

PN-ABN-395
ISN 81109

APEC PARTNERSHIP
FOR
EDUCATION WORKSHOP

December 9 - 10, 1992
Washington, DC

Submitted by:
Creative Associates International, Inc.
5301 Wisconsin Avenue, NW
Suite 700
Washington, DC 20015

For

United States of America
Agency for International Development
Contract Number PDC-5832-I-00-0095-00 DO21

Table of Contents

Acknowledgements	2
I. Introduction	3
II. Overview Presentations	5
A. National Science Foundation	5
B. Department of Education	7
C. NAFSA Outreach and Project ASPIRE	10
D. Northeastern University and Cooperative Education	12
III. Workgroup Reporting	14
A. University Partnerships	14
B. Outreach	16
C. Cooperative Education	17
IV. Workshop Wrap-Up	21
V. Summary of Participant Evaluations	23
VI. Appendices	27
A. Workshop Agenda	
B. Speech by Henrietta Holsman Fore	
C. Charts of Workgroups	
D. Workgroup Tasks and Objectives	
E. List of Participants	
F. Workshop Evaluation	

Acknowledgements

Many people contributed to the success of the 1992 APEC Partnership for Education Workshop. On behalf of Creative Associates International, Inc., I offer our sincerest thanks to the moderators and workshop participants whose shared vision, dedication and tireless efforts on the APEC Partnership for Education project support the development of economic growth in the region.

Many thanks to my colleagues at Creative Associates International. In particular, acknowledgement goes to May Rihani, Project Director and Director of Indefinite Quantities Contracts, David Brunell, Project Coordinator and Facilitator, and Marie Laurion, Project Assistant and Rapporteur.

Final thanks are extended to U.S. Agency for International Development. Much recognition goes to Dr. Kerri-Ann Jones for her guidance in developing and implementing the APEC Partnership for Education project, and to Dr. Randolph Yamada, APEC Project Coordinator, who provided leadership and direction for the workshop.

On behalf of Creative Associates International, Inc., I wish each of the workshop participants and our client, Office of Asia Development Resources and Technical Resources, Bureau for Asia at U.S. Agency for International Development, continued success in achieving the project goals and objectives.

Kimberly Enferadi
Logistics Coordinator and
Rapporteur
Creative Associates International, Inc.

I. Introduction

The Agency for International Development (A.I.D.) Bureau for Asia, with the support of Creative Associates International, Inc., hosted the APEC Partnership for Education Workshop at the Arlington Hyatt Hotel, Arlington, Virginia on December 9 and 10, 1992.

The Asia Pacific Economic Cooperation (APEC) Partnership for Education is an A.I.D.-led interagency activity developed in response to the APEC human resource development initiatives. Other agencies include the U.S. Information Agency, Department of Education, and the National Science Foundation. The partnership consists of three components:

- University partnerships linking U.S. universities with ASEAN and South Pacific Island universities to ensure that higher education maintains pace with the technological developments in the region;
- Outreach and cooperative education to provide integration and re-entry services to ASEAN and South Pacific Island students studying in the U.S., and to provide internships with the private sector; and
- Private sector training to ensure that private companies become involved in human resource development to help mobilize the economic growth in ASEAN and the South Pacific.

The objective of the workshop was to foster collaborative relationships with the private sector and encourage further private sector involvement to support long-term economic growth in the region. The workshop was a forum to share experiences and ideas, build linkages and synergies with other APEC program components, and consider the future challenges and opportunities that lie before each of the participating organizations and institutions.

The agenda (attached in an appendix) was thoughtfully developed by A.I.D. and Creative Associates International, to meet the workshop goals and objectives. It was designed to encourage optimal sharing of experiences and cooperation among the participants within the limited time frame.

The workshop was opened by Randolph Yamada, APEC Project Coordinator with A.I.D. Dr. Yamada introduced Phyllis Forbes, Director, Office of Development Resources and Technical Resources, Bureau for Asia. Ms. Forbes delivered a speech from Henrietta Holsman Fore, the Assistant Administrator for the Bureau for Asia, who was unable to attend at the last moment. Dr. Yamada also introduced Dr. Kerri-Ann Jones, Deputy Chief, Asia Development Resources and Technical Resources, Bureau for Asia, who was instrumental in the design and implementation of the APEC Partnership for Education. She gave an overview of the partnership on various levels: between countries, between

institutions, and between public and private sector. The program is at the midway point and the workshop served as a "status check" to see if goals and objectives are being met, to see what progress has been made, and to communicate to the institutions where they should direct their efforts at this point in the project.

The remaining time of the morning session was dedicated to overview presentations from National Science Foundation Partnerships, Department of Education Partnerships, NAFSA Outreach and Project ASPIRE, and Northeastern University and Cooperative Education.

II. Overview Presentations

A. National Science Foundation

Mary Poats, Program Analyst at National Science Foundation (NSF), introduced the panel of representatives from various U.S. universities with Industry/University Cooperative Research Centers (I/UCRC) and participate in science and engineering research. The following individuals were members of the panel:

James E. Williams, Jr.

Data Storage Systems Center
Carnegie Mellon University

Daniel J. Watts

Hazardous Substance Management
Research Center
New Jersey Institute of Technology

Dale Neisz

Industry/University Cooperative Research
Center for Ceramic Research
Rutgers University

L.S. (Skip) Fletcher

Department of Mechanical Engineering
Texas A & M University

John Ringo

School of Electrical Engineering and
Computer Science
Washington State University

Program highlights shared by James Williams on the partnership with the Magnetics Technology Center at the National University of Singapore (NUS) included:

- The mission of the Data Storage Systems Center (DSSC) at CMU includes bringing together scientists, engineers and researchers to broaden and share knowledge about data storage technology.
- The thrust of the partnership with NUS is the exchange of an NUS graduate student, chosen in part by industrial sponsors, to participate in the PhD program at CMU and to work on a cooperative research program in data storage technology.
- The partnership benefits NUS by enhancing the educational and research experience of its students, and by making its graduates better trained to enter

Singapore industry. Benefits for CMU include the expansion of cooperative activities with existing industry sponsors.

Program highlights shared by Daniel Watts on the partnership with the University of Indonesia (UOI) included:

- The two-fold objective of the partnership is enhanced environmental instruction and enhanced environmental research at both institutions.
- To this end, the linkage includes curriculum development in the area of pollution prevention, an established process of student exchange, and linked research activities through the planned establishment of an I/UCRC at UOI.
- The partnership anticipates outreach and feedback on three levels: (1) increased numbers of professionals trained in the technical issues of environmental management; (2) new resources and mechanisms for providing technical assistance to Indonesian industry in the environmental area; and (3) a cooperative and cost-leveraged research capability that will be created to focus specifically on the environmental research needs of Indonesian industry.

Program highlights shared by Dale Neisz on the partnership with the Standards and Industrial Research Institute in Malaysia (SIRIM) included:

- The mission of this partnership is to establish a cooperative research and exchange program in ceramic science and technology by focusing on student exchanges, research information sharing, and presentation of exchange lectures.
- There are currently four Malaysian graduate students at Rutgers, but SIRIM has committed to increase to 15 the number of students they will sponsor.
- The difference between the U.S. graduate school system and the British system, which consists of an intensive 12-18 month research program and is the system used at SIRIM, has led to some difficulties in getting students admitted to the program at Rutgers; because of low scores on the GRE exam students are often admitted on a provisional basis.

Program highlights shared by Skip Fletcher on the partnership with the University of Texas, Austin, (UT) the Institut Teknologi Bandung (ITB) Indonesia, and the Papua New Guinea University of Technology (UNITECH) included:

- This partnership will involve an expansion of current cooperative educational activities with the planned establishment of an I/UCRC at ITB, to develop collaboration between different industries and institutions.

