



**Asia-Pacific
Economic Cooperation**

Advancing Free Trade
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APEC Life-long Learning and Skilling Project: Creating Onramps for Unemployed and Displaced Adults to Access Upskilling and Reskilling Opportunities

APEC Human Resources Development Working Group

March 2023



**Asia-Pacific
Economic Cooperation**

**APEC Life-long Learning
and Skilling Project:
Creating Onramps for Unemployed and
Displaced Adults to Access Upskilling and
Reskilling Opportunities**

Guide to Programs and Practices

**APEC Human Resources Development Working Group
Education Network**

March 2023

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APEC Life-long Learning and Skilling Project: Creating Onramps for Unemployed and Displaced Adults to Access Upskilling and Reskilling Opportunities

Guide to Programs and Practices

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Project Overview

Objectives

The APEC Life-Long Learning and Skilling project focuses on helping economies develop policies and practices for re-engaging and supporting unemployed and displaced workers in accessing life-long learning, credentialing, skilling, and training opportunities. It is designed to help economies improve their processes to identify and conduct outreach to displaced and unemployed workers and then support these adults to pursue opportunities that will lead to re-employment. This project will bring experts, policymakers, and other stakeholders together from member economies to share practices and models of successful cross-sector partnerships. Participants will help develop policy outcomes and identify best practices to be incorporated in a final guide document.

Relevance

The world's economies are currently undergoing a Fourth Industrial Revolution (4IR), which is marked by increasing automation, the use of artificial intelligence, and digitalization. These systemic changes, combined with the outbreak of COVID-19, have led to many working adults without a tertiary degree becoming displaced or unemployed. Many adults twenty-four years old and older without a tertiary degree are unaware of what education and training opportunities are available to them, as they are usually removed from the education sector. And as populations' life spans extend, workers will stay in the labor market for more years, on average, than they did in the past (World Economic Forum, 2019). The career transition of adult learners requires strong partnerships between the education and labor sectors, as well as employers, to support workers in their academic pursuits and school-to-work transition.

Economy Support

The project is led by the United States and co-sponsored by 11 APEC economies: Australia, Canada, Indonesia, Japan, Korea, Malaysia, Mexico, New Zealand, the Philippines, Singapore, and Chinese Taipei.

Outputs

As part of this project, the project team will hold a series of webinars (May – June 2022) and a workshop (August 2022) for APEC members. The final output will be a life-long learning and skilling guide which will summarize the events and include participant-generated ideas and policy outcomes.

Other Information

Website: <http://apeclifelonglearning.org>

Project overseer: Savannah Wallace, U.S. Department of Education

Project team lead: Aaron Neumann, SD Solutions LLC

Outlining the Life-long Learning Landscape in the Asia-Pacific

Background

Before project event planning began, the project team enlisted the Office of Planning, Evaluation, and Policy Development (OPEPD) at the United States Department of Education to conduct an internal analysis of the life-long learning landscape in the Asia-Pacific region. Literature searches were done through ERIC, Google Scholar, PubMed, and other academic libraries, using the following terms: life-long learning, network, programs, resources, and skilling.

Findings from the analysis were used by the project team to develop the framework for events and identify prospective speakers and panelists.

Research Findings

There is no single transition for displaced and unemployed individuals who are looking for work. With the rapidly changing nature of skills and capability needs, individuals are relying on the following for skills development: organizations, educational institutions, governments, and professional associations/unions.

Within government programs, private sector programs, and academic programs, these were some of the notable trends that were found:

- Training providers and institutions are increasingly relying on data and technology in program implementation. Incorporating advances like adaptive learning in training helps support learners at their own pace.
- Many programs focus on nurturing a broad set of skills across the workforce.
- Microcredentials such as badges, certificates, and other nondegree-learning opportunities are becoming increasingly popular in the region.
- Employers play a larger role in helping workers develop new skills.
 - Employers are investing in the professional development of their workers at a greater level.
 - Many offer a tuition reimbursement program for employees enrolled in degree programs when applied to the workplace.
- Stakeholders are advocating for public policy innovations to support reskilling opportunities.
- The most common program models in the region are internal training programs, apprenticeships, partnerships with vendors, and partnerships with institutions of higher education.

Webinar Series (May – June 2022)

A series of three informational webinars were held around the broad themes of policies, practices, and partnerships. They explored how organizations from different sectors can promote life-long learning and skilling in their economies. During each webinar, two presenters discussed programs or interventions about the webinar topic. Participants then joined breakout rooms, where they discussed the programs or interventions at length. Featured webinar presenters represented Chinese Taipei, Singapore, and the United States.

