員體對於該計畫概念文件(Concept Note)之看法，就平臺可行性進行評估與測試。第二階段(2018-2019 年)則邀集有意參與之會員體組聯合研究團隊，並於 2019 年年底前發布相關研究成果。
- (2) 澳洲團長暨教育及訓練部處長 Melissa McEwen 以與談人身分提供計畫執行相關建議，如結合產官學研各界推動研究方式與訊息分享。另表示該計畫涵蓋實務經驗人士，有助於該計畫之推展與成功。

- (3) 世界銀行教育專員 Inés Kudo 對該計畫表示支持，另建議強化執行層面參與會員體之協調度與一致性。
- (4) CBN 副國際協調人廖科長建議秘魯可將該計畫分階段執行，並廣納其他 APEC 工作小組與國際組織代表參與，以促進計畫連結性與增進效益。
- (5) 我團代表勞動部莊副司長美娟報告我方擬於本(105)年底召開之「APEC 全球供應鏈與優質成長」研討會計畫略以：(1)本計畫提案已於本年 5 月之人力資源發展工作小組(HRDWG)下之勞動與社會保障分組(LSPN)報告過，計畫預定於今年年底在台北舉行，歡迎並期待各會員體的參與與分享；(2)隨著全球化發展，全球供應鏈成了企業發展的策略，也同時成為區域特別是在亞太地區的成長關鍵之一。但在全球供應鏈發展過程中，除了優質人力技能發展與供應的問題外，工作生活品質與勞動條件更引起廣泛關注；另外如何提供雇主管理所需之技術支持如職場職業安全衛生，更是協助企業經營的重要方式之一；(3)本次研討會為本計畫推動的初始階段，擬透過資訊蒐集、範例分享方式，共同尋找 APEC 區域全球供應鏈與優質成長特別是在工作場所安全與人力創新之最佳實務，並做為規劃下階段推動優質全球供應鏈促進區域就業與優質成長策略的基礎。

6. 場次五：「對 6 AEMM 之貢獻及後續發展」

EDNET 國際協調人中國大陸王燕女士擔任本場次主持人。

- (1) HRDWG 俄羅斯籍代理主席 (Acting Lead Shepherd) Ksenia Elovskikh 女士表示各會員體代表於本次論壇熱烈研討之相關議題成果將納入作為 HRDWG CBN 對於 6 AEMM 之貢獻。
- (2) EDNET 國際協調人表示將傳閱 6 AEMM 相關文件予各會員體表示最終意見，經彙整後將送請部長層級以上會議採認。

7. 閉幕式

- (1) 閉幕式由 CBN 國際協調人我方蔡孟良副署長致詞。除特別感謝秘魯就籌辦此次論壇所提供之各項協助與支援，亦感謝各場次報告人、

與談人與代表之參與及貢獻，竭誠邀請各領域先進出席 11 月初在臺舉辦之「亞太技能建構聯盟」揭幕典禮暨國際論壇。

- (2) 秘魯共同主席勞動及就業促進部職業訓練局局長 **Astrid Sanchez** 致詞表示，感謝各會員體參與此論壇，期盼各方能持續關注軟實力與職涯規劃議題之後續發展。

三、第 40 屆人力資源發展工作小組會議（國家發展委員會提供）

（一）、會議時間：2016 年 10 月 4 日（星期二）

（二）、會議地點：利馬國際會議中心

（三）、與會人員：

國家發展委員會人力發展處齊清華專門委員

教育部國際及兩岸教育司楊敏玲司長

教育部國際及兩岸教育司黃冠超教育副參事

教育部國際及兩岸教育司曾競科長

勞動部綜合規劃司莊美娟副司長

勞動部勞動力發展署蔡孟良副署長

勞動部勞動力發展署廖貴燕科長

勞動部勞動力發展署中彰投分署戴佳坦科長

銘傳大學國際教育交流處劉國偉處長

（四）、會議議程

TUESDAY, 4 OCTOBER 2016

(Dress Code: Business Casual)

Registration of delegates at Accreditation desk, Lima Convention Center, 1st Floor.

40° Human Resource Development Working Group¹	
Location: Mateo Salado Room, 4 th Floor, Lima Convention Center Acting HRDWG Lead Shepherd, Ms. Ksenia Elovskikh HRDWG Co-Lead, Mónica Medina, Ministry of Education of Peru	
09:30 – 09:45	1. Opening Ceremony - Welcome Remarks by Peru - Welcome Remarks by Acting HRDWG Lead Shepherd
09:45 – 9:50	Group Photo
09:50 – 09:55	2. Adoption of the Agenda

¹ There will be a Directorate (small meeting room) available for discussion and work of the Draft Committee for the Joint Ministerial Statement.

	<i>By Acting HRDWG Lead Shepherd</i>
09:55 – 10:00	3. Business Arrangements <i>By Peru</i>
10:00 – 10:20	4. Presentation and Discussion on 6AEMM Agenda <i>By Peru</i>
10:20 – 10:25	5. Establishment of the Draft Committee for the Joint Ministerial Statement <i>(The Chair will invite 5 economies to join the Draft Committee, that will be in charge of the final revision of the JMS)</i>
10:25 – 10:30	6. Presentation of the Draft Joint Ministerial Statement <i>By Peru</i>
10:30 – 10:50	7. Discussion on JMS – Part 1: Introduction and Progress and General Acknowledgements and achievements
10:50 – 11:00	Coffee Break
11:00 – 12:30	8. Discussion on JMS – Part 2: "Competencies: Individual Pathways for Education, Basic, Higher, Technical and Vocational Education and Training (TVET) and Lifelong Learning" "Innovation: Promotion of Science, Technology and Innovation (STI) Capabilities in Education" "Employability: Transition from Education to Work for Economic and Social Growth"
12:30 – 14:00	Lunch
14:00 – 15:00	9. Discussion on JMS – Part 3: Conclusions and Annexes to the statement
15:00 – 15:30	10. Discussion on paragraphs for the Declaration of Leaders
15:30 – 16:30	11. Endorsement of the Draft Joint Ministerial Statement. Final reading
16:30 – 16:45	12. Notes on Logistic matters regarding the Ministerial Meeting <i>By Peru</i>
16:45 – 17:00	13. Closing Remarks <i>By Acting HRDWG Lead Shepherd</i>

(五)、會議紀要

本次會議參與會員體包括澳洲、汶萊、加拿大、智利、中國大陸、香港、印尼、日本、韓國、墨西哥、紐西蘭、秘魯、菲律賓、俄羅斯、新加坡、泰國、美國、越南及我國共 19 個會員體。另有 EDNET 國際協調人中國大陸王燕女士及 APEC 秘書處代表等出席參與。由 HRDWG 代理主席俄羅斯籍 Ksenia Elovskikh 女士及秘魯籍共同主席 Monica Medina 女士主持。首先由

Medina 女士致詞感謝各會員體的合作與貢獻，促進亞太地區經濟與社會的發展與成長。接著 Elovskikh 女士致詞感謝主辦方秘魯策劃籌辦此次會議，也感謝其他會員體的參與和貢獻，尤其是本年於中國大陸北京舉辦的「模擬亞太經濟合作會議 (Model APEC)」，致力於加強區域經濟與教育合作，並培養青年領袖人才。

在拍攝團體照之後，主席說明謝謝大家聆聽議程報告，如會員體無相關疑慮，即採用此流程進行會議。接下來為部長聯合聲明 (Joint Ministerial Statement, JMS) 起草委員會 (Draft Committee)，主席邀請各會員體參與，結果有澳洲、加拿大、印尼、南韓、俄羅斯、菲律賓、美國、秘魯及我國等 9 個會員體願意參加。

秘魯代表接續簡短報告擬定聯合聲明的過程，首先提及起草聲明花了幾乎 1 年的時間，從本年 1 月在中國大陸北京開始，5 月在秘魯阿雷基帕，中間於俄羅斯、澳洲，最後回到秘魯利馬，並很榮幸地收到了來自韓國、墨西哥、紐西蘭以及新加坡的建議。報告包括 4 個部分，第 1 部分為架構 (structure)，包括參與會員的名單、主席的任期時間、APEC 的使命、6 AEMM 籌備會以及 6 AEMM 主題；2030 年的永續發展目標議程 (2030 Agenda: Sustainable Development Goals, SDGs)，特別是 17 項中的第 4 項 (SDGs Goal 4)，該目標是為確保包容與平等的優質教育，讓全民享有終身學習機會。第 2 部分包括了 HRDWG 的進展、在亞太區域內以知識為基礎擴張的教育網路、在韓國舉辦的第 5 屆教育部長會議 (以下簡稱 5 AEMM) 所建立有關於優先領域的累積知識、過去由中國大陸、秘魯、澳洲和俄羅斯主辦的籌備會議、研討會和工作坊產出的結果、和 HRDWG 在推廣相關方案與倡議的特別先例，以及模擬亞太經濟合作會議 (Model APEC)、亞太青年教育會議 (APEC Junior Education Meeting)、教育合作計畫 (Education Cooperation Project, ECP)、亞太地區教育現況基準報告 (Baseline Report on Current Education Status in APEC Region)。第 3 部分是會議主題，包括 3 個子議題，第 1 個是能力 (Competencies: Individual Pathways for Education, Basic, Higher, Technical and Vocational Education and Training (TVET) and Lifelong Learning)，包括了基礎、高等、技職教育及終身學習之個別教育發展；第 2 個是創新 (Innovation: Promotion of Science, Technology and Innovation (STI) Capabilities in Education)，從教育中

推廣科學與科技的創新能力；第 3 個是就業 (Employability: Transition from Education to Work for Economic and Social Growth)，針對現今經濟與社會發展，健全由教育銜接到職場的導向能力。最後一個部分則是總結，包含了對 HRDWG 的行動以及 APEC 教育發展策略執行的期許，以及對主辦方、協辦方和所有參與的會員體表達感謝之情。

隨後進行部長聯合聲明草案內容增修，分成 3 大部分進行。第 1 部分為介紹、進展主題與成就 (Introduction and Progress and General Acknowledgements and Achievements)，原草案由第 1 條至第 13 條，經逐條討論後，除精簡、修正文字，例如將條文中「students」修正為「learners」以符應條文中的終身學習狀態，並新增第 4 條及第 14 條。第 4 條「須確保無論性別、種族、宗教信仰、文化背景、社經地位、殘疾，所有人都能有獲得優質教育的公平機會。為了達成平等、根除貧窮、發展經濟，我們認為促進教育的融合與平等、推廣女子教育、婦女培力十分重要」。第 14 條「APEC 高等教育合作會議 (APEC Conference on Cooperation in Higher Education) 是為了加強政府與學術界的連結，建立持續的教育對話，提供了一個合作與交流的平台」。修正後的第 1 部分草案為第 1 條至第 15 條。內容略以：介紹會議的與會成員、舉行的時間及地點、主辦與協辦單位；贊同 APEC 的使命「支持亞太區域內永續的經濟成長與繁榮」，體認到建立動態和諧的亞太社群之重要性；6 AEMM 的主題為融合與優質教育在提供教育與訓練上，亞太地區雖已有大幅進展，但仍具挑戰；為了教育在提升經濟與社會福利發展的重要地位，將 6 AEMM 的結果呈遞給 APEC 領導作參考等等。第 2 部分為 6 AEMM 3 個子議題之陳述，包括能力：基礎、高等、技職教育及終身學習之個別教育發展；創新：推動科學、科技與創新能力教育；就業：促進經濟與社會成長的學用銜接。此部分除精簡外，對於用字、用語充分討論，例如原第 19 條「... with the needs of the labor market」修正為「...to meet the needs of the regional economy」等。修正後的第二部分草案為第 16 條至第 23 條。內容略以：獲得優質教育訓練是相當重要的，使人民能完全發展他們的潛能，教育是一個終生的過程，各會員體應健全獲得優質與融合教育的途徑，從幼兒教育就開始持續建立他們活躍參與經濟與社會所需要的能力；鼓勵會員體共同合作適應教學實踐的範圍與方式，包括逐漸增加的科學、科技、工程與數學研究 (STEM)，未來將增加 APEC 會員體中的產官學合作，致力於提升研究、發

