



**Asia-Pacific
Economic Cooperation**

Bridge the Digital Divide Through Asia-Pacific Partnership

Chinese Taipei ADOC Secretariat



**SCE
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About ADOC Project

From August 2004 to August 2014,

in collaboration with 10 PMEs,

101 ADOC centers were established (including 7 mobile centers)

and around 650,000 trainees have received training.

ADOC project has helped over 5,000 startup SMEs

and more than 15,000 street kids and drop-outs returned to schools.

They are benefited from access to digital opportunities to improve their business, jobs, studies and their overall quality of life.

Foreword I

The digital divide is a social and economic issue, it is a form of technological inequality separating those that have access to computers and the internet and those who do not. There is a close relationship between poverty and the digital divide. However, increasing digitization can boost economic growth and income. According to Booz & Company in 2012, information and communications technologies have boosted world economic output by USD 193 billion over the past two years and created 6 million jobs. Using a Digitization Index from zero to 100, Booz & Company found that an increase of 10 percent in an economy's digitization is associated with a 0.75 percent growth in GDP per capita.

Over the past decade, APEC has been working to bring more people into the digitization fold to help raise communities out of poverty.

In 2000 in Brunei Darussalam, APEC Economic Leaders committed to enabling the people of urban, provincial and rural communities in every economy to have individual or community-based access to information and services via the Internet by 2010. In 2001 in Shanghai, China, Leaders endorsed the e-APEC Strategy that identified the necessary policy environment and specified appropriate goals and actions to meet the Brunei Goals.

In 2004, APEC Digital Opportunity Center (ADOC) initiative was launched, led by Chinese Taipei, to help APEC reach vulnerable communities. Through offering information technology (IT) training to disadvantaged communities, the APEC Digital Opportunity Center (ADOC) has focused on transforming digital divides into digital opportunities throughout the Asia-Pacific region.

The APEC Digital Opportunity Center (ADOC) project leveraged the advantages of Chinese Taipei's information and communications industry to help other APEC member economies and vulnerable segments within the APEC community access IT skills.



In 2004, Chinese Taipei contributed more than USD 10 million, in collaboration with seven APEC member economies, including Chile, Indonesia, Papua New Guinea, Peru, the Philippines, Thailand and Viet Nam who also provided funding and in-kind contributions for establishing local centers in their economies. Since then, three more economies—Malaysia, Mexico and Russia—have joined.

Today, APEC has over a hundred ADOC centers in 10 APEC economies offering IT training.

Over the last ten years, ADOC centers have trained over half a million people throughout the APEC region, and almost half are female.

As the individual stories in this book show, many people who received IT training at APEC Digital Opportunity Centers have gone on to secure better jobs or start their own businesses with their newly-acquired skills. By bringing disadvantaged communities into the digital era, APEC is working to increase the livelihoods of all people in the Asia-Pacific region.

A handwritten signature in black ink, appearing to read "A. Bullard". The signature is fluid and cursive, with a long horizontal stroke at the end.

Executive Director of the APEC Secretariat

Foreword II

The Third-Wave information civilization revolution that began in the middle of the previous century has led to the gradual maturation of relevant technologies in recent years. In advanced societies internationally, digital technology has deeply penetrated every layer of people's lives—such as communications, audio-visual entertainment, the Internet, business management, transportation, firefighting, security and medical care—where there has been the constant emergence and evolution of a broad range of applications. With the arrival of the 21st century, the whole world has headed into the digital era. In this sort of material environment, people must establish new life skills and new ways of thinking.

To promote development and eliminate poverty, the UN in September of 2000 adopted the United Nations Millennium Declaration, which announced eight major objectives for development cooperation in the 21st century. Set against this background, during the APEC Economic Leaders' Meeting in 2003, Chinese Taipei proposed the APEC Digital Opportunity Center (ADOC) project. The hope was to utilize Chinese Taipei's experience and resources with developing information and communications technology (ICT) to share its digital technology applications with APEC members via the cooperative approach of a public service platform, thereby improving the lives of disadvantaged groups and enhancing the well-being of people throughout the Asia-Pacific region.

As a project to narrow the digital divide, ADOC primarily targets members of the general public, women, children and other disadvantaged groups. In actual practice, it has an open framework design that integrates the public sector, large international ICT manufacturers, non-governmental organizations (NGOs), local governments and private enterprises in collective cooperation and operation, with resources provided by each participating organization.

Over the decade that the ADOC project has been implemented, women, children and disadvantaged groups have been trained through a variety of digital courses. Participants utilize the techniques they have learned to connect with the world via the



Internet, absorbing a wide range of information and accelerating the accumulation of knowledge and skills. There are many examples of their using e-Commerce techniques to link up with global business opportunities and lift themselves out of poverty. It should be readily apparent from the actual cases collected herein that the ADOC project has changed the lives of many disadvantaged groups.

Through August 2014, Chinese Taipei has collaborated with 10 APEC members—Peru, Chile, Thailand, Viet Nam, Indonesia, the Philippines, Papua New Guinea, Mexico, Malaysia and Russia—to set up 101 ADOC training centers, which have benefited around 650,000 women, children, the disadvantaged and general public. Our briefings of all member economies during the APEC meetings on the accomplishments of the ADOC project have received widespread response and affirmation.

Chinese Taipei began providing agricultural techniques and medical services to developing economies half a century ago, dramatically improving the living standards of the people in these economies and their economic development. Over more than 20 years of concerted effort within APEC, Chinese Taipei has adhered to the objective of creating a better future together with member economies and has continued to use the strengths of its own development to seek opportunities to contribute to the Asia-Pacific region. After a decade of implementing the ADOC project, we and our 10 partners are delighted to share with our friends and the entire APEC family our experience with using the ICT industry to boost digital capabilities and to share the fruits of “reducing the digital divide and creating digital opportunities.” Chinese Taipei will continue to move forward hand in hand with each of you to build a prosperous Asia-Pacific community!

A stylized, handwritten signature in black ink that reads "Tom Chou". The signature is fluid and cursive, with a long horizontal stroke at the beginning.

Director General, Department of International Organizations, Ministry of Foreign Affairs
Chinese Taipei APEC Senior Official

Foreword III

As we enter the 21st century, digital technology is prevalent in all aspects of people's lives and has become an important force in every economy's economic development. In the midst of the speedy and diverse development of digital technology, Chinese Taipei has noticed that the "digital divide" ought to be a major issue for all APEC members and their regions to confront. Because digital technology spreads through communities quickly, bridging the digital divide is not a particularly difficult task as long as some effort is made to promote the popularization of digital tools. With such an understanding, Chinese Taipei delegate Dr. Yuan-Tseh Lee in 2003 proposed the APEC Digital Opportunity Center (ADOC) project. Since then, the project has become widely recognized and welcomed by APEC member economies.

The ADOC project works through three aspects, humanitarian concerns, international partnership and economic development, to help member economies with deficient information technology to create digital opportunities for a long-term plan. Chinese Taipei has developed its information and communications industry over many years and has comparative advantages in the supply of digital hardware and software. Chinese Taipei uses these advantages to assist member economies that join the ADOC project and to induce other economies to come forward with their own valuable contributions.

Chinese Taipei has integrated the strengths of its public and private sectors, coordinated the needs of all participating members and helped to establish an appropriate project plan for digital courses. Indeed, it has received enthusiastic responses from the local NGOs and has successfully promoted the courses to assist the local disadvantaged groups in reducing the digital divide and improving the quality of their lives.

Since the second-phase ADOC project (ADOC 2.0) was launched in 2009, it has received plenty of strong contributions and valuable resources from the Chinese Taipei private sector, including donations from ICT manufacturers, and civilian volunteers' teaching classes and performing maintenance. All of these have given Chinese Taipei closer interactions with member economies. It is our hope that we will be able to connect



— through the electrical flow of digital technology — in a way that brings life to the idea of “the world as one big family.”