[Click here to view the webinar recordings in full.](#)

Webinar #1: Innovative Policies

Program: *SkillsFuture*

Presenter: *Kelvin Hee – SkillsFuture Singapore*

<https://www.skillsfuture.gov.sg/>

The SkillsFuture program was launched by the Singaporean government to meet the workforce training needs of an aging population, generate higher aspirations for qualifications in the local market, and advance globalization and technological innovation. The program offers learning credits to citizens to reduce out-of-pocket costs, which they can use toward qualifying courses. Course fees can also be subsidized depending on the age and residency status of workers.

Not only does SkillsFuture seek to reskill and upskill workers who may be unemployed or displaced, but it also seeks to support individuals throughout their professional careers. Career guidance is available to entry-level and mid-career professionals so that they can make informed choices about their training needs. SkillsFuture also manages an extensive portal with curated information on local job trends and possible career progression pathways.

Program: *The Trade Adjustment Assistance Community College and Career Training Program (TAACCT)*

Presenter: *Robin Fernkas – U.S. Department of Labor, Employment and Training Administration*

<https://www.dol.gov/agencies/eta/skills-training-grants/community-colleges>

The Trade Adjustment Assistance Community College and Career Training (TAACCT) program provided USD \$1.9 billion in grants to community colleges in all 50 U.S. states between 2011-2018 to encourage the enrollment of unemployed and displaced workers in industry-aligned training programs in growing sectors. Schools created career pathways that better fit adult students' particular needs and frameworks to credit past learning. Recipient community colleges provided career coaching and counseling to students, developing strong support networks for students with TAACCT created or enhanced 2,691 degree programs and served approximately 500,000 students during its existence. Community colleges have continued to build upon 88% of the degree programs that received TAACCT funding.

Webinar #2: Partnerships for Success

Program: *Federation of Advanced Manufacturing Education (FAME) USA*

Presenter: *Tony Davis – National Association of Manufacturers*

<https://fame-usa.com/>

The Federation for Advanced Manufacturing Education (FAME) seeks to address the shortage of manufacturing workers by engaging associate degree students in part-time, paid apprenticeships at innovative companies located throughout the United States. Through a unique, co-op model with community colleges near participating companies' facilities, students can immediately apply what they have learned in advanced manufacturing classes at work. The program fosters the "FAME Triangle" of technical skills development, professional behavior, and lean learning elements in students.

Since 2013, 70% of FAME students end up completing the program and many are offered permanent employment at the company where their apprenticeship took place. FAME graduates' wages are typically 1.5-2 times more than other graduates in advanced manufacturing programs. Through their paid apprenticeship, most FAME graduates can fully pay off their student loans as they participate in the program.

Program: *Upskill Houston*

Presenter: *Peter Beard – Greater Houston Partnership*

<https://www.houston.org/upskillhouston>

UpSkill Houston is an employer-led initiative aiming to create strategic talent pipelines for industries based in Houston, Texas. It seeks to generate awareness of the in-demand, fulfilling career paths in middle-skill occupations where no four-year degree is required. Participating employers help local workers identify the relevant academic programs and experiences that will help them achieve their professional goals. The initiative has an extensive partnership network, which includes 120 private sector partners and 16 institutions of higher education.

The program helped support the healthcare, transportation, and logistics industries that have been impacted by the COVID-19 pandemic through its "Houston Back on Track" program. Employers have partnered with social service organizations to provide career assessments, coaching, and wraparound services to displaced workers.

Webinar #3: Community Colleges

Program: *Grand Rapids Community College*

Presenter: *Julie Parks and Brian Knetl – Grand Rapids Community College*

<https://www.grcc.edu/>

Grand Rapids Community College in Grand Rapids, Michigan has made major efforts to conduct outreach to unemployed and displaced workers locally through its own initiatives, Michigan government programs, and partnerships with local industry. Adult education courses are offered in addition to those in the liberal arts and occupational pathways. At GRCC, older students are eligible to participate in online sessions with career advisors, who provide tailored guidance on how to reenter the workforce.

Michigan's Reconnect program enables students 25 years old and older to attend participating universities like GRCC for free. The state-wide New Jobs Training Program allows employers that are creating new jobs to fund training, upskilling, and reskilling opportunities for Michigan workers. GRCC also has developed apprenticeship programs with leading companies in the local community.

Program: *Community Universities in Chinese Taipei*

Presenter: *Ching-jung Ho – NKNU*

Professor Ching-jung Ho presented her research on community universities in the Tainan region of Chinese Taipei, which foster lifelong learning by encouraging students to become more civically engaged. Through classes and projects, students create products that directly benefit their community. In Tainan, students have worked to preserve Tainan's historic district and the use of local dialects. Another student project documented the impact of the COVID-19 pandemic on neighborhoods in Tainan.