展與創新；APEC 會員體將要共同合作強化各政府、教育與技職教育訓練機構和私部門之間的夥伴關係，使得就業更加便利，並提高終身學習的參與率、鼓勵全球競爭力與創業能力的發展，也包括發展軟實力，以面臨不斷變化的經濟生態和勞動市場需求；HRDWG 下成立了亞太青年就業與創業教育架構（APEC Framework for Youth Education, Employment and Entrepreneurship），以增加青年人口在經濟中的參與程度，致力於處理並改善青年失業的狀況。第三部分為總結(Conclusion)，本部分新增 28 條「我們非常感謝 APEC 秘書處、HRDWG 的努力，特別是 EDNET 籌措了這場活動，也謝謝他們為了完成共同目標的合作與意願。」修正後的第 3 部分草案為第 24 條至第 28 條，內容略以：因應全球化，我們認為需要發展更完善的系統，以幫助勞動人口擁有適應全球化的能力。因此我們需要發展國際合作計畫和策略性的夥伴關係，透過教育和訓練讓所有人都能獲得並轉換這些知識。這也將使會員體有能力增加他們的競爭力並改善青年就業力。

會中完成聲明內容定稿，並認可「部長宣言」。宣言內容包括，第 1 條：為了讓下一代有能力面對全球化的挑戰，我們深刻地體認到了持續推動融合與優質教育的重要性；此外我們也了解，所有人口都應該有獲得高品質教育的公平機會，幫助其終身發展技能與競爭力。因此，我們必須要聚焦於投入在提升教育的品質以及健全享有教育服務的途徑；第 2 條：我們呼籲各會員體根據 APEC 教育發展策略所建立的準則，合作改善亞太區域內的教育。融合與優質教育能發展永續經濟、健全社會福利、提升競爭力、加速創新力、增加就業力，這項策略勾勒出亞太教育社群未來堅強、團結的美好藍圖。有鑑於此，我們一致同意將此宣言納入 APEC 聯合教育部長聲明。修正定稿「部長聯合聲明」及認可之「部長宣言」將提報 10 月 6 日 6 AEMM 中採納。

最後 HRDWG 代理主席向主辦方秘魯致上最高敬意，感謝秘魯在籌辦這場會議的優秀表現，也謝謝協辦方俄羅斯的貢獻，非常感謝 APEC 秘書處、HRDWG 的努力。

四、第 6 屆教育部長會議（教育部提供）

（一）、會議時間：2016 年 10 月 5 至 6 日（星期三、四）

（二）、會議地點：利馬國際會議中心

（三）、與會人員：

教育部國際及兩岸教育司楊敏玲司長

教育部國際及兩岸教育司黃冠超教育副參事

教育部國際及兩岸教育司曾競科長

外交部國際組織司汪漢源參事

勞動部綜合規劃司莊美娟副司長

勞動部勞動力發展署蔡孟良副署長

勞動部勞動力發展署廖貴燕科長

勞動部勞動力發展署中彰投分署戴佳坦科長

國家發展委員會人力發展處齊清華專門委員

銘傳大學國際教育交流處劉國偉處長

（四）、會議議程

6TH APEC EDUCATION MINISTERIAL MEETING

5-6 October 2016

Lima Convention Center

Lima, Peru

WEDNESDAY, 5 OCTOBER 2016

(Dress Code: Business Attire)

Registration of delegates at Accreditation desk, Lima Convention Center, 1st Floor.

OPENING SESSION

Location: Lima 2, 1st Floor, Lima Convention Center

Chaired by: *Peru and the Russian Federation Co-chair*

(Mr. Jaime Saavedra, Minister of Education of Peru and Ms. Ludmila Ogorodova, Vice-Minister of Education and Science of the Russian Federation)

09:00 – 09:20	1. Opening Remarks – <i>By Minister of Education of Peru</i>
09:20 – 09:25	2. Video Clip for the 6th APEC Education Ministers Meeting by Peru
09:25 – 09:55	3. Congratulatory Remarks – <i>By Vice-Minister of Education and Science of the Russian Federation</i> – <i>By Deputy Prime Minister and Minister of Education of the Republic of Korea</i>
09:55 – 10:05	4. SOM CHAIR Report <i>By APEC SOM CHAIR</i>
10:05 – 10:20	5. APEC Secretariat Report <i>By APEC Secretariat Executive Director</i>
10:20 – 10:25	6. Business arrangements – <i>By Peru</i>
10:25 – 11:00	Family Photo Session
11:00 – 11:15	Coffee Break
11:15 – 11:45	7. Presentation of the APEC Education Strategy and Baseline Report on Current Education Status in Asia Pacific Region <i>By EDNET Coordinator</i>
11:45 – 12:30	8. Keynote Speeches – <i>By Mr. Juan Vasquez - OECD</i> – <i>By Mr. Pablo Zoido - IDB</i>
12:30 – 14:00	9. Luncheon for Heads of Delegation <i>Hosted by: Peru</i> <i>Location: 3rd floor</i> <i>(Other delegates are invited for lunch at 5th floor hosted by Peru)</i>
SESSION 1 : “Competencies: Individual Pathways for Education, Basic, Higher, Technical and Vocational Education and Training (TVET), and Lifelong Learning” <i>Chaired by: Peru, (Mr. Jaime Saavedra, Minister of Education)</i>	
14:00 – 14:30	10. Priority Area Discussion: “Enhancement of Quality Assurance Systems, Qualification Frameworks and skills recognition” – <i>By Brunei Darussalam</i>
14:30 – 15:00	11. Priority Area Discussion: “Promotion of cross-border education, academic mobility and individual pathways within and across education levels” – <i>By Japan</i> – <i>By Viet Nam</i>

15:00 – 15:30	12. Priority Area Discussion: “Modernization of education systems” – By Chile – By Peru – By The Philippines
15:30 – 15:45	Coffee break
SESSION 2: “Innovation: Promotion of Science, Technology and Innovation (STI) Capabilities in Education” Chaired by: Russian Federation (Ms. Ludmila Ogorodova, Vice-Minister of Education and Science)	
15:45 – 16:15	13. Priority Area Discussion: Improvement of the use of educational and technological capabilities in teaching and learning processes – By Indonesia – BY United States
16:15 – 16:45	14. Priority Area Discussion: Promotion of STI in education and pedagogical practices – By China – By The Russian Federation
16:45 – 17:15	15. Priority Area Discussion: Promotion of Government – Industry –Academia Collaboration for R&D and innovation – By Australia – By Peru
17:15 – 17:45	16. Summary remarks and closing remarks – By Peru
18:00	Transfer to Dinner Venue
19:30 – 21:00	Official Dinner Hosted by: Peru Location: National Museum of Archaeology, Anthropology, and History of Peru.

THURSDAY, 6 OCTOBER 2016

(Dress Code: Business Attire)

Registration of delegates at Accreditation desk, Lima Convention Center, 1st Floor.

CLOSING SESSION

Location: Lima 2, 1st Floor, Lima Convention Center

Chaired by: Peru and the Russian Federation Co-chair

(Mr. Jaime Saavedra, Minister of Education of Peru and Ms. Ludmila Ogorodova, Vice-Minister of Education and Science of the Russian Federation)

09:30 – 09:40	17. Welcome remarks of the day – <i>By Vice-Minister of Education and Science of the Russian Federation</i>
SESSION 3: “Employability: Transition from Education to Work for Economic and Social Growth” Chaired by: <i>Peru, (Mr. Jaime Saavedra, Minister of Education)</i>	
09:40 – 10:10	18. Priority Area Discussion: Promotion of collaboration between Government, universities, TVET institutions, private sector and education and training stakeholders to ensure the education is oriented to industry/business demands and regional labour market needs. – <i>By Singapore</i> – <i>By Thailand</i> – <i>By Republic of Korea</i>
10:10 – 10:40	19. Priority Area Discussion: “Development of 21st century competencies for work and entrepreneurship: Soft skills & technical skills, Global competencies, Entrepreneurship skills” – <i>By Chinese Taipei</i> – <i>By New Zealand</i> – <i>By Peru</i>
10:40 – 11:10	20. Priority Area Discussion: “Facilitating the transition from education to work: Work-based learning, Career guidance & career ready programs, Tailored training programs” – <i>By Hong Kong, China</i> – <i>By Mexico</i>
11:10 – 11:30	Coffee Break
11:30 – 11:45	21. Keynote Speeches – <i>By Ms. Magaly Robalino, UNESCO</i>
11:45 – 11:55	22. Presentation and adoption of the Joint Statement for the 6th APEC Education Ministerial Meeting <ul style="list-style-type: none"> • <i>Joint Statement Content by HRDWG Co-Lead</i> • <i>Attachments by HRDWG LS</i>
11:55 – 12:05	23. Presentation of contributions to the Leaders Declaration – <i>By Minister of Education of Peru</i>
12:05 – 12:20	24. Summary and closing remarks – <i>By Vice-Minister of Education and Science of the Russian Federation</i> – <i>By Minister of Education of Peru</i>
12:20 – 12:30	25. Final remarks – <i>TBC</i>

12:30 – 12:35	26. Business Arrangements
12:35 – 12:40	Official closing photo
12:40 – 13:10	Press Conference
13:10 – 15:00	Luncheon <i>Hosted by Peru</i> <i>Location: 3rd floor</i>

(五)、會議紀要

召開 6 AEMM，共計有 19 個會員體參加，分別為澳洲、汶萊、加拿大、智利、中國大陸、香港、印尼、日本、韓國、墨西哥、紐西蘭、秘魯、菲律賓、俄羅斯、新加坡、泰國、美國、越南及我國。教育部國際及兩岸教育司楊敏玲司長擔任團長率外交部、勞動部、勞動部勞動力發展署及國家發展委員會組成之代表團共 10 人出席與會。

秘魯教育部部長 Jaime Saavedra 先生首先代表地主會員體歡迎所有會員體的教育領袖來到秘魯利馬，今年 APEC 秘魯年 6 AEMM 的主題為「融合及優質教育」，S 部長認為如何讓所有的人民能有機會獲得具品質的教育，進而提升其競爭力，正是每個會員體所面臨的重大議題，尤其是發展中國家如秘魯。此外教育創新也是面臨的挑戰之一，特別是如何應用新科技於教育體系、教師如何拋開舊有教學方法與教材、降低學用落差、技職教育革新等議題，讓學生擁有面對 21 世紀挑戰的競爭力，進而具有全球競爭力的就業能力。另針對弱勢族群如婦女、身心殘障等，如何於既有教育體系提升其能力，以融入就業市場等，皆是挑戰。S 部長相信透過各會員體於 6 AEMM 分享自身最佳實例，能讓 APEC 區域內的學生享有更好的教育機會。

俄羅斯教育部副部長 Ludmila Ogorodova 女士表達能與秘魯共同主辦此次教育部長會議是其榮幸。O 副部長表示如同本次部長會議主題：「融合及優質教育」，如何讓人民獲得優質教育機會是各會員體共同關切的議題。雖然過去曾有諸多努力，但迄今學用落差仍是非常嚴重的問題。因此如何提供創新、高品質的永續教育，特別在科學、技術及教師培訓等領域，仍尚待解決與改進。O 副部長呼籲各會員體一同為教育融入新科技，貼近現代社會的需求努力。

韓國副總理兼教育部部長 Joon Sik Lee 先生，以前（5）屆 AEMM 會議主

辦會員體身分，分享來自前屆會議的相關成果，並預祝 6 AEMM 圓滿成功，在未來 4 年順利使所有學生獲得融合及優質教育。L 部長表示在 5 AEMM，各會員體部長特別指出相關議題的重要性，如科學及技術教育的品質、語言及文化教育、技職教育、高等教育，教師培訓品質及增加各會員體間各項教育經驗分享。L 部長報告 5 AEMM 會議主題為「Future Challenges and Educational Responses : Fostering Global, Innovative, and Cooperative Education – 未來挑戰與教育因應：促進教育全球化、革新與合作」。在 3 大主題下又可分為 4 個優先領域和 1 個獨立子題：「數學、科學、語言及文化教育」；「技職教育與訓練及高等教育品質」；「ICT 在教育上的運用；改善教師素質」；獨立子題為「教育合作」。5 AEMM 所提出並納入部長共同宣言之「教育合作計畫」(ECP)，重點包含「全球化」(Globalization)、「創新」(Innovation)及「合作」(Cooperation)。教育合作模式之策略乃藉由資料分享、需求導向，以及支援教育資源，建立跨界教育橋樑，期許參與的會員體教育先進，均可藉由此研究與活動分享，獲得最新教育發展議題與方向，進一步改善自身教育資源與政策制定，提升自身計畫之質與量。