The era of the “knowledge economy” is upon us. With a better use of digital technology and tools, the influence of those who want to make the world a better place can be immediate, effective and far-reaching. In the past decade, the ADOC project has helped member economies set up 101 training centers (including seven digital mobile vehicles) and has trained around 650,000 ICT professionals, which has greatly enhanced employment and entrepreneurship. After their training, the trainees have used the digital tools to operate a wide range of amazing business models. During this process of making connections among the people of the world, it has been a great honor for Chinese Taipei to help out.

A handwritten signature in black ink, reading "Jen Ni Yang".

Director General, Bureau of Foreign Trade, Ministry of Economic Affairs
Chinese Taipei

Foreword IV

APEC Digital Opportunity Center (ADOC) project, proposed by Chinese Taipei at the 2003 APEC meeting in Bangkok, launched its first phase in August 2004. Since the end of 2007, Chinese Taipei has invested US\$9 million and cooperated with other partner member economies (PMEs) to establish 27 ADOC centers, laying the foundation for models of IT training centers, information capacity building and information application and promotion.

As the Leader's Representative of Chinese Taipei, I proposed ADOC 2.0 project at the 2007 APEC meeting in Sydney. The plan was to invite private sectors and non-government organizations (NGOs) of APEC member economies and build a cross-member platform at which public and private sectors could cooperate. The plan also included promoting ADOC 2.0 training center as a provider of accessible and affordable digital opportunity device, computer knowledge, and ICT application training courses. It would help equip local students, disadvantaged groups and small- and medium-enterprises (SMEs) with information knowledge and application abilities.

Meanwhile, industry, commerce associations, and NGOs in PMEs also took part in the ADOC 2.0 project. By public welfare donation system, they offered or financed ICT software and hardware, developed materials and digital contents in accordance with local needs, or volunteered to provide education, training, or facility maintenance services. Likewise, I was greatly honored to push for the establishment of ADOC 2.0 Non-government Office, assisting Chinese Taipei private sectors (businesses and non-profit or non-government organizations) to participate in the project in conformity with the ADOC Secretariat.

Chinese Taipei is renowned around the world for manufacturing ICT-related products and facilities. It also spares no effort in narrowing digital divides in the domestic and international community, and has made substantial contribution through integrating resources of the government and businesses and to put public-private partnership in action. The concrete solutions proposed by Chinese Taipei will pave the way to infinite opportunities by joining public and private efforts.

The ADOC 2.0 project is a long-term investment plan, which looks forward to



reducing digital divides through international cooperation comprised of efforts made by APEC economies that shared a common vision. The partnership is based on the following principles:

1. Building on a foundation partially financed by the partner government;
2. Cooperating with national NGOs of the member economy;
3. Organizing a project team that is capable of execution;
4. Formulating a long-term, sustainable development plan

In addition to the above mentioned principles, the ADOC 2.0 project has been facilitated by the existing project experiences of Chinese Taipei. We called for and joined efforts with renowned information enterprises and professional groups of Chinese Taipei, industry and commerce associations and NGOs of the member economy. The training center has been utilized extensively to provide capacity building sessions on information literacy and diffusion, to accelerate the process of transforming digital divides into digital opportunities in APEC community.

Chinese Taipei actively takes part in the ADOC 2.0 project by sharing its ICT industry's years of developments, experiences, and results of promoting digital capacity with other economies in the APEC community. By partnering with APEC, Chinese Taipei's ICT industry contributed to other PMEs by helping them narrowing digital divides, and promoting the development and growth of their local economy and society.

Currently, the ADOC 2.0 project focuses on assisting PMEs in the APEC community. We plan to generalize the experiences in the Asia-Pacific, extract the best practices and bring them to other regions in the future, in the hopes to expand the efforts in reducing digital divides, and create infinite digital opportunities for the under-developed region.

A handwritten signature in black ink that reads 'Stan Shih'.

Chinese Taipei Representative at 2007 APEC Economic Leaders' Meeting in Sydney
Chairman of ADOC 2.0 Project Non-Government Steering Committee

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PART 1

We Devote to ADOC...

Since ADOC began in 2004, many government officials, more than 300 partners from 10 PMEs, and thousands of men and women have devoted their time and energy to co-build the ADOC achievement. Here, III, Asus, Chunghwa Telecom, and Acer share their views about ADOC project and how they have contributed in order to bridge digital divide and create digital opportunities.

An Introduction to ADOC project

Background

The APEC Digital Opportunity Center (ADOC) Project is an ECOTECH (Economic and Technical Cooperation) initiative that Chinese Taipei first proposed in the 2003 APEC Economic Leaders' Meeting. The main objective of ADOC project is to reduce digital divides in APEC region by enabling people to overcome limitations due to age, gender, health, social or education status, and to enjoy the 4A (anytime, anyone, anywhere, anything) benefits of digitalization.

The ADOC initiative utilizes the advantages of Chinese Taipei's information and communications industry and its experience in developing an e-society to help APEC member economies upgrade their information and communications technology (ICT) application capabilities and transform the digital divide into digital opportunity.

A wide range of ICT training programs are provided, tailored to the needs of partner economies and focused on the disadvantaged groups in remote areas, including women and children.





The project features the wide involvement of private sectors, including major ICT firms and non-profit organizations. Through close public-private partnership, “best practices” model for APEC is established by synergizing the various resources and strength from sponsors.

History

The first phase of ADOC project, as a self-funded project, was launched in August 2004. In collaboration with seven APEC member economies, including Chile, Indonesia, Papua New Guinea, Peru, the Philippines, Thailand, and Viet Nam, 43 ADOC Centers in these partner economies have been established, with more than 600 PCs donated. Around 70,000 people have received training in various ADOC centers. A wide range of training programs are available through these centers, and the achievements have earned praise from APEC member economies.

In the 2008 APEC Ministerial Meeting Joint Statement, Ministers recognized the progress of the APEC Digital Opportunity Center and welcomed the launch of an extended effort (ADOC 2.0 Project) among concerned economies to bridge digital divides. To build on the present foundation to maintain momentum, Chinese Taipei launched the second phase of ADOC project, i.e. ADOC 2.0 in 2009. The main idea of the ADOC 2.0 project is to increase cooperation between the public and private sectors with focus on capacity building activities for disadvantaged groups. Mexico joined the ADOC 2.0 project as the 8th ADOC partner economy in 2009. In 2010, Malaysia joined as the 9th ADOC partner economy and Russia joined as the 10th in 2011.

From August 2004 to August 2014, in collaboration with 10 Partner Member Economies (PMEs), 101 ADOC centers in these PMEs were established (including 7 mobile centers), and around 650,000 people have received training and benefited from access to digital opportunities to improve their businesses, jobs, studies and their overall quality of life.

From an Earthquake Crisis to a World-Class Digital Movement: ADOC Secretariat - Institute for Information Industry

When Asia-Pacific Economic Cooperation leaders met in Bangkok in October 2003, Chinese Taipei representative Dr. Yuan-Tseh Lee brought forward the APEC Digital Opportunity Center project, or ADOC project.

Lee set forth the ADOC project with hopes that the know-how and success of Chinese Taipei in the information and communications technology industry would be combined with the power of APEC economies to narrow the digital divide. Lee believed the APEC members would benefit from the new opportunities in the digital environment. The members acting together could expand international business opportunities in the APEC region. Having successfully promoted the Digital Opportunity Center, or DOC, in Chinese Taipei, the Institute for Information Industry (III) accepted the APEC commission to be the ADOC Secretariat share its innovative operating model into the international realm.