Community universities offer three categories of curricula: academic, living skills, and group activity courses. Programming is designed to be inexpensive and accessible to students of all ages. Community members are also encouraged to take on administrative roles in the universities to best ensure curricula reflect the needs of the community.

Virtual Workshop (August 2022)

The APEC Life-long Learning and Skilling Project virtual workshop was held 2 & 4 August 2022, building off discussions around promising practices, policies, and programs that occurred during the webinar series and discuss specific interventions that help unemployed and displaced workers access training and secure job opportunities. Panels discussed notable and emerging interventions in life-long learning, such as microcredentials and policies for virtual learning. The workshop was split into two nights, with each night beginning with a keynote speech from a distinguished expert, followed by a series of panels and discussion sessions. Throughout the workshop, participants actively helped to create policy recommendations for APEC members and better understand the life-long learning landscape in their home economies. The workshop was divided into two nights each with their own theme: Promoting Access to Educational and Training Opportunities and Connecting Students with Job Opportunities.

The table below highlights key programs and initiatives shared by experts who participated in the workshop along with descriptions and links for further information. The full agenda

Canada	
<p>Urvashi Dhawan-Biswal, Executive Director, Future Skills Office, Employment and Social Development Canada (ESDC)</p>	<p>The federal government funds provinces and territories to deliver “labor market programming” that helps the unemployed and those at risk, including a Future Skills Centre to develop innovative skills development interventions, the Skills for Success Program to test community-level initiatives that promote local employment, and a Youth Employment Strategy Program to support young workers.</p> <p>https://fsc-ccf.ca/</p> <p>https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html</p> <p>https://www.canada.ca/en/employment-social-development/programs/youth-employment-strategy.html</p>

Chile	
Pedro Abarca , National Program Manager at the National Training and Employment Service, Ministry of Labor and Social Welfare	<p>The Ministry of Labor and Social Welfare in Chile have developed the Reinvéntate program, which helps people who have lost employment or are at risk of losing their job due to automation and prepare them to face the new challenges that technology presents to the economy while developing soft skills to acclimate quickly to the job market.</p> <p>https://sence.gob.cl/personas/reinventate</p>
New Zealand	
Neil Miller , Team Leader, New Zealand Qualifications Authority	<p>New Zealand’s approach to microcredentials includes flexible opportunities for life-long learners to participate in skilling and reskilling at all educational levels, and promotes implementation of and equitable access to microcredentials, developed by Workforce Development Councils and informed by industry needs.</p> <p>https://www.tec.govt.nz/vocational-education/vocational-education/delivering-vocational-education/workforce-development-councils-wdcs/</p>
The Philippines	
Edward Dela Rosa , Chief, Technical Education and Skills Development Authority (TESDA)	<p>The TESDA Online Program delivers microcredential courses that remotely provide flexibility, are informed by industry stakeholders, and have high potential to lead to employment opportunities.</p> <p>https://e-tesda.gov.ph/</p>

The United States	
<p>Dr. Amy Loyd, Deputy Assistant Secretary for the Office of Career, Technical, and Adult Education, Department of Education</p>	<p>In response to the unprecedented upheaval of the COVID-19 crisis, the United States provided financial support and resources to State and local governments to support students' basic health educational needs through American Rescue Plan Act of 2021 and the Internal Taskforce for Basic Needs, established in November 2022 to direct rescue funding to those with the greatest needs and overcome communication barriers to promote available supports.</p> <p>https://www2.ed.gov/about/offices/list/ope/arp.html</p> <p>https://www2.ed.gov/programs/basic-need/index.html</p>
<p>Allison Hill, Education Program Specialist, Office of Career, Technical, and Adult Education, Department of Education</p>	<p>The Strengthening Career and Technical Education Act for the 21st Century, also known as the Perkins V Act, provides implementation of career and technical education programs and career pathways, emphasizing State and local goals to align students' academic and technical needs with employers' needs.</p> <p>https://www.ed.gov/content/strengthening-career-and-technical-education-21st-century-act-signed-law</p>
<p>Brent Parton, Acting Assistant Secretary, Employment and Training Administration, Department of Labor</p>	<p>The United States has provided workers with soft skills and general competencies needed for successful life-long learning through such programs as the Adult Literacy and Education Initiative, to provide economically disadvantaged workers gain basic skills needed for the workforce, and the Trade Adjustment Assistance for Workers program, which supported workers who have been impacted by regional or global trade changes to return to work.</p> <p>https://www.dol.gov/agencies/eta/reports/adult-literacy-education-initiative</p> <p>https://www.dol.gov/agencies/eta/tradeact</p>