APEC 資深官員會議主席 (SOM Chair) Sallarsar 大使預祝 6 AEMM 成功並傳達 APEC 領袖們的祝福與期待，領袖們了解教育是維持穩定經濟發展的重要因素，唯有融合及優質教育，方可提供相對高品質的人力資源，尤其面對未來新科技帶給所有產業的衝擊及就業能力的影響。

APEC 秘書處執行長 (Secretariat Executive Director) Alan Bollard 博士致詞表示 APEC 是個大家庭，相關決議雖無強制力，但各會員體卻有一致的共同目標，就是促進自由貿易、建立穩定的經濟發展。教育亦是各會員體領袖共同關切的議題，特別是 6 AEMM 會議主題「融合及優質教育」為所有會員體如何維持穩定經濟發展，提供具體方向與方法。而如何提供弱勢族群平等及有品質的教育，如婦女及身心障礙等，亦成為 APEC 領袖們特別關切的議題。此外，面對未來新科技帶給所有產業的衝擊以及對就業能力的影響，可預期會是日趨複雜的議題，因此教育必須有效而迅速地回應前揭變化，使年輕人具備創新的就業能力。

接續為 EDNET 國際協調人中國大陸王燕女士報告 6 AEMM 會議籌備情形及闡述作為未來 4 年 APEC 教育策略重點之「APEC 教育發展策略報告」

(APEC Education Strategy Report)。為撰寫前揭策略報告，業由各會員體推薦優秀教育研究學者，共組工作小組研擬 APEC 教育發展策略。王燕女士特別感謝各會員體針對前揭報告提供寶貴意見，包含澳洲於今年 8 月於雪梨舉辦 APEC 教育策略工作坊 (APEC Education Strategy Workshop)，就會員體所提出的教育發展策略，綜整陳閱各會員體教育部長之報告初稿。王燕女士建議 6 AEMM 納入 APEC 教育發展策略報告，作為未來 4 年 APEC HRDWG 所屬網絡各項專案及合作計畫的最高指導原則。伊同時建議將「融合及優質教育」列為 APEC 領袖會議(AELM)的重要議題。

6 AEMM 地主會員體秘魯報告於 5 月在 6 AEMM 第 2 次籌備會議確認部長會議主題為「融合及優質教育」以及 3 項子議題。秘魯特別感謝於第 2 次籌備會議提出意見的會員體，包含我國在內。3 項子議題分別是：

1. 能力：基礎、高等、技職教育及終身學習之個別教育發展，並分成 3 項優先領域如下：
 - (1) 強化品保、資歷架構及技能認證機制 (Enhancement of quality assurance systems, qualification frameworks and skills recognition)。
 - (2) 推廣各教育階段之跨境教育、學術移動力及個別教育路徑 (Promotion of cross-border education, academic mobility and individual pathways within and across education levels)。
 - (3) 教育體制現代化 (Modernization of education systems)。
2. 創新：推動科學、科技與創新能力教育，並分成 3 項優先領域如下：
 - (1) 提升教學及學習過程運用之教育及科技能力 (Improvement of the use of educational and technological capabilities in teaching and learning processes)。
 - (2) 推廣科學、科技及創新之教育及教學實踐 (Promotion of STI in education and pedagogical practices)。
 - (3) 推廣研發及創新之官產學合作 (Promotion of Government-Industry-Academia collaboration for R&D and innovation)。

3. 就業：促進經濟與社會成長的學用銜接，並分成 3 項優先領域如下：

- (1) 推廣政府、大專校院、技職機構、私部門、教育及訓練利益相關人共同合作，以確保教育合乎產業/商業需求與區域勞動力市場需要(Promotion of collaboration between Government, universities, TVET institutions, private sector and education and training stakeholders to ensure the education is oriented to industry/business demands and regional labour market needs)。
- (2) 發展 21 世紀工作及創業技能：軟實力、技術力、全球力及創業力(Development of 21st century competencies for work and entrepreneurship: Soft skills & technical skills, Global competencies, Entrepreneurship skills)。
- (3) 推動學用銜接轉型：工作導向之學習、職涯規劃與準備及個別化訓練(Facilitating the transition from education to work: Work-based learning, Career guidance & career ready programs, Tailored training programs)。

紐西蘭、美國、智利及俄羅斯代表分別發言表達支持 EDNET 國際協調人王燕女士整合所有會員體之努力，所發展而成的 APEC 教育策略，對該國及其他會員體的現有教育問題與發展發向，都具有重要的指導作用。

EDNET 國際協調人王燕女士接續簡報有關 6 AEMM 會議要求所有會員體提供該會員體教育現況基準報告(Baseline Report on Current Education Status in the Asia Pacific Region)，考量各會員體有不同教育制度及政策發展背景，因此各會員體所提供之教育現況基本資料，可讓各會員體的研究學者與部長於制定教育政策時有詳盡的背景參考資料。但因各會員體所提交的草稿篇幅眾多，部長們難以在短暫時間內消化，因此王燕女士已籌組編輯委員會，由美國、韓國、菲律賓及澳洲專家學者組成，計畫將整體報告簡化至 20 頁以內。所有會員體教育主管機關提供自身教育制度、統計資料、重大教育政策、教育重大表現指標及教育革新等政策方向基本資料。藉由本計畫整合研究，未來必要時出版最新 APEC 教育現況基準報告，供所有會員體分享。

大會邀請經濟合作暨發展組織(Organisation for Economic Cooperation and Development, OECD)代表 Juan Vasquez Zamora 先生(Latin America and Caribbean Unit, OECD Development Center)進行專題報告「Education and skills in Latin America: a view from the OECD」。他首先表達與 APEC 會員體就各項

教育議題加強合作的強烈意願，尤其是 6 AEMM 會議主題為「融合及優質教育」，正是 OECD 所關注的教育議題，亦是發展中與未發展國家，如拉丁美洲國家及加勒比海地區國家所面臨的教育議題。維持永續發展、融合及優質教育乃是改善人類生活品質的良策。拉丁美洲國家就學率已獲得顯著改善，然而在教育品質與成效方面，相較於 APEC 會員體，仍有許多改善的空間。此外拉丁美洲國家及加勒比海地區國家，也面臨嚴重的弱勢團體教育平等問題。出身不同階級的孩子，獲得的教育品質截然不同，進而影響年輕人的就業力，對整體國家的生產力及經濟競爭力產生負面效應，造成富者越富、貧者越貧。據估計有近 4 成、約 3 千萬的年輕人嚴重缺乏一般就業能力以及相對穩定的工作。雖然勞動力市場對人力資源有強烈需求，但嚴重的學用落差，導致年輕人就業問題遲遲無法解決。他期待藉由 APEC 會員體寶貴的教育與經濟發展經驗，與拉丁美洲國家及加勒比海地區國家緊密合作，逐步解決地區教育與就業問題。

美洲開發銀行（Inter-American Development Bank, IDB）Pablo Zoido 先生亦受邀專題報告，題目為「強健拉丁美洲及加勒比海地區之教育體制」（Strengthening Education System in Latin America and the Caribbean）。Zoido 先生表示 6 AEMM 會議的優先領域含括建立良好的產官學關係，並認為是解決學用落差及提升年輕人就業力的重要關鍵，而這也是 IDB 所高度關注的議題。特別是建立完善的技職教育制度、公平的就學機會、連接業界人力資源所需，使得教育與職業發展相關官方單位及學校技職教育課程成為必須重視的課題。透過產官學緊密的結合，官方了解產業發展需求，方能引導技職教育貼合產業界所需的人力資源趨向。除此之外，如何確保學生獲得好品質的教育，也是美洲地區國家的共同問題。社會貧富差距的加大，同步拉開受教機會的差距，影響了教育的實質成效。此現象嚴重影響美洲地區國家的基本教育與經濟發展。IDB 會盡全力的協助區域國家的教育制度有明確的發展方向，確保每一個孩子都能獲得穩定有品質的教育。

6 AEMM 會議主題為「融合及優質教育」，各會員體教育領袖並就 3 項子議題項下之優先領域分別進行專題報告：

1. 能力：基礎、高等、技職教育及終身學習之個別教育發展，並分成 3 項優先領域如下：

(1) 強化品保、資歷架構及技能認證機制

汶萊專題報告，題目為「汶萊之強化品保、資歷架構及技能認證機制」(Enhancement of quality assurance system, qualification frameworks and skills recognition in Brunei)。汶萊教育部為確保教育品質，推動教育品質認證工程，包含課程革新、教育機構認證等工作。同時大力推動「終身學習機制」，確保每一個人民具備適應職場所需的就業能力。教育品質認證工程不僅只限於學校，同時包含教育機構、職訓機構及其他終身學習機構。另外該國教育認證已引進東南亞國協 (ASEAN) 共同認可的教育認證，汶萊教育部期許該國教育及職業相關執照能夠獲得東協會員國的承認。

(2) 推廣各教育階段之跨境教育、學術移動力及個別教育路徑

日本專題報告，題目為「教育新角色之國際合作」(International Collaboration for the New Role of Education)。日本政府認為國際合作與國際移動力是現今重要課題，透過此機制使日本學生認識多元文化，不僅能提升學生的國際競爭力，降低誤解，更讓人能從不同層面切入，瞭解由多元文化組成的國際競爭市場。日本將投入多項計畫與設立獎學金，積極輸出該國學術影響力，以日本最近多次獲得諾貝爾獎為例，該國在自然科學方面極具國際競爭力。期許藉由持續推動外國學生來日就讀，及鼓勵日本學生赴國外學習，讓日本成為國際教育與學術合作的重鎮。

越南專題報告，題目為「越南之推廣各教育階段跨境教育、學術移動力及個別教育路徑」(Promotion of cross-border education, academic mobility in education levels at Vietnam)。目前越南共有 239 所大學及 217 所學院，當中有 60 所私立院校，約 170 萬名學生。該國同時引進多所著名國際大學在當地設校，並授予國際承認學位。跨境教育已是越南高等教育最重要的要素，越南教育部成立工作委員會，並通過多項國家教育法案，且謹慎評估各項跨境學術合作計畫，以確保教育品質。以 2015 年為例，約 13 萬學生跨境至外國大專校院就讀，當中近 6 千人留學臺灣。越南學生大多是自費赴海外就讀各式學位。目前較受到越南學生喜愛的形式是與本地大專

校院與國外大學合作開設之跨國雙／多學位。透過「國家計畫 2008-2015」(National Project 2008-2015)，越南政府鼓勵至少 20 餘所越南大學與海外大學緊密合作，萬餘名越南大學生得以前往海外進行短期到長期學習，並且不僅限於學習外語。同時越南擁有近 2 千名來自東協其他國家的學生，以國家獎學金於該國攻讀學位。有品質的跨境教育是越南政府關切的議題，該國並於本年推動「國家教育框架計畫」(National Education Framework 2016)，確保各項教育計畫的品質。越南期許與 APEC 各會員體共同學習並合作，以提供越南學生更好的跨境教育。

(3) 教育體制現代化

智利專題報告，題目為「智利面臨之教育體制現代化」(Challenges for Modernization of education systems in Chile)。智利教育部全力推動教育現代化，特別是普及平等受教權，透過多項稅制減免以鼓勵私人興學。同時推動多項教育品質提升計畫，以建立穩定的教育環境，期能培養高品質人力資源，以利推動智利的經濟發展。該國亦面臨海外移民的教育問題，以 2016 年來看，國外移民較前年多出 1 倍以上，因此智利教育部關切移民孩童的學習狀況。此外為了解決勞動力市場的人力需求，該國教育部致力降低學用落差，例如在學校及職業訓練機構建立有效的認證機制。同時，智利國內相當關注於提升該國教師素質，期待各會員體提供自身最佳實例，供該國參考。