In 1999, the 9/21 earthquake in Chinese Taipei killed more than 2,000 people. During the rebuilding process, the Institute for Information Industry established Chinese Taipei's first multi-purpose community-based Digital Opportunity Center in Zhongliao Township, Nantou County in 2003, which was near the epicenter, and gradually expanded the construction of the centers to the disaster and remote areas. To implement the DOC in Chinese Taipei, III set up more than 100 Standard Operating Procedures (SOPs) and assisted disadvantaged domestic groups and people in rural areas in exploring digital opportunities to reduce the urban-rural digital divide, said Ms. Meili Hsiao, Secretary General of the ADOC Secretariat and the Director General of the International Division for III in Chinese Taipei. She was once in charge of reducing the urban-rural digital divide for the Ministry of Education.

According to the observations of Institute for Information Industry Executive Vice President Dr. Ren-Wen Gong, who served as Principal Investigator for the first phase of the ADOC project (2004-2008), APEC has 21 member economies, some of them far from Chinese Taipei. Thus, when carrying out an international project, APEC must both



establish development strategies that can apply across all nations and take measures suited to time and place.

During the promotion of the ADOC project, local differences in language, time zones, cultures, personnel, public security, hygiene conditions and so forth presented unique problems that needed to be solved, Dr. Ren-Wen Gong said. For example, discussions with each member's organization had to be done day and night to accommodate different time zones. Fortunately, III excels at "making something happen," so staff members can organize tasks together and make bold attempts to solve such problems effectively to ensure the ADOC project successful.

While carrying out the ADOC project, the personnel who executed the project details spared no effort to meet or exceed objectives, Ms. Hsiao said. For instance, in establishing the digital opportunity center in Peru, staff members first had to fly to the airport at an elevation of 3,400 meters and then drive six hours to the destination. It was a big challenge for them because of lung capacity differences and jet lag complications. The staff often passed through dumping grounds on the city's edge and the local tribes in the





mountains and jungle to help these disadvantaged groups build digital bridges to the rest of the world. They endured such hardships gladly.

Representing Chinese Taipei in September 2007 at the APEC economic leaders' meeting in Sydney, Australia, Dr. Stan Shih proposed "the second phase of The APEC Digital Opportunity Center project, or ADOC 2.0 project." He hoped to combine the strengths of the public and the private sectors to further help disadvantaged groups, such as women, children and small and medium-sized enterprises, to narrow the digital divide between them and to allow private supporters and non-profit organizations to participate gradually.

Because of the corporate social responsibilities, many Chinese Taipei's enterprises and charities, such as Asus, Acer, Chunghwa Telecom, Tzu Chi Foundation, Gigabyte Technology, and Micro-Star International (MSI), have given generous support. For example, the Asus Foundation has not only donated computers but in each of several recent years has also sponsored volunteer teams to go abroad. These organizations have also contributed money, human resources and the work itself. In addition, when a computer assembly training workshop was held in Peru in 2004, Gigabyte Technology's South America manager dispatched teachers to teach the computer courses.

Another example, when the Angke River area in Indonesia flooded in 2002 and more than a thousand households were left homeless, the Tzu Chi Foundation constructed the Great Love Village and used the strength of the ADOC project to upgrade its software and hardware. There are currently a primary school, a junior high school, factories and a hospital established in the village. ADOC provided computers to the primary school. The Great Love Village is now recognized as a model of public housing by the Indonesian government. ADOC has also cooperated with World Vision and provided education programs to aboriginal rural area children in Peru and Viet Nam.

Ms. Hsiao attributed the success of the Digital Opportunity Center to two elements: First, the local partners are eager to participate it wholeheartedly; and second, ADOC



Secretariat allows the mechanisms of capacity building ability to take root to sustainable development in the local area.

The Philippines, for example, was the first member to participate in the ADOC project. The Philippines so far have developed a diverse community with computer teaching centers, animation centers, health education centers, daycare centers and pharmacies. In the beginning of the ADOC project, it was hard to imagine such a splendid situation, with unforeseen benefits. When a typhoon came, the digital opportunity center became a temporary relief command center because it had Internet devices. Coincidentally, the center is near a church. For those who received help, the center was like a church, that became the locals' spiritual fortress. It is also a one-stop life supply station with a full range of services.

In the past, Chinese Taipei's output to support agricultural and medical technique to developing economies won the world's respect. In the recent decade, Chinese Taipei through the ADOC project has shared its achievements in information and communication technology with international partners. As the advancement of technology has changed the world gradually, the ADOC project has brought together the power of Chinese Taipei's government, enterprises and non-profit organizations in a convergence to effectively reduce the digital divide among the APEC member economies. It has strived to create a bias-free information society to achieve sustainable development of the digital community.



If Someone Is Hungry, It Is Like My Own Hunger: Asus' Spirit

According to Asus Foundation CEO Ms. Sandy Wei, because Asus's main products primarily consist of electronics, it is important to think about how electronic consumables can be utilized to make the world a better place. This concept is similar to how food producers should think about how to end world hunger. Asus needs to think about how to close the digital divides in the world, as well as donate computers to educate minority groups all around the world so that they can be connected to the global community.

In light of these goals, Asus believes that donating computers is just the first step and is also committed to teaching recipients how to use them. This is why Asus not only provides international voluntary services training to company employees but also invites university students in Chinese Taipei to participate in the computer donation program to bridge digital divides. International volunteers learn through teaching and also learn the importance of being grateful. In addition, the program helps the younger generation gain the realization that they are truly fortunate to live in Chinese Taipei. Often, after a volunteer stint, they realize that it is they themselves who have reaped the greatest reward.

Ms. Sandy Wei adds that entrepreneurs should not only think about making money. They also need to think about how to give back to society. This is the essence of "what one takes from society should be given back to society". The company's greatest asset is knowing the importance of giving back. As a member of the global community, Asus wanted to find a way to use company products to bridge the digital divides globally. Over a three year period, Asus donated nearly 500 computers in economies throughout the Asia Pacific, Central America, and South America. Asus also established dozens of computer classrooms and dispatched numerous international volunteer teams to teach local women and children how to use the donated computers. Meanwhile, Asus gradually established greater brand recognition and prestige in those areas.

According to Ms. Sandy Lin, an international volunteer, Asus has used the ADOC platform to send international volunteer teams to developing economies to donate computers and teach computer classes since 2009. Volunteers can be found in Indonesia,



Philippines, Thailand, and Viet Nam. Sandy Lin previously volunteered in Indonesia and Viet Nam.

Ms. Sandy Lin said that she reaped great benefits and felt deeply touched by each international volunteer trip. Asus is committed to the spirit of "If someone is hungry, it is like my own hunger; if someone is drowning, it is as though I too am drowning!" and will continue to assist the ADOC in its mission to promote digital learning and bridge the digital divides.



Help the World Become a Better Place: Chunghwa Telecom

Chunghwa Telecom (CHT) has always been a company with corporate social responsibility at the core. The company has a variety of programs that help disadvantaged groups. On the basis of that, in 2008 when Dr. Stan Shih from Acer proposed the idea of APEC Digital Opportunity Center 2.0 (ADOC 2.0), a program that invite private sectors to help the government bridge the digital divide and create digital opportunities, CHT immediately joined the program and soon became one of the most important corporate sponsors of ADOC 2.0.

Opportunities for Visually Impaired

CHT first cooperated with Tamkang University to start a research project in 2009 to help visually impaired in overcoming their disabilities with Information and Communication Technology (ICT) solutions, such as text-to-speech(TTS), Braille writing system, fuzzy search for home phone, VOIP and UI design, as well as a series of software systems. When the visually impaired people work as call center agencies, CHT systems will support them in phone interview, telemarketing and knowledge management.