- A number of major companies who see their future in terms of continued growth in the Pacific Rim have already made commitments to participate for several reasons, including the significant potential for petroleum development in the ASEAN region, and a desire to hire indigenous graduates to reduce the number of ex-patriate employees.
- A conference is planned for next year to involve U.S. companies working in Indonesia.
- Efforts are being made to include UNITECH as an active partner in the I/UCRC being established at ITB on the basis of expected increase in offshore technology related activities which, in turn, would increase opportunities for the skilled work force.

Program highlights shared by John Ringo on the partnership with Universiti Teknologi Malaysia (UTM) included:

- One of the goals of this partnership is to assist in the development of graduate programs at UTM, while presenting the Center for Design of Analog-Digital Integrated Circuits (CDADIC) as a model for a I/UCRC.
- This is accomplished through faculty and staff exchanges and training and course development, aimed at increasing the number of faculty holding advanced degrees at UTM.
- UTM was chosen as a partner because it is the largest technical university in Malaysia. There is a strong presence of American electronic companies in Malaysia, and the Malaysian government has a strong commitment to industrialization and technical development.

B. Department of Education

Susanna Easton, Director of the Center for Business and International Education (CIBER) at Department of Education (DOEd), introduced the panel of representatives from various U.S. universities with CIBER centers. The following individuals were members of that panel:

Peter Gosling

University of Michigan

Julian Gaspar

Texas A&M University

Hussein Elsaid

Southern Illinois University

Monica Dunahee

University of California-Los Angeles

John Windler

University of Southern California

Program highlights shared by Peter Gosling on the two University of Michigan partnerships with the ASEAN Chamber of Commerce and Industry (ACCI) included:

- This is a two-fold partnership to develop case studies of individual firms and to conduct executive education seminars. Both are conducted in conjunction with the ACCI because of this organization's direct access to the private sector.
- Products of the case study section of the partnership will soon be available to sell to participants of executive education seminars.
- Seminars are offered on a continuing basis along CIBER goals. A fee is charged for participants and fellowships are given for a target audience such as faculty from educational institutions and executives from small- to medium-sized firms. The seminars are self-sustaining, and six are planned in the ASEAN region for 1993.

Program highlights shared by Julian Gaspar on the partnership with University of Indonesia, Jakarta (UOI) included:

- This partnership has two areas of concentration: technical assistance in management education aimed at UOI's junior faculty, and executive development programs aimed at private and state enterprises.
- The program is seen as sustainable, with probable private sector support from U.S. oil companies, Pertamina, and the "Big Six" accounting firms.
- Although a long lead time is required to develop these types of projects, it is hoped that the partnership will also enrich TAMU's faculty experience and expertise in East Asian business practice and culture.

Program highlights shared by Hussein Elsaid on the partnership with Universiti Utara Malaysia (UTM) included:

- This partnership focuses on business and management education in the areas of staff development, curriculum development, instructional material development, and joint research.

- Lessons learned thus far from the partnership include having increased sensitivity to religious/cultural holidays, flexibility in scheduling activities, and patience.
- Some of the challenges of the partnership included identifying the right faculty members to participate in exchanges and seminars and the limited one-year time period given to spend the funds.

Program highlights shared by Monica Dunahee on the partnership with National University of Singapore (NUS) included:

- The goal of this partnership was to develop a joint seminar for financial risk management in international business to help ASEAN firms identify risks, make full use of modern financial institutions, and develop foreign investments.
- There was a problem of foggy communication between the partners, particularly on the issue of marketing the seminar. The burden was on NUS, but in the future it may be helpful to involve other parties such as the Singapore government, the U.S. embassy, or local APEC representatives. Also, a one-day group planning session involving all parties would have clarified some of the issues and helped in working out administrative issues.
- UCLA does intend to continue offering the seminar using the same model, possibly with a different partner for the long-term.

Program highlights shared by John Windler on the partnership with MBA Bandung Institute (MBA-BI) and the Institute for Management Education and Development (IPPM) included:

- The aim of the partnership with MBA-BI is to broaden the knowledge base and enhance the teaching ability of faculty in all institutions in the area of telecommunications and information services. Scholars from MBA-BI attend USC and participate in research projects in telecommunications.
- The aim of the partnership with IPPM is the development of management education programs to enhance the international business expertise of faculty in both institutions.
- Each of these partnerships has people involved in PhD programs, but because of the professional nature of the higher education system in Indonesia, junior faculty members have little or no voice in the system.

C. NAFSA Outreach and Project ASPIRE

The outreach component of APEC Partnership for Education involves participation from several agencies, organizations, and regional centers. Listed on the following page are the members of the panel.

Mary Reeber	U.S. Information Agency
Gail Hochhauser	NAFSA/ASPIRE
Jeanne-Marie Duval	NAFSA/ASPIRE
Carolyn Edds	Metro International
Anne Mawdsley	NAFSA/ASPIRE
Paul Morigi	NAFSA/ASPIRE
Carol Robertson	University of Southern California
Jack Brewer	Ball State University
Barbara Cahn	Peterson's Connexion

Gail Hochhauser, the newly appointed Director of Special Programs for ASPIRE, spoke on behalf of NAFSA. She shared her impressions of the ASPIRE program, in particular:

- Students in Malaysia utilizing networking skills gained through the program;
- Skills development workshops and seminars available to the students; and
- The personal impact that participation in this program provides.

United States Information Agency (USIA) is involved in getting students from overseas to the U.S. and ensuring that reentry is solid. Each embassy has cultural affairs officers and extensive information available to the public on the educational programs stateside. USIA has over 450 worldwide centers that distribute information on U.S. institutions and higher education programs.

Metro International, a regional center, described the center's program activities that occurred during 1991-1992 and those planned for year two. The center's primary responsibility is to undertake programs targeting students from ASEAN nations and the South Pacific Islands. Four major areas of activities for this coming year are:

- Career advising workshops will be organized to prepare students to conduct a successful job search in their chosen profession.
- Informal home country employment roundtables will be held throughout the academic year.
- Metro will provide a program of support activities for reintegration of ASEAN students into the culture and economies of their home countries.
- Metro will provide workshops for international teleconferences organized by NAFSA.

To facilitate reentry, Metro has established an alumni network in Malaysia and the Philippines. Networks in other participating countries will be created this year.

Over this past year, Metro conducted a number of workshops and seminars on topics of reentry and advice on the pursuit of employment in country. Nine of these workshops were held in the first five months of the year, with a total attendance of approximately 100 participants representing over 45 institutions. The events were forums for the returning students to ask questions on political climates, employment opportunities, job trends, and social and economic concerns in the region.

For this Spring, AT&T, Citibank, GE Capital, and McKinsey and Company have expressed an interest in hosting a roundtable discussion.

In February, there will be an International Career Recruitment Day for ASPIRE students. Other such activities will be planned throughout the year.

Midwest Regional Center at Ball State University shared their successes during 1991-92 and discussed upcoming activities. The Center remained very active during the year maximizing opportunities to keep ASEAN students actively involved and encouraging organizations, associations, and universities to become key players in outreach activities.

Jack Brewer, the representative from Ball State University, gave a thorough explanation of network and communication channels between ASEAN students from all institutions. Project ASPIRE Network, P.A.N., is a computer network allowing ASEAN students, faculty and embassies to contact the Midwest Regional Center and to participate in moderated discussions with other ASEAN students. Through Electronic Mail (E-Mail), and ASPIRE-L (listserve), students can contact the regional center and hold discussions on topics related to the goals and objectives of Project ASPIRE. This is a cost-effective and expedient way to access the appropriate channels, and receive quick responses to questions.