<p>Rene Tionguico, Management and Program Analyst, Federal Student Aid Office, Office of Post-Secondary Education, Department of Education</p>	<p>The United States Federal Pell Grant program is the cornerstone for financial aid programs in the economy and provides need-based assistance for higher education, including some grants that are given to post-graduates to enter career development programs and students who are attending vocational schools that train skills required by local industries.</p> <p>https://studentaid.gov/understand-aid/types/grants/pell</p>
<p>Non-Member Participants</p>	
<p>Joanne Bala, Government Affairs and Public Policy Manager for Malaysia and Singapore</p> <p><i>Google</i></p>	<p>The Google certificate program provides a variety of skills that address the employment needs of the company yet are highly transferable across industries, with scholarships for underserved learners and an upskilling program to help local communities.</p> <p>https://grow.google/certificates/</p>
<p>Francesca Borgonovi, Head of Skills Analysis, and Shizuka Kato, Higher Education Policy Analyst at the Directorate for Education and Skills</p> <p><i>Organisation for Economic Co-operation and Development (OECD)</i></p>	<p>OECD seeks to address the disparities between education and training programs and labor market needs through promotion of 21st century competencies, digital skills, youth employment and training, student-focused life-long learning, and employment-focused or academic microcredentials.</p> <p>https://www.oecd.org/education/</p>
<p>Dennis Dio Parker, Consultant for North America Talent Development, Toyota North America, and Founder</p> <p><i>Federation for Advanced Manufacturing Education</i></p>	<p>The Federation for Advanced Manufacturing Education (FAME) program features apprenticeships and training pipelines from employers, universities, and community colleges that develop both technical and soft skills, incorporates wages to learners paid by employers, and promotes equity and access among underserved students.</p> <p>https://fame-usa.com/</p>

<p>Melanie Gottlieb, Executive Director</p> <p><i>American Association of Collegiate Registrars and Admission Officers (AACRAO)</i></p>	<p>AACRAO works with institutions of higher education to develop and incorporate microcredentials and other alternative credential systems into their academic programs, promoting consistency and best practices across the industry and establishing institutional approaches that maximize the needs of the learner.</p> <p>https://www.aacrao.org/resources/newsletters-blogs/aacrao-connect/article/alternative-credentials-considerations-guidance-and-best-practices</p>
<p>Juan Napoli, Digital Credentials Program Director</p> <p><i>IBM</i></p>	<p>IBM promotes education and workforce development through its credential program, which offers training in a variety of skills that benefit both the employee and the company, and aims to make their training program more accessible.</p> <p>https://www.ibm.com/training/credentials</p>
<p>Siope Vakataki Ofa, Economic Affairs Officer, ICT Development Section, ICT and Disaster Risk and Reduction Division</p> <p><i>United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)</i></p>	<p>UNESCAP seeks to strengthen economies' capacities through the Action Plan 2022-2026 of the Asia-Pacific Information Superhighway (AP-IS), which has three pillars to bridge the digital divide and accelerate equitable transformation: connectivity for all, digital technologies & applications, and digital data.</p> <p>https://www.unescap.org/our-work/ict-and-disaster-risk-reduction/asia-pacific-information-superhighway-platform</p>
<p>Kristi Wold-McCormick, Assistant Vice Provost and Registrar</p> <p><i>University of Colorado at Boulder</i></p>	<p>University of Colorado at Boulder has developed the infrastructure for a microcredentialing program based in an institution of higher education, promoting access to educational opportunities and skills training that meets the needs of the labor market.</p> <p>https://www.colorado.edu/registrar/faculty-staff/programs/micro-credentials</p>

Conclusion

The APEC Life-Long Learning and Skilling Project was a collaborative exercise in promoting programs and practices that support onramps to upskilling and reskilling opportunities, especially for adult learners who are unemployed or have been displaced from their career or industry. Through preparatory activities and consultation with the internal steering committee, the project team gathered background research from the field to inform the planning of the webinar series and virtual workshop.

The webinars provided unique opportunities for stakeholders from Singapore, Chinese Taipei, the United States, and non-member organizations to share lessons learned, including examples of innovative policies that promote life-long learning, constructive partnerships between industry and academia that led to mutually beneficial training programs, and community-based learning that provides flexible and accessible educational opportunities for a variety of learners. Workshop attendees heard speakers and experts from Canada, Chile, New Zealand, the Philippines, the United States, and non-member participants sharing proven and promising practices from their respective agencies and organizations across the region.