秘魯專題報告，題目為「秘魯教育體制現代化」(Modernization of education systems in Peru)。該國政府期許學生具備 21 世紀應有的競爭力，以提升該國經濟發展。過去幾年間，秘魯受教育人口成長數十倍，然而該國教育品質距離先進國家仍有相當大的進步空間。秘魯認知到全球議題的重要性，並將環保意識和跨文化等議題列入課綱之中。然而該國教師素質、學校軟硬體設施仍無法完整的傳授現代社會所需的知識。秘魯已開始大幅提升教師薪資，讓學校老師能專注於教學，但教師薪資水平仍未臻滿意。此外，秘魯教師的教學方法、課程規劃能力仍需外界提供現代化協助。在教師教學中引進新科技及學校行政現代化都是該國有興趣大力改善的項目，因此秘魯教育部大力推動教師與學校行政人員在職進修，特別是校長層級，該國期待各會員體提供自身最佳實例供其參考。

菲律賓專題報告，題目為「菲律賓內部之教育體制現代化」(Modernization of education systems: Insides from the Philippines)。菲國自 5 年前起，推動 K-10 教育轉型為 K-12 教育體制，以銜接世界潮流。超過 2 千 5 百萬的學子受到影響。在此一現代化過程中，該國教育部推動多項品質確保計畫，協助各級學校現代化，包含課程標準化、提升教師素質及學校軟硬體、教育機構認證等。同時政府增加中央教育經費以改善教育品質，並利用法令與財稅機制，獎勵私人興學並提供高品質學校教育。菲律賓亦引進適用該國文化的創新教育策略，期能引導菲國學生養成終身學習的習慣，具備合乎現代社會所需的新科技能力，以面對未來就業職場所需的挑戰。而在受教權的均等公平議題，該國亦需要來自各會員體的最佳實例。

2. 創新：推動科學、科技與創新能力教育，並分成 3 項優先領域如下：

(1) 提升教學及學習過程運用之教育及科技能力

印尼教育部專題報告，題目為「提升教學及學習過程運用之教育及科技能力」(Improvement of the use of educational and technological capabilities in teaching and learning processes)。印尼在學率約為 91.03%，共有 5 千萬學生、4,378 所高等教育機構、340 萬學校教師、730 萬高等教育學生及 25 萬高等教育教師。如何管理龐大的教育體系，挑戰甚鉅。印尼認為教育是提升該國生產力的唯一方式，科技是維持教育品質的不二法門。多項教育品質確保計畫已進行多年。自 2014 年起，印尼開始推動全國教育評鑑電腦化標準型測驗，大幅改善該國的教育內涵。利用最佳教學範例之推展，印尼政府大力推動各項學校教育革新計畫。網路教育也在該國公私立大學明顯興起，Ebook 大幅運用在學校教學，讓學生學習更具彈性化、且更貼合現代化社會所需。印尼教育部鼓勵公立學校多在教學及學生學習過程多加善用運用新科技，成效卓著，尤其是偏遠鄉鎮學校與學生。

美國專題報告，題目為「2016 年國家教育科技計畫」(2016 National Education Technology Plan)。該計畫主要包含推動旗艦教育科技計畫，普及平等受教權，確保學生受教權不受自身家庭政經背景的影響，引導學生發展個別學習歷程及職涯規劃、建立積極學習態度，發展合作型的領導特

質。該國教育部運用多項新科技，期許教育能及早連接未來社會所需。「隨時隨地的學習」(Everywhere, All-the-time learning) 成為國家重大教育政策，引領教師與學生正確運用新科技，如網路教學技巧的改進及精進學習成效，刺激學生發展自身學習興趣與性向發展。

(2) 推廣科學、科技及創新之教育及教學實踐

中國大陸專題報告，題目為「中國大陸推廣科學、科技及創新之教育及教學實踐」(Promotion of STI in education and pedagogical practices in China)。中國大陸對科學與技術教育十分重視，在 12 年義務教育裡，科學與技術教育佔全部課程比例超越 40% 以上。中國大陸擁有全世界最大的學校體制，面對龐大的學校、教師及學生數，中國大陸年度教育預算已超過 500 億美元，並且逐年增加預算幅度。但即便當地學校品質較以往已有大幅提升，仍無法滿足社會大眾對學校教育的期待。過去中國大陸政府投入大量經費，提升學校資訊教育的軟硬體，並實施多項新科技教育基礎建設提升計畫，改變教學面向，大幅提升偏遠地區學校教育的成效與品質。目前 80% 的基礎教育學校教室附有多媒體教具。多所著名大學，如北京大學及清華大學(北京)正積極推動線上學習課程的規劃與認證，促進大學教育現代化，增加與世界接軌的機會。

俄羅斯專題報告，題目為「推動科學、科技與創新能力教育」(Promotion of STI in education)。俄羅斯的學校科學與技術教育，大致分為 3 大部分，分別是與產業結合的教育、扎實的基礎科學教育以及扎實的科學實作。在確保教育品質方面，俄羅斯制定了 705 項教育標準。在大學教育方面，該國目前有 10 所聯邦大學、29 所國立大學、11 所區域型大學，現正推動 5 項世界百大計畫，期許至少能有 5 所俄羅斯大學進入世界百大排名。網路教育方面，該國已有超過 20 萬學生透過線上課程學習，俄羅斯政府期待線上學習的使用者數目能持續提升。

(3) 推廣研發及創新之官產學合作

澳洲專題報告，題目為「推廣澳洲研發及創新之官產學合作」(Promotion of Government-Industry-Academia collaboration for R&D and innovation in Australia)。澳洲政府了解產學合作的重要，為要建立永續發

展且健康的產學關係，需要政府政策引導的努力。如何引導學術型的研究計畫與人力資源，切合產業需求，成為當前關注的議題。無論在財務、學術及建立校園文化等方面，澳洲政府都投入大量的政策引導，包含藉由財稅優惠，鼓勵公私立產業多加運用大學研究成果，以達產業提升的目標。讓官-產-學成為同一戰線的夥伴。目前澳洲大學的研發經費，最主要來自海內外的產業與相關研發單位提出的需求計畫，對於澳洲經濟穩定發展扮演重要角色。

秘魯專題報告，題目為「推廣秘魯研發及創新之官產學合作」(Promotion of Government-Industry-Academia collaboration for R&D and innovation in Peru)。秘魯重視大學研發能量與產業間發展正常的產學合作關係，其中包含創新創意、具備技術能力的人力資源、經費資助及永續性的政策支持。秘魯不限制大學與本地產業合作，同時也鼓勵學校與拉丁美洲國家相關產業共同合作。透過多項國家科學計畫的推動，如環保、材料科學、生計科技發展等各個領域，有助於大學與產業合作。同時挹注財稅優惠政策於中小企業的研發，發展產業關鍵技術，期待能改善大學與產業的產學合作關係，成為該國經濟發展政策最重要的議題。

3. 就業：促進經濟與社會成長的學用銜接，並分成 3 項優先領域如下：

- (1) 推廣政府、大專校院、技職機構、私部門、教育及訓練利益相關人共同合作，以確保教育合乎產業/商業需求與區域勞動力市場需要

新加坡專題報告，題目為「就業：促進經濟與社會成長的學用銜接」(Employability: Transition from Education to Work for Economic and Social Growth)。新加坡與其他國家一樣面臨工作機會流失以及勞動力嚴重短缺問題，因此星國政府與產業界擁有高度共識，雙方皆致力於建立良好的產學合作夥伴關係。藉由就業市場導向的課程與強調在學實習的機制、技職教育學程、學校教育創新、師資培養永續經營、推動終身學習體系以及鼓勵創意、創新、創業等政策推動，星國大幅降低學用落差及勞動力短缺的窘境，培養出合乎產業需求，能面對 21 世紀新科技挑戰的高品質人力資源。

泰國專題報告，題目為「泰國推廣政府、大專校院、技職機構、私部

門、教育及訓練利益相關人共同合作之經驗」(Thailand's Experience on Promotion of collaboration between Government, universities, TVET institutions, private sector and education and training stakeholders)。泰國致力於推動保障全民受教權、強化教育品質、發展就業型技能、彈性化學習、雙向學習管道、與國外大學簽署雙學位等計畫，期達到穩定、繁榮可期及永續發展的經濟目標。教育政策的永續發展方面，強調品質、公平及機會三方面的發展。同時推動多項教育革新，降低學用落差，培養高品質、有技能的人力資源。此類的教育改革已拓及至基礎教育階段。泰國教育部編列特別專款及專職機構，專門照顧弱勢團體的孩子，使他們能藉由教育脫離貧窮與弱勢。近年來泰國學校教育，在運用新科技方面，獲得顯著進展。目前近 40 萬名學生得以利用便利的網路，獲得高品質的教育與訓練，提升偏鄉地區學生與弱勢團體學生的學習品質。該國政府同時藉由建立「泰國國家資歷架構」(Thailand National Qualification Framework)，與東南亞國協教育品質認證機制共同架接，確保泰國各級學校與教育機構品質合乎 21 世紀的產業需求。泰國將大學區分為研究型大學、特別需求型大學及社區型大學。各類別大學設置均針對特定學生群體與社會大眾所需，以發展有秩序、有品質的大學教育改革。

韓國專題報告，題目為「APEC 強化就業之教育合作」(APEC Education Cooperation for the Enhancement of Employability)。韓國從 50 年代全世界最貧窮的國家，到現在已是全世界前十大會員體，該國歸功於教育普及與實施高品質教育。然而目前韓國正面臨低出生率、高失業率以及嚴重學用落差的問題，導致大量年輕人從大學畢業之後，無法順利銜接穩定的工作。「韓國國家發展及產界就業計畫」(Korean National Development & Individual Employability Program)著重於增加工作機會、強化年輕人就業能力。韓國政府投入大筆經費營造大學與產業建立緊密合作關係。目前韓國大學推出多項就業導向的學程與課程，引進產業教師進入學校課程規劃與教學，期許產業及早在大學找到需要的高品質人力資源。為強化年輕學子的實作經驗，韓國政府推動多項計畫，如在學實習、全球實習等計畫，讓學生能及早體驗產業與企業文化，增加自身就業能力。韓國政府目前已投入 2 千 7 百萬美元，鼓勵 9 所大學成立終身學習學院，提供彈性與永續發展的技職教育學習機會。線上教學方面，韓國 K-MOOC 課程共有 39 所大

學積極參與，開設超過 120 門課，提供更加彈性的學習機會與環境，以因應新科技如機器人工廠，造成人力需求下降的衝擊。

(2) 發展 21 世紀工作及創業技能：軟實力、技術力、全球力及創業力

我國代表團由楊敏玲司長作專題報告，題目為「發展 21 世紀工作及創業技能」(Development of 21st Century Competencies for Work and Entrepreneurship)，分享我國在推動 21 世紀鼓勵創新創業的教育成果。Young Entrepreneurs of the Future (YEF) 計畫係由民間團體時代基金會舉辦，主要在於引導有創意的年輕學生，經過與產業共組的委員所規劃之課程訓練，在適度經費協助下，自行成立創新的小型公司。各會員體目前最主要的課題之一是青年就業問題，我們認為此類模式非常適用所有的會員體，能為解決青年失業問題作出貢獻，為青年創造更多機會，此一理念紛紛受到會員體的贊同。報告中另一重要主題為我國於 2009 年提出的 U-Start 計畫(大專畢業生創業計畫)，以產學合作計畫為基礎，適時利用微型創業的彈性及育成協助，提升大專畢業生創業機會，期激發大專校院產學合作能量及提升校園創新創業文化，會員體對計畫內容深感興趣。

紐西蘭專題報告，題目為「發展 21 世紀工作及創業技能」(Development of 21st Century Competencies for Work and Entrepreneurship)。紐西蘭是個移民型中等國家，教育體制需要高度多元與包容性，該國期建立適用個別發展的學習管道與資源。為讓每位紐西蘭學生具有全球競爭力，政府投入經費以確保高品質的基礎教育、持續提升教師素質、設置包容與永續發展的文化課程與改革計畫，開設創新與培養全球競爭力的課程與訓練，如 21 世紀高科技職業訓練計畫、降低數位落差計畫確保弱勢團體學生仍可運用網路資源獲得高品質教育與訓練、強化語言及外語教育強化學生外國語言與文化的學習、鼓勵學生保持好奇心計畫、偏遠領地教育與職業訓練計畫協助偏遠領地的居民能有具有全球競爭力的能力、持續強化國際教育，持續鼓勵外國學生來到紐西蘭就讀，同時鼓勵紐西蘭學生出國進行長短期學習。