Another mode of networking is Telipon-Link, a flexible, low-cost (.49/minute) mode of communication available to all ASEAN students and faculty. Along these lines, video

teleconferencing is a focus for this year and promises to be a highly effective and successful way to communicate specific program topics to a vast number of people.

The Western Regional Center out of University of Southern California has held an international career day for the past three years with successful outcomes recruiting ASEAN students. The career day is also a forum for wide dissemination of ASPIRE information. This regional center has 40 institutions with career counselors and foreign student advisors, and an advisory board to oversee ASPIRE projects.

Peterson's Connexion reaches a comprehensive network of students and alumni working with just under 1,000 campuses. Peterson's works with career planning offices and foreign student advisors to involve them more seriously in APEC outreach activities. Through ASPIRE contacts, Peterson's has been in touch with 1600 ASEAN students, and indirectly has been in contact with thousands more. This past year, 350 students joined the network through ASPIRE.

Peterson's worked with 28 corporations this year, and their international networks are 10% of the total. It has become increasingly more clear that the international component will continue strong and will strive to give greater outreach.

D. Northeastern University and Cooperative Education

The members of the panel for Northeastern University and Cooperative Education were:

Robert Vozzella	Northeastern University
Leonard Zion	Northeastern University
Rosemary Kelly	Northeastern University
Nick Ciaravino	NYNEX
Martin Fox	Ingersoll-Rand
Mark Beecy	Bell Atlantic

Northeastern University has a long standing commitment to cooperative education, and a long-term obligation to share the concept nationally and internationally. Northeastern currently has 2500 international students; they have developed a solid home placement program that facilitates reentry and works with companies to place students.

Northeastern has a close affiliation with over 2000 private sector companies, and emphasizes the need for maintaining close ties with the private sector as a means of sustainability. Northeastern's relationships with these companies are both stateside and in the region.

In Indonesia, the Institut Teknologi Bandung (ITB), a premier engineering institute, is interested in cooperating with Northeastern to develop a pilot model and a long-term strategy in the region. One of the largest private sector groups in Indonesia, Freeport-McRoran, needs to staff hundreds of positions over the next year. A framework was developed and twelve students have been selected thus far to fill positions. As the largest tax payer in Indonesia, Freeport is a prime company with which Northeastern hopes to collaborate.

Northeastern developed a framework for providing coop positions and creating job openings. Each school in the coop actively recruits students, and Northeastern sends resumes of qualified candidates to companies for placement. The program has been highly successful.

The coop component has been successful in five ASEAN countries. Currently, there is no activity in Brunei, but Papua New Guinea has expressed interest, and the South Pacific Island nations are enthusiastic about participating.

Ingersoll-Rand has witnessed expedient growth in Asian Pacific business. The staffing needs have exploded in the region, and the relationship with Northeastern over the past decade has been a mutually benefitting one with marked growth. Ingersoll-Rand has increased capabilities, and began a fast-track management program for ASEAN students. In 1992, Ingersoll-Rand had two coops with APEC and hopes to have five during 1993.

NYNEX has a history of 100 years in telecommunications domestically. NYNEX International's focus is primarily Asia/Pacific and Europe. The major thrust has been in building and maintaining relationships at the government, local and university levels to tap into human resources. A total of 13 students have come from the coop program, successfully recruited through Northeastern University.

Bell Atlantic would like to start developing local expertise versus ex-patriates. Thus far, five students have been placed in telephone companies and one in finance and administration. Students have been sponsored by the Indonesian Telephone Company.

The first session of the workshop concluded and the participants adjourned for lunch. The afternoon session took place in three break-out groups defined by components: university partnerships, outreach, and co-op. See in an attached appendix the chart of the workgroups, and the workgroup tasks and objectives. The following day opened with reporting from each group by a designated group facilitator.

III. Summary of Workgroup Reporting

On each of the two days of the workshop there were workgroup sessions divided into three smaller groups. These sessions had different purposes and the breakdown of the groups differed on each day. On the first day, the groups were distinguished by the APEC components: university partnerships, outreach and cooperative education. Each of the groups included at least one representative from the private sector. The objectives of the sessions on the first day were to share information and lessons learned from their APEC Partnership for Education experiences, and to discuss strategies for increasing private sector involvement and sustainability.

The second day's breakdown sessions originally consisted of three cross-section workgroups. Due to inclement weather, some participants left the workshop earlier than planned, reducing the amount of workgroups from three groups to two. Also, the agenda was modified to accommodate the participants' schedules, and the workshop ended approximately four hours earlier than planned.

The objectives of the second day's workgroups were to build on the synergy of the groups and discuss ways and strategies in which future project activities can become sustainable. The mix of participants served to open the doors to new ideas and look at ways to integrate the components into project activities.

Below is a summary by component of the discussions held and information shared during the workgroup sessions.

University Partnerships: This group covered and generated a broad set of issues for which each participant wanted further information. Among the discussions, however, emerged two very overarching issues that merited attention: goal agreement and conflict resolution. Absolutely critical to the success of these projects is the achievement of some goal agreement and ability to deal with and resolve conflicts.

An important element in realizing this is understanding who the stakeholders are. With the multitude of parties involved--university administration, the different industries, private sector, and various key individuals--it is particularly important to be sensitive to each entity's needs in the partnership. One aspect--if you were to achieve goals, and resolve conflict, it is critical to make sure that it is a win-win situation for all parties. Another aspect of achieving win-win is for people to be aware of both short-term and long-term outcome possibilities. With longer term vision, one can begin to see the benefits to all parties.

How do you achieve the goals and resolve conflict successfully? One suggestion was to use local embassies, understand the local scene, and make contacts. It is critical to have high level support within the government for a university initiative. Although this level of

involvement could backfire, more often many of the problems could be erased through successful relationships with the government.

The need to communicate, have lots of interaction, and be aware of the cultural differences that exist is important for both individuals and institutions. The universities here work and operate very differently than those abroad with a different set of goals and objectives. Pre-award stage is a critical time to open up potential barriers facilitating the relationships between institutions down the road.

There is an urgent need for two-way exchange between partners. To ensure success between partners, it is critical to find the right match. Looking for the right country and right institution to match up with is highly important. One suggestion made was to use faculty with international experience, and create a sort of mentoring program for younger faculty with less experience. An orientation program with experienced students and faculty to get others up to speed is one way to keep everyone involved and on the right track. What people need to focus on is trying to work on and come to an agreement on the objectives.

A common sentiment among the participants was that a lot of the conflicts arise over the means and mechanisms for achieving objectives, trying to introduce flexibility about how to achieve objectives, mechanisms, time frame, etc., would help to minimize conflict.

Another broad issue is sustainability--trying to understand what it means. At one level, it is clearly a very explicit objective of A.I.D. Financial sustainability--what are the options for achieving this; what sources are there that could sustain the programs; can other components of A.I.D, industrial associations, World Bank, and institutions already involved, be opportunities for achieving sustainability?

There is a desire to have partnerships with industry, universities and government. In order to achieve these partnerships and ensure industrial involvement, local awareness and goals need to be based on a win-win situation-- understanding the local scene and looking for the appropriate partner.

There needs to be an appreciation of the mix of institutions and the kind of partnerships they can sustain; it is important to understand what role these partners have in this sustainability. Looking at alternate institutions--there may not be an ideal set of networks in-country, but the use of the partnership as a catalyst to bring together the appropriate partnerships is one way of looking at the problem. All participants agreed that patience is a virtue in working out the sustainability.

A.I.D. needs to look seriously at the two-year timeframe which may not be realistic to achieve the kind of sustainability A.I.D. wishes to obtain. Maintaining the commitment, involvement and ensure continual momentum so that the process is not dropped after visits is very important.