To further assist visually impaired with career opportunities, CHT has also built four call centers operated by visually impaired in Taipei, Malaysia, and the Philippines through the ADOC platform. CHT provided ICT hardware, software, and training courses for visually impaired, helping them obtain job-seeking skills.

The centers have trained more than 360 and helped 75 get jobs. “The visually impaired should not be limited to working as massage service providers in the first place. Now they can use the systems to assist phone interview and telemarketing through computers,” said Kuang-Yao Chang, the former Vice President of Telecommunication Labs (the President of Enterprise Business Group at present) at CHT.

The first DOC for visually impaired in Chinese Taipei was launched in June 2009. CHT developed a Barrier Free Operator Service System for the center, so that all the software, hardware, training courses, and working equipment are fully accessible to the visually impaired. The center provided job opportunities in telephone customer



satisfaction surveys and questionnaires.

In October of the same year, the English version of the telephone survey system operated by the blind was fully developed. CHT soon donated the system to the ADOC project and built the second ADOC for the visually impaired in Philippine. “We hope the visual impaired overseas can also rely on their own, improve their lives, and build self-confidence,” said Chang.

In August 2011, CHT founded the third ADOC for the visually impaired, the Eye Social Innovation Call Center, in Taipei, hiring more than 20 blind staff members for customer service work. The center was initiated in ADOC 2.0 Exhibition 2011 and became a model for the blind call center.

In September 2012, CHT opened another ADOC for the Visually Impaired in Malaysia. This is the fourth center in Asia and the first one in Malaysia.

Personal Assistant for Visually Impaired

CHT also integrated TTS, Braille writing system, and image recognition system, along with other technologies, to develop a variety of ubiquitous personal assistant Apps for the visually impaired and seniors, allowing them to use smart phones as personal assistants.

In May 2012, CHT developed the “Visually Impaired Library System,” “Locate Where I Am,” and “Search Nearby” App for visual impaired, as well as an App to assist them with news reading.

CHT continued its work and added additional functions, including automatic speech recognition, input method for the blind, GPS safety report and SOS GPS message, pocket video magnifier, dynamic bus information, face detection photo shooting, and text enlarging to assist visually impaired and seniors, helping them the convenience of ICT.

In July 2013, CHT established the object recognition system, a system that allows visually impaired to take pictures with smart phones, upload to Facebook or Skype, and



then have volunteers recognize those objects and reply to them. Currently there are more than 300 volunteers working on this program, and respond to more than 250 queries each month.

Just about the same time, CHT released an automatic banknote recognition App online. The App can recognize currency from five different economies, including New Taiwan Dollar, Japanese Yen, US Dollar, and Euro with an overall 98.8% accuracy.

CHT introduced the App to attendees from 10 APEC partner member economies at the 2013 ADOC workshop, and proved that the App does bring visual impaired and senior citizens convenience and help improve their quality of living.

Beyond the ADOC project

“CHT has always wanted to improve the society with the corporates’ strength in technology, products, and service. We believe this is the spirit of corporate social responsibility,” said Chang, “In other words, we keep thinking how to align our core ability with social responsibility.”

Chang believes that donating to the needs is a good thing, “But enterprises should do more than that. I think if an enterprises can do something with its core ability, it would influence the society much more than just giving money.”

“This conclusion again shows the power of ICT industry,” said Chang, “As an ICT company, CHT has great potential to help the world become a better place.”



Bridge Digital Divide in the Community is our Responsibility: Acer's Digital Mobile Van in Chinese Taipei

In June 2010, the first Acer's Digital Mobile Van arrived in Hualien, Chinese Taipei, providing computer courses in a number of small communities. The program turned out to be a huge success and received a positive response from the members of the community.

An Acer's Digital Mobile Van is a van equipped with laptops, projectors, wireless Internet equipment, lecturers, and assistants. The vans provide services and classes to tribes and villages in remote areas. Since the first trip in Hualien, the program has been growing: it was expanded to Yilan by April 2012 and then Taitung in early 2014.

"Acer's vision is always to serve the community," said Chi-Ming Lai, the Executive Director of Acer Foundation. Founded in 1976, Acer is an information and communication technology company dedicated to research, design, marketing, sale, and support of innovative products that enhance people's lives. Currently ranked as the world's fourth laptop manufacturer. Acer Foundation was founded later in 1996. The foundation committed itself to inspiring a spirit and energy grounded in innovation.

Dr. Stan Shih, the founder and Honorary Chairman of Acer considered the social responsibility is an important part of a corporate, and took helping communities with bridging digital divide as Acer's major responsibility.

"Dr. Shih often said that digital divide happens everywhere, not only in the rural area but also in the big cities," said Lai. Through their work trying to help bridge digital divide, they found that it was actually hard for members from many disadvantage groups to come to a designated location for computer courses. "So we thought," Lai said, "Since you cannot come to us, why don't we go to you?" Thus this was the birth of the first Acer's Digital Mobile Van, co-launched by Hanguang Education Foundation.

Currently Acer has five Digital Mobile Vans equipped with 105 laptops. By the mid 2014, the vans had made more than 2,100 trips, served more than 150 local non-profit organizations, and attracted about 30,000 participants to attend the class. A number of organizations offered classes through long-term cooperation with the Digital Vans, and the Van crews assisted their students with obtaining TQC professional computer certifications.



“As a leading global computer manufacturer, we provide global education community with innovation and affordable technology.” said Ms. Sz-Ting Huang, the associate manager at Acer Corporate Sustainability Office, “As technological products have become increasingly vital as tools for learning and exploration, we have become more aware of the ability of technology to promote innovation in education.”

She said, “that’s why we work with local non-profit organizations toward the continuous promotion and exploration of values created by the integration of technology and education.”

Just this year, Acer deployed a Digital Mobile Van with 25 tablets and 25 laptops to Taitung. “We hope to allow more people in remote areas to create greater opportunities for the future through the use of technology,” said Huang.

She said that the company plan to keep expanding the program as long as it is still in need, “We are proud of our products, and we are even more proud of the things people are able to achieve by means of our products. We will continue to create more opportunities for disadvantaged groups and young students to grow in the information economy.”

Lai said the company also plans to extend the service to the whole APEC region. “We want to first serve people here in Chinese Taipei, gain experience form our work here, and then gradually expand the program to other APEC economies.”

Acer Foundation encouraged students from primary, middle, and college levels, as well as the general public at large to unleash the power of technologies and put their creativity into full play and create various of awards for that purpose. The foundation is also devoted to increase digital opportunities in remote regions, “because we believe that using technology helps promote digital inclusion for disadvantaged groups,” said Lai.

PART 2

ADOC Devotes to Us...

101 ADOC centers represent all kinds of social class linked to ADOC family. Countless true stories have been shared and touched many people. Here we have selected some of the testimonies distributed in 4 major categories, Helping Disables, Poors, Helping Women, Elders, Helping SMEs, and Helping Children, Youths, from 10 PME and shared their stories with you.

Papua New Guinea

From Janitor to Librarian

Namu Boddy worked as a janitor at the library of University of Technology (UNITECH), Papua New Guinea. His family, comprised of Boddy's wife and five children, lives in this tropical economy rich with rainforest, filled with coconut trees, cassava, yams, sweet potatoes, and many exotic fruits. Although Boddy did not earn much, the tropical climate of Papua New Guinea ensured crops to grow and thrive, and the overabundance of sweet potatoes and yams meant his family never had to worry about food. Nonetheless, he still often wished that he could make more money to buy toys for his children.

After an ADOC was set up at the UNITECH library, many of the library staff had the opportunity to use computers, and whenever there was an opportunity, the library manager would provide training to the staff. Boddy was among the first group of staff to receive computer training. His hands that usually held brooms then held a computer mouse instead. He learned and practiced continuously, from surfing the Internet to using office software.