秘魯專題報告，題目為「發展 21 世紀工作及創業技能」(Development of 21st Century Competencies for Work and Entrepreneurship)，秘魯勞動部報

告該國因應 21 世紀挑戰所準備的勞動職業訓練政策。秘魯正面臨全球競爭造成工作機會流失及勞動力不足，建構軟實力及勞工認知能力成為該國職業勞動訓練的重要議題。如同拉丁美洲國家及加勒比海地區國家，秘魯面臨相同嚴重的問題，亦即孩子的家庭政經背景，影響其獲得的教育品質，造成日後就業能力的不同，進而影響整體國家生產力及經濟競爭力，貧者越貧、富者越富。即便勞動力市場有強烈的人力資源需求，然而嚴重的學用落差，導致年輕人就業問題遲遲無法獲得解決。秘魯認為單憑技職訓練不足以應對未來挑戰，雖然認知技能的培養有助於勞工就業，但該國政府認為社交能力與情緒智商等軟實力，是勞工能持續受雇的關鍵要素，因而成為秘魯提高動生產力所亟需建立的技能。該國期許與各會員體共同合作。

(3) 推動學用銜接轉型：工作導向之學習、職涯規劃與準備及個別化訓練

香港專題報告，題目為「推動學用銜接轉型：終身學習之香港經驗」(Facilitating Transition from Education to Work: the Hong Kong Case of Life-Long Learning)。香港作為城市型會員體，目前約有 120 萬學生。2017 年香港政府將推動 15 年義務教育，並關注於教育品質的確保，近 1/4 政府經費因而將大量投入各級學校教育。就高等教育教育品質而言，香港即有 3 所大學進入世界百大排名。此外，香港亦致力於降低中輟率，期許全港各級學校中輟率降低至 10% 以下。在降低學用落差方面，透過推動產學合作計畫 (Business-School Partnership Project, BSPP)，結合學校與產業界，目前已有 27 萬 8 千餘名學生參與其中。另有職涯與生涯規劃教育 (Career and Life Planning Education)，藉由在校舉辦各項活動，引導年輕學子盡早發現自身興趣與職涯發展方向。並於大專校院提供高額獎學金甄選學生及早進入產業界實習，同時引入服膺產業所需的課程，以培養學生職場技能。

墨西哥專題報告，題目為「墨西哥就業與學用銜接轉型」(Employability, Transition from School to Work in Mexico)。墨西哥目前的教育系統有 3,660 萬學生及 205 萬教師。該國約投注之教育預算佔整體政府經費的 19.2%，主要用以改善學校軟硬體及師資。然而年輕人仍普遍面臨失業問題，特別是弱勢團體，如偏鄉地區人民與女性的失業問題更加險峻。墨西哥認為學用落差及缺乏軟實力，是這一代年輕人的共同問題。該國致力於提高國家生產力，建立國家標準職業證照體系，確保所有學校與教育機構提供合乎

標準的教育與訓練。透過推動 MOVO 技職教育與訓練改革計畫，期提供第二管道，訓練合乎產業需求的人力資源。同時持續改善現有學校教育、教材及師資。期待透過近九成的學生與教師進入此一改革計畫，讓學校教育更貼近產業需求。目前有超過 365 家產業加入計畫，墨西哥政府估計未來將有更多當地及國際企業加入 MOVO 計畫。而三創計畫與軟實力教育也在政府各項教育改革計畫中，期許年輕人能及早具備全球競爭力。

聯合國教科文組織（United Nations Educational, Scientific and Cultural Organization, UNESCO）代表 Magaly Robalino 女士報告永續發展目標（SDG 4: the 2030 agenda for education）以及該目標與本屆大會主題、子議題及優先領域的關聯。Robalino 女士說明在教育方面，全球仍舊面臨嚴峻挑戰。永續發展目標認知到若要終結貧窮必須與經濟成長策略緊密連結，並回應社會需要，包含教育、健康與社會福祉、良好的工作、經濟成長、性別平等、氣候變遷與環境保護等。永續發展目標的基本要素在於高度重視應用、資金募集、能力建構、科技、數據及機構的發展。過程中最重要的就是普及各級教育，讓更多孩童就學，增加識字人口，達成開發中國家 91% 基礎教育入學率的成就。Robalino 女士也提到 6 AEMM 大會子議題與永續發展目標關鍵概念的直接關聯，包含在創新、能力建構及終身學習層面，展現自單純的學用銜接，擴張到教育對於發展人力資源、公民能力、權利及快樂的重視。

秘魯教育部部長 Jaime Saavedra 先生邀請 HRDWG 代理主席俄羅斯籍 Ksenia Elovskikh 女士帶領大家討論教育部長會議聯合宣言（the Draft Joint Ministerial Statement），獲得全體一致同意。

俄羅斯教育科學部副部長 Ludmila Ogorodova 女士，與秘魯教育部部長 Jaime Saavedra 先生於閉幕式感謝各會員體的積極參與，共同為 APEC 區域教育而努力，並分享許多教育改革概念。好的政策與理念，仍待所有教育從業人員具體落實於教學現場，讓學生具備能力面對新科技的挑戰，以及擁有全球競爭力的就業能力，降低學用落差，建立產學間良好合作夥伴關係，兩人並預祝各會員體明年越南再見。

最後，秘魯總統 Pedro Pablo Kuczynski 先生蒞臨會場，致詞感謝所有 APEC 教育部長與代表來到利馬，一同討論共同關切的教育議題，秘魯在進行多項的

教育革新計畫，確認我們所有的課程、教師、與學校軟硬體都需要進一步的革新。秘魯投入大量的教育經費，改善國家師資、課程、公立教育體制及各項學校軟硬體設施，期許能讓國內 8 百萬孩童受益，讓未來的主人翁皆具備面對未來挑戰的能力與技能。K 總統期許教育帶給我們的孩子具備不斷學習，面對世界新變化帶來的各項變遷的能力。相信藉由 APEC 緊密的組織合作，教育能為所有會員體穩定的經濟發展奠定重要基礎。

會後主辦單位安排記者會讓媒體得以採訪所有與會會員體教育領袖，與會員體教育領袖面對面溝通及表達 AEMM 會後成果及本屆部長聯合聲明。

參、心得與建議事項

- 一、本次美國特別針對「APEC Women in STEM」議題，進行為期一天的工作坊，含我國在內計有 12 個會員體公私部門相關領域人員，就亞太區域婦女在科學、技術、工程、數學（以下簡稱 STEM）領域所面臨之進入與發展及環境等相關問題進行對話，並針對美國所提整體性架構進行圓桌分組討論。本項計畫首席 Ann Katsiak 呼籲 APEC 成員共同努力，透過本平臺，以資料導向的思維，尋找縮短落差的具體措施，促進女性在 STEM 的發展。由於提升女性勞動參與與經濟自主，為我國經濟與人力資源發展重要政策，美國所提之整合性架構，未來應能提供政策推動參考，建議我國應持續參與美方本項 Women in STEM 後續工作。

- 二、勞動部勞動力發展署主持 10 月 3 日「強化就業軟實力策略國際論壇」：蔡孟良副署長致開、閉幕詞，廖貴燕科長主持研討會，秘魯勞動部部長 Alfonso Grados Carraro 親臨開場，職訓局局長 Astrid Sanchez 全程共同主持，我國臺灣經濟研究院國際處何振生處長主持報告「年輕運動員軟實力發展職涯規劃」獲各界熱烈迴響。此案係勞動部勞動力發展署首次跨洋與秘魯合辦，除 APEC 會員體外，另邀世界銀行、拉丁美洲開發銀行等國際組織與會報告，就軟實力、技能建構、運動競賽選手職涯規劃等議題進行研討，勞動部勞動力發展署透過擔任 CBN 主席影響力全力協助促成本論壇，與會各界對我國代表團參與國際組織之貢獻，以及促進職訓交流國際化之能量備受肯定，為我國拓展後續國際職訓教育合作網絡及技職教育輸出，奠下基石。另隨著全球化發展，我國在全球供應鏈中已扮演重要角色，勞動部綜合規劃司莊美娟副司長所提「APEC 全球供應鏈與優質成長」之倡議，除可透過 APEC 平台，蒐尋 APEC 區域全球供應鏈與優質成長特別是在工作場所安全與人力創新之最佳實務外，並可透過本倡議，與 APEC 成員國共同推動優質全球供應鏈及促進區域就業之優質成長策略。

- 三、6 AEMM 於本年 10 月 4 日至 6 日於秘魯利馬順利舉行。由教育部國際及兩岸教育司楊敏玲司長率團出席。本屆 AEMM 會議主題為「融合及優質教育」，楊司長於會中介紹「國際青年創業領袖計畫」及「大專畢業生創業服務計畫」

之成功經驗，吸引包含新南向政策國家之泰國及菲律賓代表團在內的會員體目光，表示有高度興趣參考借鏡，建議應持續與泰國及菲律賓教育部保持聯繫，針對創新創業課程及培訓機制建立交流平臺。

四、教育部代表團於本次會議期間分別與印尼、菲律賓舉行正式雙邊會談，並在議程緊湊的情形下利用空檔及茶敘時間分別與泰國、美國、加拿大及日本進行非正式之會談。透過正式及非正式雙邊會談，加強與新南向政策國家以及教育先進國之教育官員合作關係，以利推展雙邊教育合作事宜。雙方對彼此的交流合作深具信心及興趣，咸認可藉由更進一步的交流合作創造契機。

五、教育部國際及兩岸教育司楊司長並分別邀請會談之會員體來臺訪問，藉由實地探訪了解臺灣優質的教育環境及高等教育的優勢。針對舉行正式雙邊會談之印尼、菲律賓可以合作之事項，將配合新南向政策規劃：（一）在 2017 年於菲律賓設立臺灣教育中心（以下簡稱臺教中心），運用臺教中心擴大吸引印尼（已設立）及菲律賓（規劃中）等優秀青年學子來臺留學或研習，促進雙邊教育交流；（二）促成國內大學校院與印、菲兩國高等教育機構，發展「雙邊聯盟」，聚焦雙方合意的重點領域合作計畫，以開展多元合作模式及更多實質合作計畫；（三）辦理新南向外國學生產學合作專班（學位班）、新南向外國青年短期技術訓練班（非學位班）及新南向專業技術師資短期訓練班（非學位班）等，對焦新南向國家學習需求，吸引目標國學生來臺就讀。

六、APEC 為我國少數得以正式會員身分參與之政府間國際區域組織，藉由積極參與教育部長會議，輸出我國教育之最佳範例，不僅能提升我國教育成就於國際場域之能見度，吸引其他國家與我共同合作之意願，更可把握會議契機，與各會員體教育部長及教育資深官員接觸洽商，強化多邊實質交流與建立國際教育合作網絡。我國代表團此次出席 6 AEMM 及其相關會議成果豐碩，會後教育部並將續與 APEC 各會員體教育官員保持聯繫，以期深化會議成果，開拓 APEC 教育合作新模式，並持續發揮及提升我國在 APEC 的具體貢獻。

肆、附錄

附件一 出國人員清單

服務機關	姓名職稱
教育部國際及兩岸教育司	楊敏玲司長
教育部國際及兩岸教育司	黃冠超教育副參事
教育部國際及兩岸教育司	曾競科長
外交部國際組織司	汪漢源參事
勞動部綜合規劃司	莊美娟副司長
勞動部勞動力發展署	蔡孟良副署長
勞動部勞動力發展署綜合規劃組	廖貴燕科長
勞動部勞動力發展署中彰投分署國際合作組	戴佳坦科長
國家發展委員會人力發展處	齊清華專門委員
銘傳大學國際教育交流處	劉國偉處長

附件二 會議照片



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇
秘魯勞動部部長 Alfonso Grados Carraro(中)與勞動部勞動力發展署蔡孟良副署長(左 2)
共同開場致歡迎詞