Participants indicated satisfaction with the project activities, noting the “important and timely topics” and the “open dialogue between the speakers and audience,” while noting that additional work that sustains and furthers the project objectives would be beneficial, in such topics as implementing career education for the future of work, financing life-long learning, increasing equitable access, and assessing the impact of upskilling and reskilling upon employability.

The discussions facilitated through the APEC Life-Long Learning and Skilling Project identified a number of programs and practices being implemented in APEC member economies that support education and training opportunities for unemployed and displaced workers in the Asia-Pacific region. Outputs from the project will prove valuable resources to economies as they continue to address the impacts of issues like unemployment and rapid industrialization on their citizens.

Appendix A: Virtual Workshop Agenda



2 AUGUST 2022 7:00 P.M. - 10:00 P.M.
Promoting Access to Educational and Training Opportunities
All Times Eastern U.S. (UTC-4)

7:00 – 7:05	INTRODUCTION
7:05 – 7:25	KEYNOTE SPEAKER Amy Loyd, Office of Career, Technical, and Adult Education, U.S. Department of Education
7:25 – 8:15	PANEL: PUBLIC SECTOR PROGRAMS Representatives from education and labor ministries will discuss their respective economy's life-long learning policies. <i>Moderator: Maureen McLaughlin, U.S. Department of Education</i> <i>Panelists:</i> <i>Pedro Abarca – Chilean Ministry of Labor and Social Security, SENSE</i> <i>Brent Parton – U.S. Department of Labor</i>
8:15 – 8:35	DISCUSSION SESSION 1
8:35 – 8:40	BREAK
8:40 – 9:30	PANEL: PROMOTING EQUITABLE ACCESS AND FUNDING FOR OPPORTUNITIES Panelists will discuss interventions and programs that allow more individuals to participate in training opportunities. <i>Moderator: Allison Hill, U.S. Department of Education</i> <i>Panelists:</i> <i>Rene Tiongquico – U.S. Department of Education</i> <i>Urvashi Dhawan-Biswal – Employment and Social Development Canada</i> <i>Siopa 'Ofa – UN Economic and Social Commission for Asia and the Pacific</i>
9:30 – 9:55	DISCUSSION SESSION 2
9:55 – 10:00	CLOSING




4 AUGUST 2022 7:00 P.M. - 10:00 P.M.

Connecting Students with Job Opportunities


All Times Eastern U.S. (UTC-4)

7:00 – 7:05	INTRODUCTION
7:05 – 7:25	KEYNOTE SPEAKER Shizuka Kato, Directorate for Education and Skills, Organisation for Economic Co-operation and Development (OECD)
7:25 – 8:15	PANEL: MICROCREDENTIAL PROGRAMS AND ACCREDITATION Panelists will discuss microcredential programs and accreditation. <i>Moderator: Rafael Nevárez, U.S. Department of Education</i> <i>Panelists:</i> <i>Melanie Gottlieb – American Association of College Registrars and Admissions Offices</i> <i>Neil Miller – New Zealand Qualifications Authority</i> <i>Kristi Wold-McCormick – University of Colorado at Boulder</i> <i>Edward Dela Rosa – The Technical Education and Skills Development Authority of the Philippines (TESDA)</i>
8:15 – 8:35	DISCUSSION SESSION 3
8:35 – 8:40	BREAK
8:40 – 9:30	PANEL: PRIVATE SECTOR PROGRAMS Representatives from multinational firms will discuss their workforce training programs. <i>Moderator: Robin Fernkas, U.S. Department of Labor</i> <i>Panelists:</i> <i>Joanne Bala – Google</i> <i>Juan Napoli – IBM</i> <i>Dennis Parker – Toyota</i>
9:30 – 9:50	DISCUSSION SESSION 4
9:50 – 10:00	CLOSING

Appendix B: Virtual Workshop Speaker List



APEC Life-Long Learning and Skilling Virtual Workshop



2 and 4 August 2022

Speaker List

Amy Loyd, Ed.L.D.
Keynote Speaker Night 1
Assistant Secretary, Office of Career, Technical, and Adult Education
U.S. Department of Education
amy.loyd@ed.gov

Amy Loyd oversees national programs related to career and technical education, community colleges, adult education and literacy, and correctional education.