Student preparation and selection criteria are potential trouble points for some of the projects. Credentials, such as GRE scores, are not necessarily the best indicators of a student's ability. It would be important to revisit the selection process from time to time.

All faculty who travel to other countries should be in touch with A.I.D. prior to going so that a cable or fax can be sent informing the USAID Mission of the institution's plans.

Outreach: It is very important to work closely with companies--know their needs, staffing, and understand their problems in order to place students in appropriate positions. At least as important, if not more so, is the communication to the students about the needs of the companies, giving them a "reality check"--understanding what majors are in demand so that they will follow the right course to finding a job back home.

Encourage small and medium-sized businesses to work with the program and figure out how to tie in students with these businesses is critical to successful placement back home. Outreach needs--would like more communication from other components to have a better understanding of the needs in-country. Helping universities with outreach to students is critical for success.

What is Project ASPIRE's mission? The market and audience--recognizing that the mission of the project is to provide outreach to the ASEAN students on U.S. campuses and the institutions that host them. ASPIRE needs a lot of information from various venues--the audience primarily is the student and the institution. The receiver is ultimately the student--giving them the information they need to prepare to go back home.

Sustainability--looking at workshops and ongoing communication--a lot of it is quite sustainable. For example, E-Mail and Telipon-Link will eventually take on a life of their own. When looking for financial support, the private sector continually comes up. What is in it for the employer? What does the employer look for? The best and the right person for the job. A lot of synergy between Northeastern, ASPIRE, and Connexion is important to keep lines of communication open. When approaching the private sector, one needs to recognize their needs.

In looking for additional financial support, one should consider foreign government agencies, Economic Development Board, U.S. ASEAN Council, etc. This is kin to fundraising--it takes money to raise money. There needs to be a very coordinated approach among the different parties. Each regional center, NAFSA, and Connexion must coordinate efforts when approaching the private sector so as not to duplicate efforts. Already, many regional center activities are sustainable. The Telipon-Link is paid for by the individual or institution; the career fairs are paid for by the employer.

Synergy, communication, coordination, and sharing of resources need to occur between all the groups to keep the activities going and find ways to make the programs sustainable. This sort of sharing is helpful--new ideas emerge, creative solutions to frequent problems develop,

and successful ways are found to deal with cultural issues typical of the region (such as gender and ethnic issues) in preparing students for their job search and successful reintegration. It is important to understand the realities and limitations each culture brings.

Cooperative Education: This group examined many issues of common concern as noted below:

- The issue of sustainability--what are effective ways to secure financing from the private sector.
- How to expand the image of the network beyond the role Northeastern plays.
- How to measure progress beyond the number of placements.
- How to understand and effectively manage cross cultural issues. The group suggested that A.I.D. design and offer and cross-cultural training for this program.
- Outreach to students is oftentimes difficult. How do institutions keep the flow of the massive amount of information to be shared with the students?
- Identifying real (appropriate) prospects--how does an institution target specific student groups?
- The projects, by nature, are very labor intensive. What are ways in which overlapping can be avoided, particularly when approaching private sector organizations for funding?
- There is a need for interfacing the APEC project with ongoing institutional activities.
- It is important for the institutions to know as much as possible about the employment issues/trends/socio-economic problems in the region in order to communicate these realities to the students. Country-specific issues, the perception of work in-country, gender issues, etc., are critical pieces of information to share with returning students to successfully prepare them for reintegration.
- In the same vein, everyone should be aware of the political climate of the region, and in cases where appropriate, contact key political figure, both U.S. and ASEAN.

From the private sector perspective, representatives from the group had the following comments:

- Conducting a longitudinal study of the benefits to the private sector would be helpful in assessing what academic backgrounds best meet the needs of the organization.
- How effective has it been to employ graduates from this program in the private sector?
- The use of an Employers Advisory Group would be an effective means for dealing with issues, answering outstanding questions, and receiving ongoing feedback.
- What is the fee structure for participating companies?
- In the complexity of organizational structure, the issue of payment arises. Is it the responsibility of corporate or the overseas' unit? There are potential complications around this issue due to budget cycles.
- The expansion of network and student pools to enhance the appeal to private sector.
- More emphasis on involvement of indigenous companies (business partners of U.S.)
- Continued cooperation of network schools to provide information on companies with which they are linked.
- The schools should jointly develop a realistic budget for sustainability.

Ed Fox from Procter and Gamble and Janet Pearce from Pacific Economic Cooperation Council spoke briefly on their observations of the partnership activities. Below are their respective comments.

Ed Fox prefaced his talk with the group by expressing his admiration of their dedication and hard work on the project. However, it seems that the programs are like "ships passing in the night" with little communication among the groups. In the ASEAN region, there are governments that are out of touch with their people. This is similar to how he views the components of the APEC partnership--one group out of touch with what the other is doing.

In listening to the different points of view during the workshop, Mr. Fox stated that several questions came to mind.

What is the desired result of APEC Partnership for Education? What really are the priorities of the program? Is it placement of students? Is it the right match? How do we deal with admissions quality and criteria? How do we get private sector funding? Do we improve the education system in Southeast Asia or the U.S.?

Maybe the universities are trying to do too much. There is a great need for ongoing internal training, and universities should not think that they should nor could train the students in everything applicable to working in a company. Teach them how to think.

Procter and Gamble is looking for individuals with a solid, basic education and on the job, they will be exposed to a global operation. Procter and Gamble has 50% of their business outside of the U.S. Another point that Fox tables is the way in which universities and organizations treat the return back home. It is much easier to have a unified global mind about the money and the people. It is easy to see everyone "lumped" together, however, it is critical to understand that the students come from different home bases. What may be true of one country, its standards, employment trends, political climates, is not necessarily true of the next Southeast Asian country.

How do we change from being a national education and jobs to a global education and jobs? We need to focus more on the results that we want and the needs we are trying to satisfy rather than the process. This may be the way in which better progress is made.

Janet Pearce represents the Pacific Economic Cooperative Council (PECC), a 20-nation council started in 1980 by the Australian and Japanese Prime Ministers. It was established at a time when there seemed to be a need for a forum in the region to promote governmental dialogue on policy issues of importance to the development of the economy of the region.

The council began at a time when no one was sure that there could be a wholly governmental forum, so it was "diluted" with some academicians and industry people and called an informal governmental forum. This group met for yearly meetings to discuss a wide complex of policy agendas. After a period of time, it was found that there was enough interest in these sorts of discussions and task forces were established.

There are now 11 task forces in place loosely associated with the APEC task forces. These are all tripartite in nature, which is the definition of PECC: one-third industry, one-third government and one-third academics. Each country that works with these task forces and supports these yearly meetings is also tripartite in nature, though it is not equally tripartite, since some countries (Russia and China, for example) are just now recognizing the existence of private sector. With the addition of APEC, however, PECC has needed to adjust its role somewhat, and there is now a big drive in the PECC committees to actively pursue involvement of private sector companies in each of its countries.

What PECC can offer to the APEC Partnership for Education is the support of the PECC national committees in each of the countries where APEC is involved, and the support of the U.S. national committee in the Washington office. PECC offers more than ten years of experience networking in each of the ASEAN countries, with national committees 100-groups strong available for assistance when in-country.

In closing, Ms. Pearce emphasized the availability of support from A.I.D. and U.S. government agencies in country. In her experiences overseas, the U.S. government offices were very helpful and efficient in dealing with issues needing attention.

IV. Workshop Wrap-Up

The closing of the workshop entailed reporting back to the plenary the discussions and conclusions drawn by each workgroup as detailed below.