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇
勞動部勞動力發展署蔡孟良副署長致開場歡迎詞



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇
勞動部勞動力發展署與秘魯勞動部部長 Alfonso Grados Carraro (右 1)共同主持



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇
出席各界代表與會場全景



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇
臺、秘、澳洲三方共同主持綜合座談



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇
臺灣經濟研究院國際處何振生處長(中)發言

Lima, 3 October 2016



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇

HRDWG 代理主席 Ksenia Elovskikh(左 2)、EDNET 國際協調人王燕女士(左 1)、CBN 國際協調人勞動力
勞動力發展署蔡孟良副署長(左 4)、CBN 國際副協調人廖貴燕科長(左 3)與秘魯團隊合影



2016/10/03 6 AEMM 周邊會議強化就業軟實力策略國際論壇

出席代表與秘魯勞動部部長 Alfonso Grados Carraro (前排左 7)合影
勞動部勞動力發展署蔡孟良副署長立於前排左 6、廖貴燕科長於前排左 5、
戴佳坦科長於後排左 2、教育部楊敏玲司長於前排右 1、黃冠超教育副參事於後排右 7、
國家發展委員會齊清華專門委員於後排右 6、銘傳大學劉國偉處長於後排左 6



勞動部莊美娟副司長、教育部黃冠超教育副參事、國家發展委員會齊清華專門委員、教育部楊敏玲司長、外交部汪漢源參事、教育部曾競科長及銘傳大學劉國偉處長於場邊合影(由左至右)



2016/10/04 勞動部勞動力發展署代表團赴秘魯勞動部拜會
秘魯職業訓練局局長 Astrid Sánchez (右 1)親迎



2016/10/04 6 AEMM 周邊會議強化就業軟實力策略國際論壇臺秘主辦團隊於秘魯勞動部職訓局局長 Astrid Sánchez (左 1)辦公室合影



2016/10/04 勞動部勞動力發展署代表團於秘魯勞動部職訓局專案計畫承辦窗口運作現場



泰國教育部部長 Dapong Ratanasuwan 將軍(左 1)、教育部楊敏玲司長(中)
於場邊進行非正式會談



教育部楊敏玲司長與美國教育部部長室資深顧問 Maureen McLaughlin 主任
於場邊非正式會談後合影



教育部楊敏玲司長(右 1)與印尼教育文化部研究發展司司長 Totok Suprayitno (左 1)
舉行雙邊會談後合影



教育部楊敏玲司長(左 2)與加拿大代表團團長 Gwyneth Kutz 女士於場外非正式會談



2016/10/04 第 40 屆 HRDWG 會議團體照，教育部楊敏玲司長立於前排左 5、
曾競科長於後排左 2、國家發展委員會齊清華專門委員於後排左 4、
教育部黃冠超教育副參事於後排左 5



2016/10/05 6 AEMM 會前各會員體代表與地主會員體秘魯小學生合影



2016/10/06 6 AEMM 教育部楊敏玲司長代表我國發表演講



2016/10/06 6 AEMM 教育部楊敏玲司長代表我國發言



2016/10/06 各會員體教育部長及代表於會後大合影，教育部楊敏玲司長立於後排右 3 勞動部勞動力發展署蔡孟良副署長於前排左 2、廖貴燕科長於前排左 1



2016/10/06 出席 6 AEMM 會後記者會，教育部楊敏玲司長於後排左 2

附件三 APEC 第 6 屆教育部長聯合宣言



JOINT STATEMENT FROM THE 6TH APEC EDUCATION MINISTERIAL MEETING

“An Inclusive and Quality Education”

05 – 06 October, 2016

Lima, Peru

INTRODUCTION

1. We, the Education Ministers and Senior Officials from Australia; Brunei Darussalam; Canada; Chile; People's Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Mexico; New Zealand; Peru; the Philippines; the Russian Federation; Singapore; Chinese Taipei; Thailand; the United States and Viet Nam convened for the 6th APEC Education Ministers Meeting in Lima, Peru on October 5 - 6, 2016, under the Chairmanship of Mr. Jaime Saavedra Chanduvi, Minister of Education of Peru and Ms. Ludmila Ogorodova, Vice-Minister of Education and Science of the Russian Federation of the Russian Federation.

2. We endorse APEC's mission *“to support sustainable economic growth and prosperity in the Asia-Pacific region”*, and recognize the significance of achieving a dynamic and harmonious Asia-Pacific community by championing free and open trade and investment and promoting regional economic integration. We highlight the importance of providing all learners with quality education and training, enabling them to engage in the globalized economy. As stated in the Incheon Declaration *“Education 2030: towards inclusive and equitable quality education and life-long learning for all”* and the Priority Area of “Human Capital Development” envisioned by Peru as the host economy of the 2016 APEC year, education and training systems

should meet the needs of the modern world. This will promote regional economic integration within the Asia-Pacific region and enhance prosperity among APEC member economies.

3. We met under the General Theme of the 6th AEMM: “*An Inclusive and Quality Education*”, which recalls that the Asia-Pacific region has made considerable progress in providing access to education and training for all. At the same time, however, ensuring inclusion and quality remains a challenge. UNESCO defines this inclusive and quality approach as the right of learners to access quality education that meets their basic learning needs and respects their cultural diversity, ensuring the development of their full potential. We also recognize the importance of the Sustainable Development Goals (SDGs), in particular Goal 4 and Goal 8.6, and other related targets. With this in mind, the theme of human capital development will, consistent with economies’ domestic policies, be addressed by working together to enhance competencies, accelerate innovation and increase employability.
4. We acknowledge that more progress is needed to ensure that access to quality education is equitable for all, regardless of gender, race, religion, ethnic or cultural background, socio-economic status, or disability. We recognize that advancing inclusive education, enhancing equality through education, and promoting girls’ education and women’s economic empowerment, among others, are critical to achieving equality, poverty eradication, and inclusive economic growth.
5. We endorse the APEC Education Strategy to be used as a framework to guide future projects and collaborative initiatives for the benefit of the region. We acknowledge the contribution made by Australia; Canada; Chile; People’s Republic of China; Indonesia; Japan; Republic of Korea; Mexico; New Zealand; Peru; the Philippines; the Russian Federation; Singapore; Chinese Taipei; Thailand; United States; and Viet Nam, as well as the OECD, World Bank and IDB. We look forward to its implementation through EDNET and other HRDWG networks in collaboration with APEC fora and multi-lateral organizations.
6. Recognizing the significant role of education in enhancing economic development and general wellbeing, we submit the outcomes of the 6th AEMM to the APEC Leaders for their consideration.

PROGRESS & GENERAL ACKNOWLEDGEMENTS AND ACHIEVEMENTS

7. During the 5th APEC Education Ministerial Meeting (AEMM) held in the Republic of Korea in 2012, ministers addressed relevant topics, such as enhancing the quality of mathematics and science education, language and culture education, technical and

vocational education and training (TVET) and higher education; improving teacher quality through innovative ways; and the promotion of cooperative models and best practices to increase sharing and learning from each other.

8. We acknowledge the progress made by HRDWG and its networks, the Education Network (EDNET), the Capacity Building Network (CBN) and the Labor and Social Protection Network (LSPN) in developing human capital in the APEC region since the 5th AEMM. We recognize the importance of the work carried out by the HRDWG and its networks in building and sharing knowledge and in addressing the 5th AEMM themes: Globalization, Innovation, and Cooperation.

9. We acknowledge the successful organization and outcomes from the past Preparatory Conferences, Meetings and Workshops organized by the People's Republic of China (Beijing, January 2016); the host economy, Peru (Arequipa, May 2016 and Lima, August 2016); Australia (Sydney, August 2016) and the co-host Russian Federation (Vladivostok, September 2016). We also recognize the efforts of HRDWG and EDNET members, as well as the participation of representatives from other APEC fora, such as the APEC Business Advisory Council (ABAC), the Group of Friends on Disability Issues (GOFD), and from international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), Organization for Economic Co-operation and Development (OECD), Inter-American Development Bank (IDB), the International Labor Organization (ILO), the Association of Pacific Rim Universities (APRU) and the Organization of Ibero-American States (OEI).

As a result of these meetings, researchers, experts, practitioners and policy-makers have exchanged relevant knowledge and experiences, helping identify the most important challenges facing economies and their greatest education and training needs. This will direct our work for the next four years.

10. Recognizing the crucial role of education and training in fostering economic and social change we welcome the enthusiasm and effort from all member economies in the promotion of projects and initiatives, within the HRDWG and its networks. We

agree to support education and training cooperation through educational research and policy analyses over the next four years.

11. We understand the importance of intergenerational continuity and welcome the efforts of the MODEL AEMM – 2016 (Beijing, August 2016) and the APEC Junior Education Meeting (Vladivostok, September 2016) to highlight the vision of young leaders on APEC educational collaboration and the enhancement of key priority areas.

12. We are also deeply grateful for the organization and execution of related events to the 6th APEC Education Ministerial Meeting, which has shown great development of cooperation between our economies and the opportunity to exchange information and experiences, as well as to strengthen and build capacity through the frames of the APEC Women in STEM Forum: A Framework for Dialogue, Learning and Action; the APEC Symposium and Workshop on Strategies for Strengthening Employability (Soft) Skills to Facilitate Quality Growth through upskilling; the 12th APEC Future Education Forum and the 14th International ALCoB Conference; the APEC Lesson Study Project Exhibition; and the scholarship program exhibition.

13. We would like to extend our sincere appreciation to the Republic of Korea for its efforts gone into the submission of the APEC Education Cooperation Project (ECP), Gyeongju Initiative as directed by the 5th AEMM. We acknowledge the importance of sustainable and practical educational cooperation at the level of practitioners in the APEC region. In this regard, we note that the report contains Education Cooperation Model and strategies to enhance education cooperation.

14. We note the APEC Conference on Cooperation in Higher Education held for enhancement of linkages between the governments and academics and for establishment of on-going dialogue on education in APEC. The Conference is a platform of collaboration and exchange.

15. We would like to extend our sincere appreciation to the EDNET and member economies for their efforts to develop the Baseline Report on Current Education in

Asia Pacific Region that reflects the most up-to-date education status in APEC economies and education development in Asia Pacific Region as a whole. We also acknowledge its usefulness in enhancing mutual understanding, learning and reinforcement of education development among APEC member economies through sharing of systemic and updated knowledge and information of education systems and in increasing synergy of future collaborative projects and initiatives among APEC economies and hence recommend it shall be updated as needed.

Competencies: Individual Pathways for Education, Basic, Higher, Technical and Vocational Education and Training (TVET) and Lifelong Learning

16. We recognize the importance of access to high quality education and training that allows our populations to develop their full potential. Acknowledging that education is a lifelong process, economies should aim to build quality and inclusive educational pathways from early childhood education onwards to deliver the competencies needed to actively participate in economies and societies.

17. Underpinning these pathways is an inherent need for effective and rigorous quality assurance systems, qualification frameworks and skills recognition systems. We encourage APEC member economies to work together to improve understanding of this complex policy space in order to take advantages of new opportunities in mobility and cooperation to drive economic development. We also encourage members to continue to promote cross-border education cooperation more broadly and improve people to people connectivity to support globally relevant education systems.

18. We acknowledge Peru's willingness to contribute to the enhancement of the quality of higher education, including academic mobility, teaching of foreign languages, public-private partnerships and other topics. Peru will explore initiatives in this regard.

Innovation: Promotion of Science, Technology and Innovation (STI)

Capabilities in Education

19. We recognize that technological and innovative advancements in education are opening new opportunities for the design and delivery of education and training to overcome barriers to access and mobility. APEC economies will pursue opportunities to work together in identifying and responding to the impacts of technological change which is transforming the way in which societies live, work, communicate, develop and pursue ideas.

20. Consistent with the modernization of education and training systems, improving the use of educational and technological capabilities in the teaching and learning process will be vital to maximizing participation in life-long learning that delivers high quality outcomes. We encourage APEC member economies to work together to adapt the scope and style of pedagogical practices, including those that will encourage increased participation in STEM studies. We recognize that a scientifically and technologically literate population is essential to developing, adopting and adapting new technologies in increasingly complex economies and societies. Research, development and innovation will be further enhanced in APEC economies through efforts to increase government-industry-academia collaboration.