Prior to joining the Biden-Harris Administration, Dr. Loyd was a Vice President at Jobs for the Future (JFF), where she designed and led programs across the United States that improve education and workforce outcomes. Her work at JFF focused on state and regional policies, practices, and cross-sector partnerships that engaged K-12 education, community colleges, adult education, workforce development, economic development, and employers to build systems of college and career pathways. She also oversaw JFF's work in workforce development with a lens on economic advancement, state and federal policy, and diversity, equity, and inclusion. She previously was the Director of Education at Cook Inlet Tribal Council, leading a network of schools providing culturally responsive education, training, and wraparound services to the Alaska Native and Native American communities. Dr. Loyd attended Santa Fe Community College and Northern New Mexico Community College, and holds a bachelor's degree from St. John's College and a doctorate in education leadership from the Harvard Graduate School of Education, where she was an adjunct lecturer on building career pathways to increase opportunity and equity.

Maureen McLaughlin
Moderator Session 1
Senior Advisor to the Secretary, Director of International Affairs
U.S. Department of Education

Prior to this position Maureen McLaughlin worked for the World Bank, in several other senior positions at the U.S. Department of Education, and at the U.S. Congressional Budget Office.

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2 and 4 August 2022

Pedro Abarca

Panelist Session 1

Public Administrator

Encargado Nacional del Programa Reinventate y Talento Digital, del Servicio Nacional de Capacitación y Empleo (SENCE)

pabarca@sence.cl

Pedro Abarca graduated from the University of Chile and currently works as National Program Manager at the National Training and Employment Service (SENCE), a service of the Ministry of Labor and Social Welfare of Chile. He is in charge of the Labor Reconversion Programs, called Reinventate, and the Digital Talent Program, whose purpose is the incorporation of new technologies and the development of higher-level digital skills in the population, in particular for the development of advanced human capital to face the Revolution 4.0.

The challenge is how to make the training processes a path that incorporates justice in terms of the recognition of work trajectories, and dignity in terms of valuing the skills and talents of those who access the courses and graduate into the labor market.

Brent Parton, M.A.

Panelist Session 1

Principal Deputy Assistant Secretary and Acting Assistant Secretary,

U.S. Department of Labor, Employment and Training Administration

In his role Brent helps oversee many of the Department's workforce development, employment, and unemployment insurance programs, and works to ensure those programs' investments advance the Biden-Harris Administration's workforce and equity priorities.

An expert on workforce, labor and career, and technical education policies, before joining DOL, Brent was the deputy director of the Center on Education & Labor at New America, a policy and research institution based in Washington, D.C. At New America, Brent led national research and technical assistance efforts and worked closely with state and local leaders, as well as with philanthropy, business, and labor to develop and implement strategies and investments that deliver more equitable labor market and education outcomes for workers, students, and communities. His 2017 research on youth apprenticeship led to the establishment of the Partnership to Advance Youth Apprenticeship, a national initiative to support states and cities across the U.S. to connect high school students to apprenticeship opportunities.

Prior to New America, Brent served as a senior policy advisor at the U.S. Department of Labor during the Obama Administration, and held roles at the National Governors Association, and in the education sector of the World Bank. Brent has a bachelor's degree in history and a master's degree in international education policy, both from Vanderbilt University; he is from Santa Rosa, California.



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Allison Hill, M.Ed.

Moderator Session 2

Education Program Specialist

U.S. Department of Education, Office of Career Technical and Adult Education, Program Administration and Accountability Branch

allison.hill@ed.gov

Allison Hill serves as a Perkins Regional Coordinator for States within the Mid-Atlantic region of the US in the federal administration of the Strengthening Career and Technical Education for the 21st Century Act or Perkins V.

Urvashi Dhawan-Biswal, Ph.D.

Panelist Session 2

Executive Director, Future Skills Office, Skills and Employment Branch

Employment and Social Development Canada

urvashi.dhawanbiswal@hrsdc-rhdcc.gc.ca

Urvashi is a passionate public sector innovator who prides in her ability to create multi-disciplinary teams to realize innovation and experimentation ambitions in the Public Service. She is currently the Executive Director of Future Skills at Employment and Social Development Canada (ESDC), applying human-centered design and experimentation mindset to advance policy development and program design in strengthening Canada's skills ecosystem to be responsive. She completed her Masters and PhD in Economics from Queens University, with specialization in Public Finance, Labour and Econometrics.

Siope Vakataki 'Ofa

Panelist Session 2

Economic Affairs Officer, ICT and Development Section, ICT and Disaster Risk Reduction Division

United Nations Economic and Social Commission for Asia and the Pacific

Siope Vakataki 'Ofa leads the implementation of the Asia-Pacific Information Superhighway (AP-IS) initiative which coordinates regional cooperation between governments, private sectors, and other stakeholders on identifying digital connectivity challenges and opportunities for bridging the digital divide. He is the author of the book, "Telecommunications Regulatory Reform in Small Island Developing States: The Impact of WTO's Telecommunications Commitment," several book chapters and peer-reviewed academic journal articles on telecommunications policy and international trade, respectively.