- All participants are interested in more communication among the project components: partnerships, outreach and co-op.
- Future funding by A.I.D. is an issue. However, the APEC Secretariat in Singapore will now have monies of their own, which may allow for possible new networking mechanisms.
- More communications involvement by the partnerships is important for accessing complete and current information. There are many benefits to the systems currently in place, Telipon-Link, P.A.N., and ListServe. These are good mechanisms for "dialoguing" in addition to gathering information.
- Cooperation, integration--learning about what the "left hand is doing". The components feel that A.I.D. needs to have more involvement, however, until there is more communication and reporting (i.e., quarterly reports) by the participants, A.I.D. can be of little assistance. A.I.D. would like to know what type of vehicle would be most desirable (i.e., newsletter, etc.) in increasing communication among the components. A.I.D. is willing to be of help but needs further input from the partners.
- Dr. Vozzella suggested that focus groups be formed with A.I.D. so that the Agency can serve as a resource rather than just a facilitator.
- Some institutions need more time to develop their programs, and would like a no-cost extension to give them more flexibility. This is a possibility as long as the no-cost extension is in keeping with the original grant constraints. This need was expressed mostly by the new partnerships.

Overall, this year's workshop was a positive experience both for the participants and A.I.D. From the feedback received through the completed evaluations A.I.D., with the able support of Creative Associates International, was successful in achieving the workshop goals and objectives.

Through the many discussions held by the workshop participants, new possibilities emerged for seeking financial sustainability, creating networking mechanisms and defining channels of communication. The workshop served as a forum to answer many questions and concerns,

and to confirm each component's unquestionable importance in determining directions of future project activities.

Dr. Jones concluded the workshop by emphasizing the Bureau for Asia's continued interest and support of the APEC Partnership for Education project, and asked that each participant be willing to extend themselves more to collaborate with the other components. It is important to present a united front, particularly with the multitude of activities and travels occurring in the ASEAN region. All of the APEC Partnership for Education components share commonalities in striving to reach their goals and objectives. The more open lines of communication that exist among the partners, the better the success rate will be.

V. Summary of Participant Evaluations

Since some of the participants left the workshop earlier than originally expected, only eighteen evaluations were returned. Evaluations were received from nine universities, one regional center, one private sector organization and one NAFSA representative. For some questions, participants did not give an answer, therefore the numbers reflected below vary. Overall, participants were pleased with the outcomes of the workshop and expressed positive feelings about collaborating in future activities.

The responses to the first four questions on the evaluation are related to the workshop activities and were rated as follows based on a 1 - 5 scale, with 5 = very useful , 1 = not at all useful:

- 1) Opening plenary session and APEC overview: 10 rated this at (5); 4 rated this at (4); 2 rated this at (3); and 2 rated this at (?).
- 2) Day 1 workgroups: 5 rated this at (5); 8 rated this at (4); 3 rated this at (3); and 1 rated this at (2).
- 3) Day 2 workgroups: 2 rated this at (5); 6 rated this at (4); 5 rated this at (3); and 2 rated this at (2).
- 4) Workgroup presentations/reporting to plenary: 7 rated this at (5); 1 rated this at (4); 4 rated this at (3); and 3 rated this at (2).

The next part of the evaluation asked for feedback on the workshop expectations, format, topics, applicability for future APEC activities, and additional comments. Below are selected participant responses to these questions:

Did you need more time to discuss some topics? If so, please elaborate.

- "Future directions and brainstorming ways to facilitate effective communication."
- "Where A.I.D. wants programs to go in specific terms."
- "How to do education programs in a country."
- "More specifics on sharing of resources."

Did you want to cover additional topics during the workshop? If so, please elaborate.

- "Sources of possible funding for sustainability."
- "Cross-cultural and country-specific issues."
- "Sharing with Embassies and APEC Liaison staff."

"The needs of the APEC countries to define programs and strategies for sustainability."

Did the workshop meet your overall expectations? Please elaborate.

"Sort of. Met and heard from (and about) what other groups are doing, but only able to interact with small groups."

"My primary expectation and hope was to learn about any and all other programs that would relate to mine--to a very large extent this was achieved."

"Exceeded my expectations. I think that these types of gatherings are extremely useful and a step in having APEC succeed."

"Would have liked a chance to meet with Ambassadors."

"Generally, yes. Opportunity to meet and interact with appropriate personnel from the Embassies and other organizations was missed, however."

"Yes. We should get together more often to exchange ideas, experiences and cooperation."

Did the format of the workshop allow you to meet your specific goals? Please elaborate.

"Yes. We shared useful information with common goals."

"Breakdown of groups was an excellent mechanism in soliciting ideas, comments, etc. from everyone."

"Generally, yes. A little time set aside for small affinity groups to meet as well as brief meetings with A.I.D. personnel would be very helpful."

"Should have met by country of operation. We need help with the technical part of operating in that specific country."

"Good overview of APEC components. I had little idea what other components were doing and what type of resource they could provide which would be of use to our efforts."

Will the workshop be useful for future APEC activities?

"It was particularly useful for me...opportunity to meet colleagues at other regional centers."

"Yes. This should be done on a regular basis."

"Yes. There is a need for a consortium of some sort with clear objectives for long-term sustainability."

"Yes. Gained lots of contacts and references."

"To some degree, in terms of potential cooperation from other sectors."

"Yes--interactions and information exchanged here will certainly be useful."

Additional comments from the participants mostly dealt with the issues of sustainability--sources of future funding and A.I.D.'s role in supporting future activities.

Regarding workshop logistics, facilities and materials, the workshop was rated as follows, using the same scale as indicated above:

Workshop materials:

- 1) Logistics package/background information: 8 rated this at (5); 5 rated this at (4); 2 rated this at (3); and 3 rated this at (2).
- 2) Timely arrival of materials: 9 rated this at (5); 7 rated this at (4); 1 rated this at (3); and 1 rated this at (2).
- 3) On-site materials: 3 rated this at (5); 9 rated this at (4); and 6 rated this at (3).
- 4) Working group objectives: 1 rated this at (5); 12 rated this at (4); 2 rated this at (3); 1 rated this at (2); and 1 rated this at (1).

Workshop facilities:

- 1) Location: 8 rated this at (5); 5 rated this (4); 2 rated this at (3); and 3 rated this at (2).
- 2) Accommodations: 7 rated this at (5); 7 rated this at (4); 3 rated this at (3); and 1 rate this at (2).
- 3) Meeting space: 3 rated this at (5); 8 rated this at (4); 5 rated this at (3); and 1 rated this at (2).
- 4) Service: 1 rated this at (5); 11 rated this at (4); 3 rated this at (3); 1 rated this at (2); and 1 rated this at (1).

Workshop coordinators:

- 1) Preliminary and on-site registration: 10 rated this at (5); 5 rated this at (4); and 3 rated this at (3).
- 2) Pre-workshop communication: 7 rated this at (5); 3 rated this at (4); 3 rated this at (3); and 4 rated this at (2).
- 3) On-site accessibility: 12 rated this at (5); and 5 rated this at (4).
- 4) On-site coordination: 11 rated this at (5); 5 rated this at (4); and 1 rated this at (3).

VI. Appendices

- A. Workshop Agenda**
- B. Speech by Henrietta Holsman Fore**
- C. Charts of Workgroups**
- D. Workgroup Tasks and Objectives**
- E. List of Participants**
- F. Workshop Evaluation**

WORKSHOP AGENDA

Asia-Pacific Economic Cooperation (APEC) Partnership for Education

First Day: December 9

Morning Plenary: Format will be panel discussions with plenary questions and answers.