As he became an adept computer user, Boddy was promoted to librarian, in charge of the circulation of books. His income also increased significantly. Now, he is not only able to afford more toys for his children, but also able to take his children to the library on





weekends, when it is less busy.

"This is where I work." Boddy points to the work area with the computer used to record the circulation of books. He is surrounded by his children, looking around with curiosity and interests. Seeing his children's happy faces, Boddy cannot help but smile.



Philippines

An Alternative to the Cycle of Poverty

Manila, the capital of the Philippines, is a metropolis boasts of rich cultural heritage and thriving economic activities. But just like any other modern cities, Manila has rich residents who are in want of nothing, and also poor people who want nothing but an alternative to the cycle of poverty. The computer competency program provided by the ADOC Project has proven itself to be a feasible alternative.

Many of the city's poor live around the area of Smokey Mountain, the once largest landfill in the world. These families have been surviving by salvaging and scavenging garbage. Darryl Jones is one of the scavengers. His whole family subsists on his income of less than US\$4 a day. Although he managed to feed his family, this 24-year-old man knew that it was not enough. He had to get off the garbage mountain.



On the other hand, Benigno P. Beltran, or better known as Father Benigno, has devoted himself to the people living in this slum for over 30 years. He is well aware of the power of digital technology and the opportunity it could afford for the young people. “Computer is a tool, so that you could gain knowledge. And knowledge, when you use it, will give you a good future,” said Father Benigno.

With devotion and determination, Father Benigno has been implementing a plan to narrow the digital divide through the work and effort of the church, as well as the

ADOC Secretariat. In 2005, a computer center has been set up next to Smokey Mountain. Engineers have been asked to help with computer installation and maintenance, and many relevant courses have been provided to teach women and children to use computers. The business model created by Father Benigno and his team enabled women from many families to make a living by selling their handicrafts to countries in Europe and Americas through the Internet. The people who used to survive on the garbage mountain are now connected to the world by digital technology.

To Darryl, meeting Father Benigno was the turning point in his life. When he learned that Father Benigno was cooperating with ADOC Secretariat along with its sponsor Asus to set up a computer center, "I was anxious to go to the center. My future will not be the same after learning computer skills," said Darryl.

One step, one footprint

How did Father Benigno manage to bring about these changes, and end the vicious cycle of poverty? "The process of convincing the residents of Smokey Mountain was not easy. But once they discovered that this is beneficial to themselves and help them build a career, they would change their minds." Father Benigno said that they started first with





the women because women have a greater impact on their children's education. Once a mother had a greater source of income and extra money to take care of the children, the entire family became better off.

Also, the children in this slum lack proper family upbringing and formal education, so the youth often turn to criminal activities, which mean that their entire lives are spent in the cycle of hunger, poverty and crime. Therefore, when the Church reached extensively to the community in the slum, these children had an alternative: a disciplined life observing the Catholic doctrine, and classes provided by the computer center that would equip them with skills necessary to be employed.

"It is easier to convince children, and children learn fast," Father Benigno said with relief and joy. "As for the women, all of them have a slightly different situation, so we carefully guide them to learn online and teach them to create their business. We have also found experts to teach the women to use processed second-hand paper to weave attractive handicrafts and decorations for households and sell to European and American countries. The products have been popular and acclaimed. This has improved many families' income and lives. They had never thought that they could change their own fate."

A better future for the children

By attending series of lessons and working really hard to gain more knowledge, Darryl passed online test and got his high school diploma. He even got a real job that pays him US\$8 per day, twice as much as what he had earned before. These newly-acquired skills not only improved his financial status, but also gave him confidence to aim higher. He said, "After a few years, I plan to go to college to pursue better future and totally get rid of the garbage dump."

Father Benigno's effort did not stop with the success of the computer center. He wanted to build a church, and has been trying to find sponsors and working towards

fulfilling this dream for the past few years. This church will be located next to the computer center in Smokey Mountain bringing hope and love to people living in this slum.

"They will be able to find new affirmation in the church; this is very important," Father Benigno said, believing that all is worthwhile when residents of Smokey Mountain gain more knowledge by having access to computers and receive God's grace by going to church.



Helping Visually Impaired Gain a Bright Life

“Subang Jaya Medical Centre. May I help you?” These are the words Anas I’zati Binti Md Noor says to start the morning every working day. For any ordinary person, it carries nothing special; but it means a lot to Anas.

Anas I’zati binti Md Noor was born in November 1989 and she came from a small town in Kedah, the “rice bowl” of Malaysia. When she was newly born, the doctor found that her lenses were milky white and her optic nerve was seriously damaged. She was unfortunately diagnosed with cataract and glaucoma.

The family didn’t give Anas up, and raised her as a normal kid. When Anas was seven years old, she went to elementary school like the other four kids in the family. With limited vision, she had to double her efforts to catch up with her classmates. She successfully completed her primary and secondary education at normal schools with the support of her loving family. However, just as she rejoined over her forthcoming college life, she found that her vision deteriorated and was close to blindness.

The serious visual impairment destroyed Anas’ plan to continue further education, impacted her daily life, left her being dependent and helpless. Looking at Anas, her father felt so sorry and upset. After long consideration, he decided to take her to St. Nicholas School for the blind in Penang, where Anas would learn Braille to help her read and adjust living habits by using a cane in her daily life. Little by little, Anas got more independent and restored her confidence. Later, she was accepted by the University of Malaya in Kuala Lumpur, and majored in media study. In 2012, she graduated with honors. Things seemed to go smoothly, but Anas still worried that whether she could find a job as a visually impaired person, even though she has a college degree.

It seemed that her concern was heard by Allah. In January 2013, Anas learned of the Contact Centre Training Program, which was conducted by the Malaysian Association for the Blind (MAB) in collaboration with the ADOC project. The project welcomed anyone with any level of computer ability, especially the disadvantaged groups in remote areas, including women and children.

Believing that it was really a good opportunity for her, Anas immediately applied the program and got accepted. In the beginning, she took part in a two-month, in-classroom training session. She soon found the training rewarding as learning to use computer and the Internet opened a window for her, so that she could “see” the world that she had never known. In April 2013, she completed her training, and was offered an on-the-job training opportunity at the Ministry of International Trade and Industry (MITI). She worked as a customer service officer for six months.

In February 2014, with the assistance of MAB, Anas fortunately got a chance to work for Subang Jaya Medical Centre (formerly Ramsay Sime Darby Health Care) as a contract agent at the contact centre. God helps those who help themselves. Due to her hard work and good performance on that position, Anas’ manager promoted her as a permanent staff since February 2014.



From worrying about being unemployed, to becoming a permanent staff, Anas attributed the achievement to the ADOC project. She felt grateful for the precious opportunity. Over the years it was always other people including her parents, siblings, and friends that gave a helping hand to her. And now, she can stand on her own feet, and even can contribute to her family. Therefore, whenever she says “May I help you” in her work, she feels very satisfied and energetic because it is indeed a long road for her to find her own value.



Malaysia

Helping Visually Impaired Find the Way

Syamil Ashar bin Nasarudin, born in January 1988 in Selangor of Malaysia, was the second born in a family with seven children. Raising seven children is really not an easy thing for the Nasarudin family. Therefore, at a young age, Syamil had determined to share the financial burden of the family after growing up.

Unlike his healthy siblings, Syamil was a premature baby. He suffered from some minor health problems since his childhood. In spite of this, he still started his primary education at a normal school at the age of seven, and enjoyed school time with his classmates.

When Syamil was a fourth grader (ten years old), he found that his vision deteriorated, which after extensive tests was regrettably determined and certified to be blindness. What a big blow! Syamil was so overwhelmed by the bad news. Being blind not only meant his eyesight was seriously impaired, but also implied that his future would be helpless and hopeless.