APEC Life-Long Learning and Skilling Virtual Workshop



2 and 4 August 2022

Rene Tionguico, M.A.

Panelist Session 2

*Program Specialist, Office of Postsecondary Education
U.S. Department of Education*

Rene Tionguico joined the U.S. Department of Education (Department) in 2010. He currently works in the Department's Office of Postsecondary Education (OPE) where he works on a variety of Federal student loan issues and other policies pertaining to federal financial aid for postsecondary education. Rene holds a Bachelor of Arts degree and a Master of Arts degree from the University of California, Los Angeles.

Francesca Borgonovi

Keynote Night 2

*Head of Skills Analysis, Centre for Skills
Organisation for Economic Co-operation and Development (OECD)*
Francesca.BORGONOV@oecd.org

Francesca Borgonovi leads work on the Skills Outlook biennial publication. She was previously responsible for analytical and developmental work in the OECD-led international assessments (PISA and PIAAC) and the Education for Inclusive Societies project. Francesca is an expert on policy relevant analyses on skills. She has written extensively on methodological aspects related to skills measurement and the measurement of attitudes and self-beliefs in a comparative perspective. She has also been responsible for analyses of gender and socio-economic disparities in academic achievement, student engagement and motivation and the role of skills among older population in promoting positive economic and social outcomes.

Shizuka Kato

Keynote Night 2

*Higher Education Policy Analyst, Directorate for Education and Skills
Organisation for Economic Co-operation and Development (OECD)*
Shizuka.KATO@oecd.org

Shizuka Kato currently leads work on micro-credentials. She specialises in higher education policy and has previously worked on projects examining the emergence of alternative credentials, digital transformation and labour market relevance and outcomes, as well as the review of several European higher education systems. Prior to joining the OECD, she worked for Waseda University in Tokyo, facilitating the institution's faculty and student mobility and international cooperation in the International Affairs Division.

Rafael Nevárez

Moderator Session 3

*Deputy Director of International Affairs
U.S. Department of Education*



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Edward Dela Rosa

Panelist Session 3

*Chief TESD Specialist, Technology Research and Development Division
National Institute for Technical Education and Skills Development
Technical Education and Skills Development Authority, Philippines*
emdelarosa@tesda.gov.ph

Mr. Edward M. Dela Rosa has a Bachelor of Science in Industrial Education and Master of Technician Education degrees. Prior to his re-employment to TESDA in March 2016, he works as a Curriculum Specialist, Information and Public Relations Manager, and Knowledge Management Manager at the Southeast Asian Ministers of Education Organization Regional Centre for Vocational and Technical Education and Training (SEAMEO-VOCTECH), Brunei Darussalam from 2009 to 2015. He also served as Resource Person/Course Coordinator of Regular, In-Country and Customized Training Programs of SEAMEO-VOCTECH.

In relation to Micro-Credentialing, he is currently the Chairman of the Technical Committee of TESDA's Technical Working Group on the Pilot Implementation Micro-Credentialing in Technical Vocational Education and Training (TVET).

Melanie Gottlieb, M.A.

Panelist Session 3

*Executive Director
American Association of Collegiate Registrars and Admissions Officers (AACRAO)*
gottlieb@aacrao.org

Melanie is the first woman to hold the role of Executive Director in the association's history after nearly six years as the Deputy Director. She brings a global perspective rooted in an understanding of the technological proficiency and flexibility needed to move AACRAO forward.

Melanie came to the national office with 18 years as an AACRAO member, with experience in Records & Registration, Enrollment Management and International Recruitment and Credential Evaluation. She has served the association in a variety of volunteer leadership roles throughout her career, most recently as Vice President for International Education on the AACRAO Board of Directors. Melanie earned an MA in Information Science from the University of Missouri - Columbia and a BA in History /American Studies from Marlboro College in Vermont.



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Neil Miller

Panelist Session 3

*Team Leader, Policy and International
Quality Assurance Division
New Zealand Qualifications Agency
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Neil Miller leads a team of analysts at the New Zealand Qualifications Agency setting policy for the quality assurance of non-university tertiary education and international qualification recognition. The team are working on a project to include micro-credentials formally on the national qualifications and credentials framework.

Kristi Wold-McCormick, Ph.D.