- 8:00 - 8:30 Registration; coffee and pastries
- 8:30 - 8:45 Administrative workshop announcements
- 8:45 - 9:00 Opening remarks: Phyllis Forbes
Director, Office of Development Resources
Bureau for Asia
Agency for International Development
- 9:00 - 9:15 APEC Partnership for Education Overview:
Kerri-Ann Jones, Deputy Chief
Asia Development Resources and Technical Resources
Bureau for Asia
Agency for International Development
- 9:15 - 10:00 Overview - NSF Partnerships and Plenary Q&A/Discussion
- 10:00 - 10:45 Overview - Department of Education Partnerships and Plenary Q&A/Discussion
- 10:45 - 11:00 BREAK
- 11:00 - 11:45 Overview - NAFSA Outreach and Project ASPIRE
- 11:45 - 12:30 Overview - Northeastern Cooperative Network and Private Sector Programs
- 12:30 - 1:45 LUNCH (on your own)

Afternoon Workgroups: Workgroups will assemble by project activity.

- 1:45 - 3:15 *Session I*
Workgroup Objectives: Information sharing and lessons learned
(A) University Partnerships
(B) Outreach
(C) Co-op
- 3:15 - 3:30 BREAK
- 3:30 - 5:00 *Session II*
Workgroup Objectives: Strategies for sustainability and private sector involvement
(A) University Partnerships
(B) Outreach
(C) Co-op

Evening Reception

- 5:30 - 7:00 Welcoming Remarks: Sandra Kristoff, Deputy Assistant Secretary
Bureau of East Asian and Pacific Affairs
Department of State

Workshop Agenda. continued

Second Day:

Morning Plenary and Workgroups:

8:00 - 8:30 Coffee and pastries

8:30 - 10:30 Workgroup Presentations: Reports on Work Sessions I and II from previous day

Session I (20 minutes per workgroup)

- (A) University Partnerships
- (B) Outreach
- (C) Co-op

Session II (20 minutes per workgroup)

- (A) University Partnerships
- (B) Outreach
- (C) Co-op

10:30 - 10:45 BREAK

Afternoon Workgroups and Plenary: Three parallel cross-section workgroups will mix participants across project activities.

10:45 - 12:00 *Session I*
Cross-Section Workgroup Objectives: Building linkages, integration, and synergies across project components

- (A) Workgroup I
- (B) Workgroup II
- (C) Workgroup III

12:00 - 1:15 LUNCH (on your own)

1:15 - 2:30 *Session II*
Cross-Section Workgroups: Future directions, opportunities, challenges, strategies

- (A) Workgroup I
- (B) Workgroup II
- (C) Workgroup III

2:30 - 2:45 BREAK

2:45 - 4:45 Cross-Section Workgroups: Reports on Work Sessions I and II from morning workgroups

Session I (20 minutes per workgroup)

- (A) Workgroup I
- (B) Workgroup II
- (C) Workgroup III

Session II (20 minutes per workgroup)

- (A) Workgroup I
- (B) Workgroup II
- (C) Workgroup III

4:45 - 5:00 Wrap-up

APEC PARTNERSHIP FOR EDUCATION

Speech delivered by Phyllis Forbes

Honored guests, representatives of APEC Embassies, APEC partners and colleagues, good morning and welcome to the second APEC Partnership for Education Workshop. I am pleased to be here with this group, the group which is making the Partnership a success.

Just a few days ago the Senior Officials of the Asia Pacific Economic Cooperation (APEC) met in Washington to review the organizations' progress. Acting Secretary of State Eagleburger opened that meeting, stating:

"The fact of the matter is that the United States cannot in the 21st century escape from an Asian destiny born in the 20th century. This is not a question of inclination or choice, but of facts--geographic, political and economic; facts which will require us to continue assuming our responsibilities as an Asian power."

He continued:

"Our goal should be to make of APEC a preeminent regional organization which can serve as the Pacific community's common voice in helping to shape the international economy of the 21st century."

We are a part of the development of this new "preeminent regional organization." The APEC Partnership for Education is part of the overall APEC activities. It is targeted on what has been recognized as a critical area for the region--human resources. Without the necessary human resources the sustained growth of the region may be jeopardized.

Human resources development is of particular importance in the economies of ASEAN and the South Pacific. While economic growth has surged generally in the Asian Pacific region, it has grown faster in the newly industrialized countries than in the countries of the Association of South East Asian Nations (ASEAN). Lack of a skilled workforce has been identified as a significant constraint for the ASEAN countries.

Our hope as we started out on the APEC Partnership for Education, over two years ago, was to develop an effort which would initiate, support, and thrive on partnerships. The project, with its three principle components of institutional partnerships, outreach activities, and private sector training, emphasized the partnerships between ASEAN/South Pacific nations and the U.S., between public and private sector, between scientists and industry, and between students and future employers.

University to university partnerships have grown in number to now total 20. These partnerships cover areas including ceramics, financial risk, telecommunications management, and hazardous waste management. They are providing training, exchanges, and courses throughout ASEAN.

Outreach activities are fostering partnerships between ASEAN-South Pacific students and the private sector. Over 50 students have been placed in internships. The ASPIRE newsletter is distributed throughout the U.S. (to 40,000 students).

Partnerships with the private sector winds throughout the project. The institution partnerships draw on the private sector advisors to ensure that their research is related to industrial needs. Companies are providing internships to students who may become future employees.

The groups represented in this room--from the private sector, academia, and the U.S. government--indicate that our partnerships have moved forward successfully.

I would like to acknowledge the participation of the National Science Foundation, Department of Education, and USIA. We have worked closely together and demonstrated that we really are all part of one government. The Partnership would not have made such remarkable progress without your support and participation.

I would like to thank and commend all of the Partnership's participants for the progress which has occurred. After only 2 years of implementation, the APEC Partnership for Education has achieved many of the goals set out by Secretary of State Baker, when he announced the Partnership. The idea of partnerships has become reality.

Of course, along with my congratulations and appreciation comes a challenge. You are a unique and impressive group. We have achieved the all important "critical mass." The project has approximately 3 more years to completion and we are looking for new ideas, innovative activities and suggestions. How can we make it better? What else is needed? How can we make sure that what we have started will continue? I ask you to address these questions during the next few days. Again, I am pleased that you are here. I thank you for your time and commitment and look forward to a very successful workshop.

APEC Partnership for Education Workshop

Workgroup Sessions

Day 1

Group 1 University Partnerships and Private Sector	Group 2 Outreach and Private Sector	Group 3 Co-op and Private Sector
<p>John Windler, USC Julian Gaspar, Texas A&M Peter Gosling, Univ. of Michigan Andrew Evans, Fletcher/Tufts Univ. Jerome Bookin-Weiner, Bentley Monica Dunahee, UCLA Hussein Elsaid, SIU James Williams, Carnegie Mellon Univ. John Liskowitz, NJ Inst. of Tech. Dale Neisz, Rutgers Univ. Malcolm McLaren, Rutgers Univ. John Ringo, Washington State Univ. Methi Wecharatana, NJ Inst. of Tech. Daniel Watts, NJ Inst. of Tech. Denis Gray, NC State Allan Cadenhead, SUNY Buffalo Skip Fletcher, Texas A&M Stephen Dutton, NYNEX Lucy Morse, NSF</p>	<p>Jeanne-Marie Duval, NAFSA Gail Hochhauser, NAFSA Paul Morigi, NAFSA Anne Mawdsley, NAFSA Louis Gecenok, St. Mary's College, CA Carolyn Edds, Metro International Ann Kruger, Metro International Jack Brewer, Ball State Univ. Carol Robertson, USC Martin Fox, Ingersoll-Rand Elizabeth Hernandez-Tinker, US-ASEAN Council Edward Fox, Procter and Gamble Barbara Cahn, Peterson's Connexion</p>	<p>Robert Vozzella, Northeastern Univ. Leonard Zion, Northeastern Univ. Rosemary Kelly, Northeastern Univ. Alane Sullivan, Northeastern Univ. Katherine Stahl, Northeastern Univ. Carolyn Kubiak, Cal. State Univ. Jody Tao, Drexel Univ. Frank Larkins, Georgia State Univ. Susan Sink, VPI Janet Pearce, Pacific Economic Coop. Susan Herzberg, RIT Mark Beecy, Bell Atlantic International</p>