After crying days and nights, Syamil, being resilient by nature, gradually restored calm and learned to face the reality. He didn't drop from school. Instead, he continued with his primary and secondary education until he graduated from St. Johns Institution at the age of 18.

Refusing to surrender to his physical impairments, he decided to find a job. However, most of the job-seeking applications he sent yielded no results, making him almost believe that he would never be employed due to his blindness.

Every cloud has a silver lining. In December 2012, as Syamil was very depressed about his future, he accidentally learned of the Contact Center Training Program conducted by the Malaysian Association for the Blind (MAB) in collaboration with the ADOC Project. The opportunity lighted a candle of hope for him. In February 2013, he became the first group of trainees in the program.

In the training center, Syamil was introduced to a special operating software

telephone interview system for the visually impaired (TISVI). The special software enables the blind and visually impaired persons to operate the call center on a par with the sighted colleagues. In addition to learning to operate TISVI, soft skills such as communication in both Malay and English were also provided in the program. Little by little, Syamil became more confident in his ability to work independently. After completing the first two months in the MAB training center, Syamil was sent to a real contact center in the Petaling Jaya Town Council for practical training, which he found extremely useful and helpful.

After Syamil finished his three-month practical training, the employee placement officers in MAB actively assisted Syamil in finding a position in a reputed company, Tan Chong Motors. Syamil therefore became the first trained blind to work in a contact center in Malaysia. This is not only a success to Syamil, but also an achievement to MAB. The organization gained fame because of Syamil's story. More and more people are aware of the association and the MAB-ADOC partnership, which greatly helps other trained blinds under the same training program to find their jobs.

With a decent salary, Syamil now can make a living by himself and also support the family. His childhood's dream finally comes true. He sincerely appreciates MAB-ADOC



joint venture, which provides visually-impaired people with services and opportunities for greater participation, involvement, and integration into society. Syamil thinks that the MAB-ADOC project is a godsend, as it leads him to get in touch with the real society and “see” the world. Although he is blind, his mind was opened, and his horizon broadened.

Life can be pleasant if you find the way. For Syamil, the MAB-ADOC project is his way. It is also his belief that the cooperative project will help more needed people find their way.



Philippines

Providing Opportunities to the Visually Impaired

In 2005, ADOC Secretariat started its work in the Philippines. As of 2014, 17 ADOC centers have been funded and set up, and 152,363 participants, including women, children, disadvantaged minorities, have been trained in the centers. The training course covered the basic computer skills, such as Microsoft Office suite and Internet Explorer, hardware reassembly, and more advanced applications like e-commerce and e-trading.

Here is a story talking about a young man from the Philippines that perfectly illustrates how ADOC helps disadvantaged people to improve their lives. James Santos (anonym) who is at age 16 and lives in Dagat-Dagatan Caloocan City, is a freshman with



low vision at the AMA Computer School in Paco, Manila. After school, he attended the PC operation course with access technology and PC refurbishment in the ATRIEV ADOC.

For James Santos, life was difficult. Going to school in Paco from Dagat-Dagatan Caloocan City was a daily problem. To make matters worse, his vision was deteriorating. He finds it difficult to travel alone at night. With limited vision, James could only identify the bus that takes him home from its color.



Due to the financial difficulty, James skipped lunch most of the time so he can have money for the next day. His father Felix (anonym), is the sole provider to the family. Working as a security guard, the little amount of salary



is the only financial resource to the family with three children. Felix couldn't provide more financial supports for James to get more help, such as having someone walk with James at night to make sure James' safety.

The hardship has not deterred this young man. James was determined to finish his studies. Equipped with the technology and the knowledge he acquired from the PC refurbishment course, James works as a part-time technician in a computer shop near his school. James also shares his time and expertise in the ATRIEV ADOC during his free time. Patience, perseverance and potentials are the three qualities that will lead this young man making his dream a reality.



Viet Nam

Empowering Abused Women

Hoa was born and grew up in a poor village in the mountainous area of Thanh Hoa Province, which is located in the North Central coastal region of Viet Nam. Those living in remote villages in upland areas are the poorest, with limited resources and for any development. Therefore, it is common for the youth to commit themselves to hard work for the sake of the family at an early age. Many young men and women in Hoa's village would cross provincial borders and search for jobs in farms. Hoa, although terrified by the thought of being far away from home, thought about taking the same path. The difficult circumstances her family struggled with became a motivation stronger than her doubts. She decided to leave the village and follow the footsteps of other young people.

Early one morning in 2007, Hoa packed her personal belongings and left her village. Young and innocent, she didn't know how complicated the society outside the village could be. She never expected that the adventure in crossing the border would turn out to be a crossing into the reality of a cruel world. She didn't work in the farm as she had planned. Instead, she fell into the hands of human-traffickers and was forced to

become a prostitute.

Sold to a brothel, Hoa suffered physical and psychological abuses. After managing to escape, she received intense family care and long hours of counseling at the Center for Women and Development to help her overcome the painful experience and start a new and positive life. With support from



her family and the center, she was slowly able to rebuild her self-esteem and the ability to socialize with others. Gradually, she started to regain trust in other people.

The Center for Women and Development in Viet Nam is an institution to protect and help abused women. It provides activities and programs, such as psycho-social counseling, physical support and health care, to those victims of domestic violence and human trafficking. In addition to these activities, the center also offers vocational training and career guidance to empower women. From the center, Hoa learned about the APEC Digital Opportunity Center, or ADOC, and its training program in information and communication technologies.



Despite her painful past, Hoa never forgot her goal of helping her family and providing financial assistance to her parents. She felt that the ADOC 2.0 project could help her reach the goal. Hoa registered for the center's training program without hesitation.

At one of the 19 ADOC centers established in Viet Nam as of 2014, Hoa took computer courses for four months. From the courses, she not only learnt about computers and the basics of operating system, but also the internet and its most popular applications. She was introduced to Microsoft Office suite, such as Word and Excel. During her training at the center, Hoa was regarded as diligent and hardworking. Upon her completing the courses, the center referred her to a job opportunity and provided a recommendation letter for her.

Thanks to her new computer skills, her strong determination and the tremendous support from the Center for Women's Development and ADOC, Hoa was soon hired for her newly acquired ICT skills. The road to a better life may have been rugged and winding, even costing her innocence, but her diligence and determination finally paid off. With a decent salary, Hoa is now able to live a comfortable life. Most importantly, she has the ability to send some money back to her village to help her family. A bright future is waiting for her.



Russia

Discovering the Joy of Digital Era

Tamara Vinogradova, called herself an ordinary babushka, “grandmother” in Russian, was born in Yaroslavl, 1937. Her childhood coincided with the Second World War, and she spent most of her life learning to be a “qualified/good Soviet” under the totalitarian regime of the Soviet Union.

After the collapse of the Soviet Union, Vinogradova faced a new challenge: the digital era brought by the 21st century. This new way of life in which digital technology is indispensable, was completely unknown, unimaginable to Vinogradova. Therefore, “invitation to the course ‘the personal computer, communications systems and electronic services of Yaroslavl region’ was a gift. Learning something new is always interesting and useful. It all started with an introduction to the computer, its functions, and gradually to its capabilities. Computer’s capabilities are our opportunities!” said Vinogradova.

To Vinogradova, the most difficult part was to get off the couch, especially for an elderly like her. She discovered the convenience that computer could offer, including





making appointments with doctors, communicating with others through emails, chatting on Skype, accessing world news on the Internet, receiving information of any product, and enriching one's spiritual and cultural life.

Therefore, she was grateful for the opportunity. "It gave back to us the dream about a decent life and the desire to strive for it. Thank you. It showed how diverse and interesting life could be. I hope everyone could have one computer, so to travel to the world of knowledge, and of desire," said Vinogradova.