Employability: Transition from Education to Work for Economic and Social Growth

21. The complexity and dynamism of global markets has demonstrated a clear need for APEC member economies to foster the development of global competencies that prepare learners to meet the needs of the regional economy. Adapting our education and training sectors to rapid changes in the economy is a challenge for all of us. The types of skills economies need to produce to meet emerging labor market needs and how economies' populations can acquire these skills are important issues that need to be resolved. APEC economies will work together to strengthen partnerships between governments, educational and TVET institutions and the

private sector to better facilitate the transition from education to work, and lift participation in lifelong learning, and encourage the development of global competencies and entrepreneurship skills. This also includes developing the soft skills that will be crucial to meeting the changing nature of the economy and labor market demands.

22. We continue to support economies to work together to better understand the opportunities and challenges in facilitating the transition from education to work. Strengthening of partnerships to better understand the needs of the labor market, together with sector reforms that support the development of 21st century skills and improve labor market information and career guidance systems, will help to develop modern interdisciplinary approaches to education that support interaction across fields and competencies. This will better position APEC member economies to adapt to future changes in labor market needs.

23. In line with such policy directions, and as part of our efforts to respond to the calls of our Leaders in 2015 to increase the participation of young people in the economy, we are committed to strengthening our efforts to tackle youth unemployment under the “APEC Framework for Youth Education, Employment and Entrepreneurship,” which was adopted by the HRDWG. We encourage the HRDWG to use the Framework in its work.

Conclusion

24. We affirm that a globalized world requires advanced and strong systems to develop workforces with global competencies. Increased international cooperation is needed to promote globalization that genuinely responds to the requirements and challenges of today's economy. Therefore we need to develop international cooperation programs and strategic partnerships that provide for the acquisition and transfer of knowledge by all populations through education and training. This will provide economies with the capacity to increase their competitiveness and improve youth employability.

25. Likewise, we recognize the importance of maximizing the impact of education

policy and commit to working together to share information on the impacts and outcomes of education and training policies.

26. We would like to extend our most sincere appreciation and gratitude to Peru, our host economy, for its excellent work in preparing and organizing this meeting, as well as for its warm reception and hospitality.

27. Furthermore, we thank the Russian Federation, co-host economy for its contribution

28. We greatly appreciate the efforts made by the APEC Secretariat, the HRDWG and especially by EDNET during the organization of this event and welcome their collaboration and willingness to achieve our common goals.

附件四 APEC 領袖宣言教育部分

2016 LEADERS' DECLARATION

We, the Leaders of APEC, met in Lima under the theme of ***Quality Growth and Human Development*** to continue working on our common endeavor to support free and open trade and investment, sustainable economic growth and shared prosperity in the Asia-Pacific region. Within this vision, in 2016 we have focused our efforts on the following thematic priorities: Regional Economic Integration and Quality Growth, Enhancing the Regional Food Market, Towards the Modernization of micro, small and medium-sized enterprises (MSMEs) in the Asia-Pacific and Developing Human Capital.

Eight years after Peru hosted APEC for the first time, the world economic recovery is progressing, but facing increasingly far-reaching and interrelated challenges. The unusual confluence of threats to security, inequality and weak economic growth, as well as environmental degradation and the risks posed by climate change, affect prospects for sustainable development, and deepen uncertainty toward the immediate future. In addition, globalization and its associated integration processes are increasingly being called into question, contributing to the emergence of protectionist trends.

While these challenges may pose a risk to our common aspirations and objectives, we welcome the important milestones achieved recently by the international community. In that sense, we remain committed to the implementation of the 2030 Agenda for Sustainable Development as it represents a balanced and comprehensive multilateral framework for international cooperation. We also welcome the recent entry into force of the Paris Agreement and commit to its ambitious and effective implementation in order to transition towards a low-carbon climate-resilient economy.

Quality Growth and Human Development

We reaffirm our aspirations towards balanced, inclusive, sustainable, innovative, and secure growth in the APEC region, as agreed in the APEC Strategy for Strengthening Quality Growth by 2020, to bring greater focus to the importance of pursuing quality growth as envisaged in the 2010 APEC Growth Strategy.

Stressing the importance of achieving quality growth, we also pledge to focus our efforts on ensuring that our policies and strategies contribute in concrete terms to raising people's quality of life and enhancing social equity in the region. We therefore recognize that our efforts to achieve APEC's objectives and goals must remain focused on improving the lives of our people. We welcome undertakings taken by member economies in implementing actions to achieve quality growth.

We recognize the vital importance of continuing work towards an inclusive and quality education agenda that will enable all generations to overcome the challenges of a globalized world. Furthermore, realizing that equitable access to

high-quality education and training and soft skills development will allow our people to develop skills and competencies from early childhood and throughout their lifetime, we must focus our efforts on improving the quality, mobility and access to education including in partnership with employers.

We encourage our economies to collaborate on improving education in the Asia-Pacific region under the principles established in the APEC Education Strategy. This strategy outlines a path for achieving a strong and cohesive APEC education community characterized by inclusive and quality education that supports sustainable economic growth and social well-being, enhances competencies, accelerates innovation and increases employability.

Given that full and productive employment for all population groups is essential for human development in the region, we also recognize that the economic empowerment of women, youth and people with disabilities should be at the center of the APEC agenda for enhancing quality growth and human development.

In this regard, we commit to strengthen our efforts to ensure decent work for all, especially socially vulnerable groups, by providing quality education and vocational training; boosting entrepreneurship; improving social protection; and enhancing regional cooperation.

We welcome efforts to support women's entrepreneurship, grow women-led SMEs and address health-related barriers to women's economic participation. Recognizing health as the foundation of economic prosperity and security not only for individuals but also for economies and regions, we highlight the importance of promoting health systems which are resilient, sustainable and responsive to current and future needs to foster quality growth and human development.



**Asia-Pacific
Economic Cooperation**

APEC Education Strategy

(Draft as of October 4)

Part I – Rationale

The Role of Education in Economic and Social Development

There is strong evidence that education has a significant impact on economic activity, social wellbeing and innovation and growth. Investment in education and training, regardless of gender, race, religion, or ethnic background increases the speed with which an economy develops and adopts innovative technologies, accelerates employment growth and moves economies towards more complex and value adding industries.

Education provides the skills and knowledge people need to be highly productive and competitive in the labour market. They are able to continuously improve the way they undertake their vocation and develop more effective ways to face the challenges of economies and labour markets. Education is also an important driver in building healthy and stable societies of responsible and committed citizens enhancing wellbeing and prosperity. Better educated citizens actively participate in cultural, social and economic life of society.

A better educated population is more innovative, flexible and able to adapt to structural changes in the economy as its skills can be more readily transferred across sectors. Educated workers are therefore more likely to remain employed. Greater labour market flexibility promotes collaboration and the diffusion of ideas and practices, increasing productivity and economic growth.

Participation in education increases equity, improves social cohesion, and produces better health outcomes. Increasing education outcomes, particularly among disadvantaged groups, has been shown to deliver higher social dividends and labour force participation. In particular, increasing the education levels of women and girls, advances gender equality and contributes to better health outcomes and GDP growth for entire economies.

Education and lifelong learning also increases cultural understanding and promotes international engagement and people-to-people links across all walks

of life by increasing mutual knowledge and understanding. This in turn lifts economic growth and social wellbeing.

Why an APEC Education Strategy?

Since the foundation of APEC as a forum, education and training has been recognised as an essential area for regional cooperation. Education brings people together, helping them develop their full potential and, therefore creates better conditions for economies in the region to engage in more effective economic and social development activities. It reduces barriers to trade and investment and promotes the free flow of goods, services and capital in achieving the 1994 Bogor Goals of free and open trade in the APEC region.

With recognition that education is a human right and is essential for the development of peaceful, prosperous and sustainable societies, we acknowledge the importance of public investment on education, aligned with the 2015 *Incheon Declaration* and the 2030 Sustainable Development Agenda, as well as the need for using and allocating resources effectively in order to achieve inclusive and equitable quality education for all.

For APEC economies, education is an important driver in preparing a population with the technical and soft skills to be highly productive and capable of facing the challenges posed by rapidly changing regional and global economic environments. Lifting participation since early childhood through higher education and lifelong learning, especially those from disadvantaged groups, will enable APEC's citizens to adapt to the structural changes taking place in member economies. Workforce participation and productivity are enhanced by better matching the people's skills with the employment opportunities of economic agendas. Workforce participation and productivity will be enhanced by a better match between people's skills and employment opportunities of economic contexts.

APEC member economies have undertaken a wide range of joint education and training activities through the Human Resources Development Working Group (HRDWG), in particular, Education Network (EDNET). These projects have addressed cross-border education cooperation and student, researcher and provider mobility; skills development, technical and vocational education and training (TVET) and qualification frameworks; quality of education, system-wide improvements and higher education. This work has advanced the objective of fostering strong and vibrant learning systems across APEC, promoting education for all and strengthening the role of education in promoting social, individual, economic and sustainable development.

Greater education cooperation will help APEC economies lift the participation of their populations in education and lifelong learning, better match education outcomes with the workforce, as well as social and economic development needs, and promote the prosperity of APEC citizens. This will increase economic cooperation in the region, lift trade and investment and lead to sustainable and inclusive economic growth, social cohesion and wellbeing.

Previous APEC statements, including the 2015 APEC Leaders' Statement, have emphasized the importance of investment in human capital through the development of skills that industry needs to effectively contribute to the next phase of the region's economic growth.

The convergence of rapid technological developments and a global economy in transition makes APEC's commitment to cross-border education cooperation increasingly important for ensuring that the region's population has the skills and competencies to meet labour market needs and for continued productivity growth. Innovation in the delivery of education continues to open new possibilities for both learners and institutions to strengthen cross-border exchange and cooperation. APEC members face new opportunities to promote high quality, open and transparent education systems and support student, researcher and provider mobility across the APEC region. With these opportunities come fresh challenges for APEC economies in assuring the quality, outcomes and mobility of education and training qualifications.

In an increasingly interconnected and globally competitive environment, there is a need for an overarching framework for engagement in education and training and lifelong learning to help APEC economies share information and best practices, address common challenges and leverage regional expertise to best effect.

The APEC Education Strategy establishes a common vision for the region of inclusive and quality education that lifts the participation rates of disadvantaged and underrepresented groups and aligns with the needs of individuals, societies and the labour markets. The strategy sets out objectives and priority actions that will ensure continued strategic alignment between education initiatives and APEC's core objectives.

With the Bogor Goals to be reviewed in 2020, the strategy builds on previous Leaders' Declarations and Joint Ministerial Statements. Agreed upon at the 6th APEC Education Ministers' Meeting in October 2016, the strategy informs the development of annual work plans for the HRDWG Networks and provides economies with a strategic approach to regional engagement in education, research and training.

Part II – APEC Education Strategy

The Strategy has been informed by research and analysis. Consultations have also been held with stakeholders. The strategy recognises key multilateral agreements relevant to APEC's work.²

Vision

By 2030, we envisage that APEC will have a strong and cohesive education community characterised by inclusive and quality education that supports sustainable economic growth, social wellbeing and employability of men and women in APEC economies.

Objectives

To accomplish the vision, APEC economies³ have agreed to work collaboratively to advance actions to realise the following three objectives:

1. Enhance and align competencies to the needs of individuals, societies and economies
2. Accelerate innovation
3. Increase employability

Priority actions

Objective 1: Enhance and align competencies to the needs of individuals, societies and industries

Education is a lifelong process. Economies aim to successfully build quality and inclusive educational pathways from early childhood education through secondary and higher education and all lifelong to deliver the competencies needed to actively participate in economies and societies. Economies recognise that this is essential for inclusive and sustainable growth.

It is increasingly important that education and training deliver competencies that reflect the current and future needs of the regional labour market and that these competencies be commonly understood and recognised across borders and systems. The APEC region will enhance and align competencies to the development needs of individuals, societies and industries by focusing on the following actions.

²For example UN SDG 2030 and UNESCO Education 2030

³APEC economies encompass domestic institutions responsible for education, including those at the regional and local level.