Panelist Session 3

*Assistant Vice Provost and University Registrar
University of Colorado Boulder
kristi.woldmccormick@colorado.edu*

Kristi Wold-McCormick has served in this leadership position since 2014. In this role, she focuses on student data privacy, business process improvement, academic policy, inclusion initiatives, and academic record and enrollment innovation.

Kristi recently served as Vice President for Records and Academic Services on the AACRAO Board of Directors. She also has served on or chaired numerous AACRAO committees and workgroups and led or co-authored AACRAO reports on transcript disciplinary notations and alternative credentials. Prior to joining CU Boulder, Kristi was registrar of North Dakota State University. She has held various other positions in admissions and enrollment management. Kristi earned a bachelor's and master's degrees from NDSU and a Ph.D. from the University of North Dakota.



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Robin Fernkas

Moderator Session 4

*Deputy Administrator, Office of Workforce Investment
U.S. Department of Labor, Employment and Training Administration*

In this position, Ms. Fernkas provides leadership in developing programs and policy guidance for the Workforce Innovation and Opportunity Act (WIOA) publicly funded workforce system and discretionary investments in skills training and employment programs. This office administers a total of 25 programs that provide employment and training assistance to thousands of individuals. She provides leadership in administering technical assistance to the public workforce system on sector strategies and career pathways. Ms. Fernkas brings a wealth of knowledge of workforce development through her work experience with workforce investment system advisory boards at the local, state and national levels. Prior to joining ETA in 2003, she worked for a private sector consulting firm managing projects for both the U.S. Departments of Labor and Education and worked for several Washington, D.C. based intergovernmental groups on workforce policy issues. She holds a B.A. in international economics from Smith College in Northampton, Massachusetts. She is a working mother who enjoys traveling and cycling with her son and husband.

Joanne Archana Bala, M.P.P.

Panelist Session 4

*Government Affairs and Public Policy Lead
Malaysia and Singapore Google*

Prior to this role Joanne headed the Global Affairs and Public Policy Strategic Outreach team in APAC. The team specializes in content that targets policy priorities and allows for public discourse on a global scale with capability for lasting change.

Before joining Google, Joanne was a Regional Director for the Singapore Government's Trade Representative office in South India. In that capacity, Joanne spearheaded Global Innovation Alliance for startups between Singapore and India (Bangalore) and negotiated the Sri Lanka - Singapore Free Trade Agreement. Joanne has also been deeply involved in the development of SMB capabilities for local and international expansion.

Joanne holds a Master of Public Policy from the Lee Kuan Yew School of Public Policy and a Bachelor of Business Administration from the National University of Singapore.



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Juan Napoli

Panelist Session 4

Program Director, IBM Credentials

IBM

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Juan brings together senior leaders across multiple business disciplines, aligning their actions to ensure a healthy, relevant, and cohesive digital credentials program is implemented across all aspects of IBM's businesses. He acts as the voice of the IBM's Credentialing Program, providing clarity on strategy, goals, and capabilities to stakeholders and the market in general. Juan seeks partnerships with market leaders and organizations that can complement the company strategy and amplify its efforts, ensuring the success of IBM in the credentialing domain.

Dennis Dio Parker

Panelist Session 4

Consultant, North American Talent Development

Toyota Motor North America

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Dennis Dio Parker is founder of the Federation for Advanced Manufacturing Education (FAME) and the FAME Career Pathway which now has 32 locations with over 400 employer partners, 38 colleges and universities, and 1500+ graduates. Recipient of Kentucky's 2019 Manufacturing Employee of the Year award, Dennis has served on the Kentucky state steering committee for Career & Technical Education; the Commission for Career and Technical Education of the Southern Regional Education Board (SREB); and the Kentucky Executive Council for Project Lead the Way, and currently sits on the Advisory Council for the University of Kentucky's Engineering Technology department and the Board of Directors for the Florida FAME-Sunshine Chapter.

Savannah Wallace

Project Overseer

International Affairs Specialist APEC Life-Long Learning and Skilling Project Overseer

U.S. Department of Education

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Savannah Wallace is an International Affairs Specialist and 2021 Presidential Management Fellow at the United States Department of Education. She is the team lead for the Asia-Pacific portfolio in the Department's International Affairs Office and a U.S. focal point in the Asia-Pacific Economic Cooperation (APEC) Forum's Education Network. She has worked at the Centers for Disease Control and Prevention (CDC), the U.S. Department of State's Foreign Service Institute, and the Parliament of the World's Religions. Wallace holds a Master of Arts in International Studies from the University of Denver and a Bachelor of Arts in International Studies from American University (Washington, D.C.).