APEC Partnership for Education Workshop

Workgroup Sessions

Day 2

Group 1	Group 2	Group 3
<p>John Windler, USC Hussein Elsaied, SIU Susan Herzberg, RIT Denis Gray, NC State Daniel Watts, NJ Inst. of Tech. Gail Hochhauser, NAFSA Louis Gecenok, St. Mary's College, CA Jack Brewer, Ball State Univ. Rosemary Kelly, Northeastern Univ. Frank Larkins, Georgia State Univ. Barbara Cahn, Peterson's Connexion</p>	<p>Julian Gaspar, Texas A&M James Williams, Carnegie Mellon Univ. Malcolm McLaren, Rutgers Univ. Methi Wecharatana, NJ Inst. of Tech. Allan Cadenhead, SUNY Buffalo Paul Morigi, NAFSA Carol Robertson, USC Robert Vozzella, Northeastern Univ. Alane Sullivan, Northeastern Univ. Carolyn Kubiak, Cal. State Univ. Susan Sink, VPI</p>	<p>Peter Gosling, Univ. of Michigan Dale Neisz, Rutgers Univ. Monica Dunahee, UCLA John Liskowitz, NJ Inst. of Tech. John Ringo, Washington State Univ. Jeanne-Marie Duval, NAFSA Anne Mawdsley, NAFSA Leonard Zion, Northeastern Univ. Katherine Stahl, Northeastern Univ. Jody Tao, Drexel Univ. Janet Pearce, Pacific Economic Coop.</p>

**Working Group Objectives, Task Statements,
and Some Considerations for Discussion (as appropriate)**

Day One

**Session I: Information Sharing and Lessons Learned
90 minutes**

1. Take five minutes to yourself and make some notes about the most useful information you have to share from your experience--and the kind of information you most want to learn from other APEC projects. Also, note the most important lessons that are being learned.
2. Conduct discussion on above.

Some Considerations:

- Most important opportunities, challenges and problems
- Focusing energy and resources effectively, both financial and human
- How you define and measure progress, success, and benefits
- Developing effective working relationships with ASEAN counterparts
- Defining, understanding and serving your "market", and getting useful feedback
- Projected operations and management issues
- Logistical and communications issues
- Developing a strategic/"business plan" for the long-term
- Creating mechanisms for ongoing communication and collaboration within your program component, e.g., a program "support group" that could also represent your interests in the larger APEC "confederation"
- What are the surprises (vs. expectations) you've encountered--positive and negative--difficult or easy?
- Dealing with grant requirements, monitoring and reporting
- Are there any kinds of technical assistance or support that would be particularly useful to you?

**Session II - Strategies for Sustainability and Private Sector Involvement
90 minutes**

1. Discuss the nature, potentials, and limitations of private sector involvement in your projects, and outline strategies for increasing private sector involvement.
2. Also discuss the key factors/issues in creating sustainability after APEC grant expiration (programs, financing, and other resources). What are the understandings,

actions/strategies for creating sustainability?

Some Considerations:

- Identifying and targeting appropriate private sector participation
- What are the needs, interests, and objectives of potential private sector participants?
- Viewing the private sector as a "marketplace" for services
- Key factors in encouraging, gaining, and maintaining private sector involvement?
- Creating and "adding value" in terms the private sector is willing to pay for
- What does it take to involve the private sector early in the program development phase--e.g., as advisory committees, or champions in some way?
- What are the realities and limitations of private sector involvement?
- Developing a strategy/"business plan" for sustainability early in the game
- Defining the "market", program objectives and services, and the source of financial support following grant expiration.

PARTICIPANT LIST
1992 APEC PARTNERSHIP FOR EDUCATION WORKSHOP
DEPARTMENT OF EDUCATION AND PARTICIPATING INSTITUTIONS

Susanna Easton
Director
Center for Business and International Education
Department of Education
7th and D Streets, S.W.
Washington, DC 20202

John Windler
Assistant Director
Center for International Business
Education and Research
Graduate School of Business Administration
University of Southern California
Los Angeles, CA 90089-1421

Julian Gaspar
Director of Research
Center for International Business Studies
Texas A&M University
College Station, TX 77843-4116

Peter Gosling
Director, Southeast Asia Business Program
University of Michigan
240 Lane Hall
Ann Arbor, MI 48109

Andrew Evans
Associate Dean
Fletcher School of Law and Diplomacy
Tufts University
Medford, MA 02155

Jerome Bookin-Weiner
Director, Office of International Programs
Graduate Center 161
Bentley College
175 Forest Street
Waltham, MA 02154-4705

Monica Dunahee
Assistant Director, Center for International Business
Education and Research
UCLA-John E. Anderson
405 Hilgard Avenue
Los Angeles, CA 90024-12481

Hussein Elsaid
Director
Center for International Business and Cultures
College of Business and Administration
Department of Management
Southern Illinois University
Carbondale, IL 62901

Robert Scott
Professor
Center for International Business Education
and Research
University of Maryland
College Park, MD 20741

NATIONAL SCIENCE FOUNDATION AND PARTICIPATING INSTITUTIONS

Mary Poats
Program Analyst
Engineering Centers Division
National Science Foundation
Room 1121
1800 G Street, NW
Washington, DC 20550

Lucy Morse
Engineering Centers Division
National Science Foundation
Room 1121
1800 G Street, NW
Washington, DC 20550

James E. Williams, Jr.
Director of Operations
Data Storage Systems Center
Carnegie Mellon University
5000 Forbes Avenue
Pittsburgh, PA 15213

John Liskowitz
Hazardous Substance Management Research Center
138 Warren Street, CEES Building, Room 114
New Jersey Institute of Technology
Newark, NJ 07102

Dale Niesz
I/UCRC for Ceramic Research
Rutgers University
P.O. Box 909
Piscataway, NJ 08855-0909

Malcolm McLaren
I/UCRC for Ceramic Research
Rutgers University
P.O. Box 909
Piscataway, NJ 08855-0909

John Ringo
School of Electrical Engineering
and Computer Science
Washington State University
Pullman, WA 99164-2752

Susan Herzberg
Program Coordinator
Office of Cooperative Education
Rochester Institute of Technology
Bausch and Lomb Center
P.O. Box 9887
Rochester, NY 14623-0887

Methi Wecharatana
Hazardous Substance Management Research Center
323 Martin Luther King Blvd.
New Jersey Institute of Technology
Newark, NJ 07102

Daniel J. Watts
Deputy Executive Director
Hazardous Substance Management Research Center
New Jersey Institute of Technology
Newark, NJ 07102

Denis Gray
Associate Professor/Center Evaluator
CAPPS/North Carolina State University
Box 7801
Raleigh, NC 27695-7801

D. Allan Cadenhead
Associate Dean
Natural Sciences and Mathematics
SUNY at Buffalo
Buffalo, New York 14214

L.S. (Skip) Fletcher
Department of Mechanical Engineering
Texas A&M University
College Station, Texas 77843-3123

NAFSA/ASPIRE

Jeanne-Marie Duval
Senior Director
Educational Programs Division
NAFSA: Association of International Educators
1875 Connecticut Avenue, NW
Suite 1000
Washington, DC 20009-5728

Gail Hochhauser
Director, Special Programs
NAFSA: Association of International Educators
1875 Connecticut Avenue, NW, Suite 1000
Washington, DC 20009-5728