Action 1: Enhancement of Quality Assurance Systems, Qualification Frameworks and Skills Recognition.

Improved connections and coherence among occupational standards, quality assurance, qualifications frameworks and recognition practices, in accordance with domestic education systems, have the potential to enhance participation and productivity, both domestically and regionally by easing barriers to innovation, encouraging lifelong learning and ensuring positive labour market outcomes. Economies will share information as appropriate and work together to develop a common understanding of this complex policy space to take advantage of new opportunities in mobility and cooperation. .

Greater transparency consistency in application of occupational standards, quality assurance, qualifications frameworks and recognition policies and practices, in accordance with domestic educational systems will help build trust and confidence in APEC economies' education and training outcomes and support labour mobility and mobility of goods, services and trade To support this, APEC economies will explore the development and implementation of outcomes-based occupational standards, appropriate mechanisms for quality assurance of educational institutions, qualifications frameworks and skills recognition arrangements, supported by indicators and evidence, while taking into account the specific circumstances of each APEC economy. APEC economies will explore ways to share information on school standards, where appropriate, as well as existing higher education programs. These actions aim to produce strong education and training systems, enhance quality and learning outcomes, increase institutional partnerships and expand the mobility of students, researchers, academics and professionals and technicians.

Action 2: Promotion of cross-border education, academic mobility and individual pathways within and across education levels.

Recalling the 2015 Leaders' Statement, which underscored the synergy between our ambition to improve human capital development and our goals to improve people-to-people connectivity and continue the promotion of cross-border cooperation in education engagement, APEC economies will continue their commitment to enhancing cross-border education, including through developing new modes and approaches to education delivery.

The global education landscape is creating new opportunities for economies to strengthen cross-border education cooperation including through innovations in technology. Actions that support both physical and virtual forms of student, academic, researcher, professional and provider mobility will foster inclusive and innovative growth across APEC.

APEC economies will, consistent with their domestic policies promote the regional mobility of providers, students, academics, researchers and professionals, through support arrangements such as scholarships, work-integrated learning (such as internships, and co-operative work placement), and

by reducing barriers to mobility. This may include actions such as increasing awareness about mobility opportunities, understanding economies' arrangements for assuring the quality and integrity of education, training and research and enhancing cultural and global competencies including cultural and language training centers.

APEC economies will work together to promote the internationalization of education and research institutions and support network collaboration between these institutions through information sharing. APEC economies will also explore ways to promote opportunities for institutions to establish cross-border mobility, including through dual and joint degree programs, sandwich programs, immersion and short-term study abroad programs and internships.

Action 3: Modernization of education systems

In modernizing their education systems, APEC economies will focus on providing high quality, inclusive education that is accessible for all. By fostering lifelong learning opportunities from early childhood onwards, modernized systems can lift participation rates and outcomes among disadvantaged groups and ensure that individuals have the opportunity to reach their full potential.

APEC economies will work together to share best practice of education systems and through modernization policy processes and develop mutual understanding of best quality standards implemented at all levels. Economies will, where appropriate, share information to increase understanding and enhance the quality of new education models and innovative practices, for example expanding the use of educational technology and open education resources.

APEC economies will, consistent with their domestic policies, continue enhancing and supporting the teaching profession, including pre-service and in-service training in line with increasing social diversity and complexity and encouraging support for the professional development of teachers and school leaders to improve their quality and effectiveness. Economies will also share information and evidence-based good practice to reform and improve standards and pedagogical methods, and to effectively monitor and evaluate outcomes.

Economies will cooperate to raise the quality of teaching and learning, including in key subjects such as STEM (Science, Technology, Engineering and Mathematics). They will work together to advance the participation of women and girls in these fields and people from disadvantaged backgrounds at all levels of education to increase their employability, better labour market outcomes and participation.

Objective 2: Accelerate Innovation

Innovation in education is providing new opportunities for education design and delivery that can help overcome barriers to access and mobility. Technological change as a result of the fourth industrial revolutions transforming how economies and societies live, work, communicate and pursue ideas. Every day, new technologies and challenges to an inclusive society are presented. It is

important to teach the young generation, as well as the general population about how to meet such challenges by building creativity within each individual and society. Learning how to address challenges in creative ways will impact society to positively adapt to new driving forces. In particular, creating new products, processes and models will support students, educators, researchers, communities and societies to adapt to rapidly changing economic and social conditions. The APEC region will lead on innovation in education by focusing on the following actions.

Action 1: Improving the use of educational and technological capabilities in teaching and learning processes

Improved use of educational and technological capabilities in teaching and learning processes will be vital for maximising participation in education and lifelong learning, and for delivering high quality outcomes that meet the needs of APEC's economies and societies. This would enable APEC citizens to truly enjoy the benefits from their inclusive societies (by equipping them with the skills of the future) which would empower the people to grasp the infinite opportunities towards the future.

Better use of modern ICT in education and teaching will improve the quality and equity of education delivery. APEC economies will, subject to domestic policies, support the development of new, and scaling up of existing, ICT-based education and training to improve outcomes for learners. APEC economies will share information and experiences to increase understanding of the use of ICT in education and learning and to modernize education and training in STEM and ICT to improve the links between education and economic development in a technology-intensive world.

APEC economies will, consistent with their domestic commitments, work together to better take advantage of ICT to increase participation by rural and remote communities and by allowing studies to be undertaken in ways that are tailored to the work and lifestyle needs of learners. This, coupled with cooperation by APEC economies to strengthen the management of education at all levels, will help make education and training policies, practices and systems more effective, leading to improved outcomes.

Action 2: Promotion of Science, Technology and Innovation in education and pedagogical practices.

The rapid growth in learning outside of the classroom opens new teaching and learning opportunities while also giving rise to a clear need to rethink the style and scope of pedagogy, as the digital age continues to introduce new technology-driven challenges.

The digital age is making it increasingly important for APEC economies to

encourage the study of science, technology, engineering and mathematics (STEM) at all levels. A technologically literate population is vital to developing, adopting and adapting new technologies in increasingly complex and multidisciplinary economies and societies. APEC economies will work together to encourage ongoing participation in STEM studies, and to improve the teaching of STEM at all levels. Economies will strive to ensure that STEM teaching and learning is relevant to global challenges, promote the acquisition of new knowledge and supports the development of multidisciplinary approaches that relate to social sciences, humanities and creative arts to STEM.

To encourage participation in and outcomes from STEM education and lifelong learning, APEC economies will also exchange information on evidence-based good practice in STEM education and cooperation and identify specific exchange models that work at the regional level to encourage cooperation across the region. In collaboration with the Policy Partnership on Women and the Economy (PPWE), economies will also share information and best practices on encouraging the education of women and girls in STEM-related fields.

Action 3: Promotion of Government – Industry – Academia Collaboration for R&D and Innovation.

Innovation stems from a complementary relationship between government, industry and academia. This complex interaction contributes to policy, processes, services and research and development. Government and industry funding interacts with academia through research and development processes that result in innovation and technological advancement. APEC economies will encourage and foster government-industry-academia links.

APEC economies through the HRDWG and its networks, in particular EDNET, will share information on education, research and researcher infrastructure policies, practices and systems and foster education, research and industry cross-sector collaboration and good practice.

APEC's HRDWG networks will work closely with other regional forums and regional partners to identify regional models for innovation that address common concerns and ensure a consistent approach to matters relevant to education, training, research and innovation policy.. Examples may include collaboration with the Policy Partnerships on Science, Technology and Innovation (PPSTI), the Committee on Trade and Investment (CTI), the Intellectual Property Rights Experts Group (IPEG), the Economic Committee, the APEC Study Centers, and the Association of Pacific Rim Universities (APRU).

Objective 3: Increase Employability

Globalisation and changes in technology are reshaping demand for knowledge and skills and the way in which work is organised. Global markets are more complex and dynamic and demand more globally competent workers. The

mismatch between labour market demand and supply of available skills and labour is becoming more evident. And, this struggle is shared by both employers seeking to fill mission critical positions, and workers who seek to adapt to the changing nature of work. There have been growing calls to improve the responsiveness of the education system to labour market needs and to ensure that students and workers acquire the skills they need to be competitive and productive in the evolving labour market. Through the APEC Education Strategy, economies will progress a range of constructive policies and initiatives to increase the employability of their citizens and mitigate impending skills shortages. The APEC region will increase employability by focusing on the following actions.

Action 1: Promotion of collaboration between government, higher education and TVET institutions, business and education and training stakeholders

Strengthening partnerships between government, higher education and TVET institutions, business and education and training stakeholders will ensure better linkages between education and training systems and the labour market, both in terms of the competencies delivered and through the supply and demand relationship of workers in the labour market. This will provide the foundations of, and pathway towards, better employment outcomes and promote more sustainable and inclusive economic growth across the region.

APEC economies will work together to find ways in which government, business and the community can be more deeply and meaningfully integrated into education and training consultations, as well as in policy and program development and implementation.

Member economies will support partnerships between education and training providers and local businesses to improve the employability of students and meet the labour market needs of local industries.

Action 2: Development of 21st century competencies for work and entrepreneurship

The changing nature of the labour market has resulted in demand for a new set of skills, including soft skills, which workers increasingly require to enhance their employability and competitiveness in the 21st century. Building the capacity of education systems will deliver skills and develop workers with competencies that industry and society needs.

APEC economies will look to find appropriate means and ways to reinforce educational systems and support the development of 21st century competencies, taking into consideration domestic and global circumstances. Teaching staff will be provided with the necessary skills and resources to ensure that their students develop the competencies needed for the labour market now and into the future.

APEC economies will, consistent with their domestic policies, support the development of 21st century competencies by developing more interdisciplinary

approaches to education that support interaction across fields. This will help build technical and soft skills, cultural and global competencies and entrepreneurship skills.

Economies will also encourage greater engagement of industry in technical vocational education and training to ensure students develop the skills needed in the workplace. Ongoing labour market research, including analysis of fields of jobs and professions that will diminish and grow as a result of changes in technology will also be undertaken.

Action 3: Smoothing the transition from education to work

According to global projections, in the next 20 to 30 years labour markets will continue to experience rapid shifts in skills demand. Whilst traditional forms of education will continue to play an important role in building core skills, support for lifelong learning will smooth the transition from education to work, promote ongoing education and training engagement and increase the uptake of different jobs through re-skilling and upskilling.

APEC economies will, consistent with their domestic policies, promote lifelong learning or continuous capability development through employment-tailored programs to enhance career mobility and employment opportunities. This will help build pathways to re-skilling and adaptability to changing labour market needs. Economies will also be encouraged to promote work integrated learning (work experience undertaken during an education and training program) to ensure that learners possess the competencies that will make them 'work ready'.

APEC economies will also collaborate on creating opportunities for students to obtain work experiences through cross-border youth mobility programs such as supporting internships and co-operative work placements.

Economies will develop and maintain labour market information systems to better inform students about labour market needs, help higher education and TVET institutions plan and develop labour-relevant programs linked to industry, and assist industry and government in workforce planning.

Part III: Implementing the APEC Education Strategy

APEC member economies will work together to implement the strategy. HRDWG and its networks will develop, agree to implement work plans to enhance and align competencies to the needs of individuals, societies and economies, accelerate innovation and increase employability. Economies will collect and use data and other evidence to help support and monitor progress with achieving all of the above objectives.

When developing and implementing the annual work plans, economies will identify and work together with relevant key stakeholders in APEC and other

multilateral fora, and also in their own economies, to ensure that the activities agreed upon are those that can best achieve the strategy's objectives. This will ensure that expertise and experience available is drawn on and that synergies can be leveraged.

Member economies will make effective use of existing education-related APEC initiatives, institutions and mechanisms when implementing the strategy. New initiatives and mechanisms will be developed where these are agreed on as necessary to achieve the strategy's goals.

Implementation of the annual workplan and progress in achieving the strategy's goals will be monitored by the HRDWG and its networks and reported to the HRDWG each year at the annual meeting, while respecting the individual context of the member economies' education systems.

Progress on implementing the APEC Education Strategy will be reported to the APEC Education Ministerial Meeting. The report will include any revisions that maybe required in the event of changes to the economic, social or education and training environment as the implementation of the strategy progresses.