Chile

Single Mothers Turn into Female Entrepreneurs

Peñalolén is a rising administrative district that sees the most significant economic growth in Santiago Metropolitan Region, Chile. Many large companies and shopping malls have been established, and numerous new housing is provided. Now, this city has a very large number of micro, small and medium enterprises in need of counseling courses to improve the productivity of their human resources.

In 2007, Peñalolén worked with SERCOTEC to conduct trainings on seed project proposal and related computer skills.

"ADOC gave me the opportunities to get my family out of hardship." Elizabeth Andrea Rojas Flores said, with tears in her eyes. A few years ago, she was paid the basic salary, about US\$250, as a florist staff, and raising three children. Life was very difficult. As her children were growing up, her salary became insufficient to support the kids.





She followed the recommendations of friends, and registered for the training on seed project proposal provided by ADOC Peñalolén Telecenter. With a relatively lower education background, she encountered many difficulties drafting and completing proposals during training sessions. When she received a call informing her becoming the winner of seed project proposal contest, happy tears rolled down her face after she hung up the phone.



Elizabeth Andrea Rojas Flores is now a female entrepreneur whose company is expanding, supported by a stable customer base and revenue. She would like to thank ADOC Peñalolén Telecenter, for giving her the opportunity to improve her family life. She said that if the business grows, she would like to provide more job opportunities to other people.

Cecilia Salcedo Leyton was another successful female entrepreneur. “I want to thank ADOC Center and its Economic and Cultural Office in Chinese Taipei. They've made a very important contribution to us because we have grown as a business and as individuals.” She said, with eyes reddening.

After graduating from public high school, Ceciclia Salcedo Leyton had been a staff assistant. When her child entered elementary school and needed uniform, she found that uniforms of public schools were so simple that she could even make them by herself. The idea inspired her to start her own business. However, the procurement of public school uniforms, like any other government procurement, has to be done through ChileCompra,

the online bidding system of Chilean government. Unfortunately, Ceciclia Salcedo Leyton knew nothing about computer.

Just as she did not know where to turn to, a neighbor told her about Peñalolen Telecenter. With doubt, she registered for training sessions on ChileCompra, seed project, and other free courses.

Six months later, she is now a female entrepreneur in Peñalolén. She participated in the seed project proposal contest, and won the Chilean SERCOTEC grant. She used the money to buy a new sewing machine, material and rent a small studio. She continues to use what she learned at Peñalolen Telecenter to win bids on ChileCompra and compete with other online vendors. Now she is responsible for supplying uniforms to two public high schools.

"I think I need to hire more staffs soon! I cannot make all those thousands of uniforms by myself!" Cecilia Salcedo Leyton said, smiling.



Injecting New Life to Traditional Craftsmanship

Nguyen Thi Lam Giang's mother makes excellent embroideries. She embroiders whenever she has a break from farming. Without exception, scarfs, pillows, furniture coverings and the like reveal different styles and features through her skillful design. The embroidery patterns always present the distinctive features and characteristics of traditional Vietnamese culture, and these handicrafts have long been sold in souvenir stores. Because Viet Nam's economy in the past was not prosperous, many people relied on handicrafts to earn extra money in addition to their daily farming work. In order to make ends meet, Nguyen Thi Lam Giang's mother worked very hard, sacrificed much and endured hardships to bring up her children.

When Viet Nam embarked on economic reform, more and more innovative technologies were introduced to the economy. As a result, many rural families no longer worked to produce handicrafts, which only brought meager profits. When Nguyen Thi Lam Giang realized that traditional handicraft techniques were gradually dying out, she felt an indescribable gloom deep within her. Her mother, however, did not share this feeling nor give up making handicrafts. She continued to create beautiful embroideries.

After Nguyen Thi Lam Giang joined the Vietnamese E-Commerce Association, her attitude began to change. She heard that with the help of Digital Opportunity Center, an APEC project, the E-Commerce Association often host a series of short-term courses on digital-age commerce. Nguyen Thi Lam Giang told her father about the courses, and encouraged him to attend the program. Attending courses and using computers provided by the ADOC project, her father gained knowledge about basic computer operation and usage. More importantly, he also learned advanced internet e-commerce applications.

According to Nguyen Thi Lam Giang, her father understood and encouraged her mother's persistence in creating handicrafts. To help expand her business, he took photos of her works and uploaded them to the Internet. He also used the skills he learned from the ADOC project to set up and manage a website. This move gave his wife's creations great exposure to the public and even to people around the world.



After a period of time, more and more orders were placed through the website. Nguyen Thi Lam Giang's mother couldn't handle the huge number of orders just by herself, so she organized a female needlework team. They took orders and worked together. Now the size of the operation has become bigger and bigger. The business has developed from a small scale where handicrafts were made at home to a fully involved handicraft production line. They sell products to different parts of the world. People in Europe and the Americas place orders with them through the website.

Because of the assistance from the ADOC project, Nguyen Thi Lam Giang said, her family has been able to incorporate an important innovation into traditional Vietnamese handicrafts and give the industry a new life. So, she added, she and her parents want to express infinite gratitude and appreciation for the opportunity.



Viet Nam

Helping An Army Veteran Bond with His Family

What activities do you want to engage in after you retire? For those who didn't have a hobby, they may end up finding their days boring, spending time mostly on sleeping, watching television or being grumpy. But Dang Dam Tuan, a Vietnamese army veteran, tried to stay active and energetic after retiring from the military service. He found his days interesting and rewarding, not because of traveling or going to the gym, but by discovering new adventures and new joys that could last for the rest of his life: taking care of his family, and learning new things by participating in the computer training program at an ADOC.

Dang Dam Tuan spent his youth as a serviceman in the Viet Nam People's Army. He could not spend much time at home because of his military career. Therefore, after retiring from the army, he committed himself to his family, especially taking care of his two grandchildren. Looking after these two kids gave him tremendous joy, and brought him on an unexpected journey: learning computer skills.

His wife bought a computer for their grandchildren. It didn't take long for the kids to break the computer and render it inoperative. His wife came to him and asked him to fix



the computer, but he couldn't do anything because he knew nothing about computers. At that moment, he realized that he had entered a new era of the digital revolution, in which computers and the Internet have become indispensable in the daily life of many people. He consequently felt bad about himself for lagging behind the trend.

Although many senior people feel that the digital devices are too complicated to learn and refuse to adapt to new technology, Dang Dam Tuan, however, had a different perspective and mindset. He understood the importance of learning basic computer skills in the current digital age. Now that he had the will, he needed to find the way. He asked friends and relatives to find out where he could learn computer skills. Before long, one of his relatives told him about the ADOC, an institute that provides small businesses and individuals, especially women, youth and disadvantaged, the training on basic information and communications technology skills and e-commerce practices.

At his first visit to the center, Dang Dam Tuan was so impressed by ADOC's clean facilities, modern computers and Internet access that he registered for the courses right on the spot. Dang Dam Tuan was happy with the courses. "The teachers were so enthusiastic and reassured me that I would soon know all about computers," he said. After only three months of training, he already knew the basics, such as how to install and configure the operating system and how to use Microsoft Word and other application programs.

Most importantly, he also learned how to use the Internet to get online to collect information when helping his grandchildren with their homework. "Thanks to the ADOC project, I have confidence in fixing the computer at home whenever the kids break it or if there is an error," he said. "I no longer fear this new technology and have found a way to bond with my grandchildren, compensating for all those years I was away from them."

Since ADOC was established in Viet Nam in 2005, more than 100,000 people have benefitted from its computer training programs. Dang Dam Tuan is among the beneficiaries, who have received new skills and opportunities from the center to build



up their confidence in using technology. This acquired confidence is another great joy that he has received during his retirement. The ADOC project has helped him bridge the technology gap between him and his grandkids and further helped him to better connect with them.