Paul Morigi
Coordinator, Project ASPIRE
NAFSA: Association of International Educators
1875 Connecticut Avenue, NW, Suite 1000
Washington, DC 20009-5728

Anne Mawdsley
Program Assistant, Project ASPIRE
NAFSA: Association of International Educators
1875 Connecticut Avenue, NW, Suite 1000
Washington, DC 20009-5728

Louis Gecenok
Director
Office of International Students Program
St. Mary's College of California
P.O. Box 3091
Moraga, CA 94575

Regional Centers

Carolyn Edds
Program Coordinator, Project ASPIRE
Metro International
285 West Broadway
Suite 450
New York, NY 10013

Ann Kruger
Program Coordinator
Metro International
285 West Broadway
Suite 450
New York, NY 10013

Jack Brewer
Associate Director, Career Services
Ball State University
2000 West University Avenue
Muncie, IN 47306

Carol Robertson
Assistant Director
Office for International Students and Scholars
Student Union 300
University of Southern California
University Park
Los Angeles, CA 90089-0899

USIA

Mary Reeber
E/ASA, Room 349
301 4th Street, SW
Washington, DC 20547

Robert Holden
USIA
P-PFF
301 4th Street, SW
Washington, DC 20547

NORTHEASTERN UNIVERSITY

Robert Vozzella
Dean of Cooperative Education
Director, Office of International Cooperative Education
502 Stearns Center
Northeastern University
Boston, MA 02115

Leonard Zion
Home Country Co-op Placement Program
and Project Coordinator
502 Stearns Center
Northeastern University
Boston, MA 02115

Rosemary C. Kelly
Assistant Project Coordinator
502 Stearns Center
Northeastern University
Boston, MA 02115

Alane Regina Sullivan
APEC Project Counselor
Placement Project
Northeastern University
502 Stearns Center
Boston, MA 02115

Katherine Stahl
Director of Cooperative Education
The American University
4400 Massachusetts Avenue, NW
Washington, DC 20016-8011

Carolyn Kubiak
Director of Co-op
Center for Internships/Cooperative Education
California State University - Fullerton
P.O. Box 34080
Fullerton, CA 92634-4080

Jody Tao
Coordinator, International Cooperatives
Center for Cooperative Education and
Career Services
32nd and Chestnut Streets
Philadelphia, PA 19104

Frank Larkins
Project Director
International Cooperative Education
Georgia State University
Box 662, University Plaza
Atlanta, GA 30303

Susan E. Sink
Assistant Director
University Cooperative Education Program
Virginia Polytechnic Institute and State University
252 Henderson Hall
Blacksburg, VA 24061

PRIVATE SECTOR ORGANIZATIONS

Stephen J. Dutton
Director, International Affairs
NYNEX
1828 L Street, NW
Suite 1000
Washington, DC 20036

Martin Fox
Manager, College and Professional Relations
Ingersoll-Rand Company
200 Chestnut Ridge Road
Woodcliff, NJ 07675

Janet Anne Pearce
Deputy Director
U.S. National Committee for Pacific Economic Cooperation
1755 Massachusetts Ave., NW
Washington, DC 20036

Robert Warne
Korea Economic Institute
1101 Vermont Avenue, NW
Washington, DC 20005

Elizabeth Hernandez-Tinker
Manager, Information Services
US-ASEAN Council
1400 L Street, NW, Suite 375
Washington, DC 20005

Barbara Cahn
Director, International Recruiting Services
Peterson's Connexion Services
202 Carnegie Center
Princeton, NJ 08543

Nicholas Ciaravino
Director/Asia/Pacific
NYNEX Network Systems
4 West Red Oak Lane
White Plains, NY 10604

Mark Beecy
Associate Director of Finance
Bell Atlantic International, Inc.
1300 North 17th Street, Suite 1510
Arlington, VA 22209

Edward Fox
Associate Director, Corporate Packaging (worldwide)
Procter and Gamble
6110 Center Hill Road
Cincinnati, OH 45224

GOVERNMENT AGENCIES

Sam McKee
International Education Policy Specialist
U.S. Department of Education
Room 3047
400 Maryland Ave., SW
Washington, DC 20202

Gary Bittner
Deputy Chief of Program Development
R & D/UC
SA-38, Room 900
Agency for International Development
Washington, DC 20523-3801

Randolph Yamada
APEC Project Coordinator
Agency for International Development
ASIA/DR/TR, Room 3414
2201 C Street, NW
Washington, DC 20520

Phyllis Forbes
Director, Office of Development Resources
Bureau for Asia
Agency for International Development
2201 C Street, NW
Washington, DC 20520

Kerri-Ann Jones
Deputy Chief
Asia Development Resources and Technical Resources
Agency for International Development
2201 C Street, NW
Washington, DC 20520

EMBASSIES

Ross Snyder
Counsellor
Canadian Embassy
501 Pennsylvania Ave., NW
Washington, DC 20001

Xi Guang Liu
Commercial Attache
Embassy of the People's Republic of China
2300 Connecticut Ave., NW
Washington, DC 20008

Shi Yu Li
Second Secretary (Commercial)
Embassy of the Peoples' Republic of China
2300 Connecticut Ave., NW
Washington, DC 20008

P. C. Ljung
Counsellor
Hong Kong Office, British Embassy
1233 20th Street, NW
Suite 504
Washington, DC 20037

44

Seng Hock Chin
Embassy of the Republic of Singapore
1824 R Street, NW
Washington, DC 20009

Chen-Ching Li
Director, Cultural Division
Coordination Council for North American Affairs
4201 Wisconsin Ave., NW
Washington, DC 20016

Chia-Sheng Pan
Director, Economic Division
Coordination Council for North American Affairs
4201 Wisconsin Ave., NW
Washington, DC 20016

45

APEC Partnership for Education Workshop Evaluation

Name: _____

Organization: _____

Please evaluate the workshop activities below on a scale from 1 - 5 (1=not at all useful 5=very useful).

Opening plenary session and APEC overview	1	2	3	4	5
Day 1 workgroups	1	2	3	4	5
Day 2 workgroups	1	2	3	4	5
Workgroup presentations/reporting to plenary	1	2	3	4	5

Did you need more time to discuss some topics? If so, please elaborate:

Did you want to cover additional topics during the workshop? If so, please elaborate:

Did the workshop meet your overall expectations? Please elaborate:

Did the format of the workshop allow you to meet your specific goals? Please elaborate:

Will your workshop experience be useful/applicable in future APEC/PFE activities?

Do you have additional comments about workshop activities? If so, please elaborate:

Please evaluate the workshop materials on a scale from 1 - 5 (1=not at all useful, 5=very useful).

Logistics packet/background information	1	2	3	4	5
Timely arrival of materials	1	2	3	4	5
On-site materials	1	2	3	4	5
Working group objectives	1	2	3	4	5

Do you have additional comments about workshop materials? If so, please elaborate:

Please evaluate the workshop facilities on a scale from 1 - 5 (1= not at all satisfactory, 5=very satisfactory)

Location	1	2	3	4	5
Accommodations	1	2	3	4	5
Meeting space	1	2	3	4	5
Service	1	2	3	4	5

Do you have additional comments about workshop facilities? If, so please elaborate:

Please evaluate the workshop coordinators (Creative Associates) on a scale from 1 - 5 (1=not at all helpful, 5=very helpful).

Preliminary and on-site registration	1	2	3	4	5
Pre-workshop communication	1	2	3	4	5
On-site accessibility	1	2	3	4	5
On-site coordination	1	2	3	4	5

Do you have any additional comments about the workshop coordinators? If so, please elaborate:

**Thank you for taking the time to complete this evaluation.
Your input will be helpful in planning future APEC/PFE activities.**