Mexico

Knowledge Grows When Shared

Love grows when shared; so does knowledge. The story of two Mexican women tells it all.

Antonieta Petriz, 65 years old, is a divorced mother with two sons. She made up her mind to learn computer skills, and started with a program in León City. However, “the class was excellent but they went too fast,” said Petriz. After two months she decided to find another program that suits her capacity. She did some research and found three options, but none of them would accept a student at her age. “I was old,” she said with a self-deprecating smile.


Being discouraged by all the places she visited, Petriz only became more desperate to find an ideal program. “Everyday when I wake up, I cheer myself and tell myself to look for more options,” she said. “We are in an age with so many technology advantages that knowing how to use a computer has become an essential skill, and the capacity of using most current software is required by almost every job opportunity.”

It was often amazing how things work out. “One day I was sitting on a square and eating ice cream, and then I saw an advertisement with a message, saying ‘computer classes,’” Petriz recalled. “At that time I was demoralized due to being turned down by every place I visited. I felt lost. But for some reason I felt that I got to the right place this time!”

That is how Petriz got to the ADOC center in Guanajuato. “I was warmly welcomed when I got there.”

At the ADOC center, Petriz found just what she needed. She got plenty of support. “They fully understand my learning limitation, like my age,” she laughed.

At the beginning of the computer class she had a lot of issues with that machine sitting in front of her. Even so she felt warmly welcomed at the center. “At the ADOC center there were people of all ages. There are children, youngsters, adults, and seniors.



I know my ability to learn is not like the children but I felt very happy to see that the instructors understand each one of us. They dedicated their time to explain everything in detail for us,” said Petriz. “I even took the basic course twice. Nobody had a problem with that.”

Little by little she picked up computer skills. “Now I feel fully confident to move forward as the courses continue.”

“I was so happy, because I finally found the right place to learn computer skills, a place that suit my needs and make me feel comfortable,” she said. “Here I don’t feel rejected anymore. I feel accepted and understood. I feel that I belong to the group. In addition to learning computer skills, I make several friends, and we go out for coffee and share our experience about the center or things not related to the center.”

“I think the ADOC is the best place to learn computer skills, for children and for seniors like me,” said Petriz. “Now when I meet people who don’t use a computer, I tell them I used to be computer illiterate, but now I can use a computer! I never miss a single chance to recommend the program to my family and friends.”

“People in my age might think they don’t have the ability to learn to use a computer, or don’t have the necessity to use computer. They are making a mistake. They should all come to the ADOC. It is better late than never,” said Petriz.

Petriz is not alone. Elizabeth Valdivia González, another woman who took part in the ADOC project, totally agrees with her.

Elizabeth González joined a group of professors from Sonora Institute of Technology, or Instituto Tecnológico de Sonora (ITSON), and started to work as an instructor at an ADOC at the end of 2010, when the institute started to teach adults computer skills as a community service.

Most of students of González’s were senior citizens. “I keep telling them it is never

too late to learn,” said González. She especially enjoyed seeing her students’ growth and hearing them saying, “thank you for what you have taught me.”

“Some of my students would say, ‘please help me...there is no one in my house that pays attention to me.’ And this is exactly why we brought the computer training program to the community as a service.” said González. “We want to let all those who attend the program feel that they are warmly welcomed and their future is secured.”

Many of González’s students have found job opportunities after taking the training courses. González considered the fact as a proof that the senior citizens are able to be self-sufficient and find better jobs, as long as they get proper support to improve their computer knowledge and skills.

“Our motto here is that ‘knowledge is love, grows when shared.’ And we will continue to share all of our knowledge and experience with whoever needs it!” said González.



Mexico

Never Too Old to Learn

Maria Luisa Cota Valdez from Sonora, a Northwestern Mexican city, was 60 years old. In spite of her age, she had no plan to retire. The beauty products saleswoman tried to keep herself busy, but all the customers she could get were her family and friends. She had very little knowledge about computers and has been struggling to keep up with new technology and to expand her customer base.

A few weeks ago she heard that the Sonora Institute of Technology, or Instituto Tecnológico de Sonora (ITSON), was offering a training program at its ADOC center. The program was specifically designed for senior citizens. She thought that was a great opportunity and decided to join the program.

Valdez described the two-week training program as a “life changing experience” for her. “Before the program I was convinced that I would never have the opportunity to learn to use a computer,” she said, “but the teachers and volunteers there were so patient with



us. They answered all of my questions in detail, and assured me that senior citizens come to learn computer skills just as young people do.”

The enthusiasm of the instructors inspired Valdez to continue her study. “Thanks to the knowledge I learned from the program, I was able to use a computer and the internet to promote and sell my beauty products, and it works much better than mail and telephone!”

She said, “I am truly grateful to ITSON and its ADOC for putting this program together. And we have a new and shiny classroom with very modern computers! I am very happy with that.”

Valdez now applied the knowledge she had learned in the program at work. “And I am going to keep in touch with my family on the Internet!”



Philippines

Teaching Them How to Fish

In the Province of Bulacan the Philippines one poor community, 20-year-old Jessica had to support a family of more than 20 people, all by herself. “I'm not going to study in college because of financial problems; because my father has already passed away,” she said. The hope for Jessica arrived on a big truck, with computers and other equipment inside. It was a digital mobile truck donated by ADOC Project and Love and Care Foundation, a foundation established by local Filipinos and overseas Chinese from Chinese Taipei. The truck has been modified into a digital mobile classroom to provide digital opportunities to students in remote areas.

Jessica is a beneficiary of the digital mobile classroom. She's the eighth child in her family, and her seven elder brothers do not have decent jobs. In 2007, Jessica spent three to four hours every day on the road, just to be able to learn computer skills in the digital mobile truck. “I never waste any time to gain more knowledge because I know that I can use it for my future,” she said.



When facing adversity, people often become more motivated to learn. Jessica's positive attitude was acknowledged by the founder of Love and Care Foundation, Mr. Billy Huang, and she joined Love and Care foundation as a computer teacher right after she graduated. In just two years, Jessica



transformed herself from someone who got help from others to someone who is helping others. She wants to tell everybody if they want to get out of adversity, they must never give up hope.

Love and Care Foundation's goal is to help bridge the digital divide and narrow the gap between different values in the Philippines, particularly in the rural areas, through ICT and family value education. Love and Care Foundation intends to do this through mobile learning classrooms which took the form of retrofitted 40-foot container vans. These vans were then deployed in communities in need of IT education. The target recipients are out-of-school youth, secondary, and college students. Housewives, government employees, employed, and unemployed individuals were also included, as long as they displayed the capacity and willingness to undergo the training.

With regards to the training program, the computer classes train students on basic computer operations. This encompasses computer fundamentals, Microsoft Word, PowerPoint, and Excel. They also add values formation seminars to these classes. The training program lasts for nine weeks for three batches of students, with each batch consisting of 100 students. In a single day, five classes – each lasting two and half hours are conducted.

So far Love and Care Foundation has developed 5 mobile computer classrooms and have trained 10,008 students. The mobile classrooms are currently in Pangasinan, Iloilo, Valenzuela, and Quezon. Right now, the foundation is developing a smaller but more adaptable classroom made of pick-up truck fitted with laptops. This will be used for providing computer education in communities located in very inaccessible areas.

Papua New Guinea

Overcoming Fear, Discovering Benefits

Mariam Suma, who is professionally trained as a nurse, lives in Morobe, Papua New Guinea with her husband Takara, who is the head teacher at the local primary school.

Mariam Suma completed her nursing training in 1975 and has since been additionally trained to use the microscope in order to assist doctors performing tuberculosis (TB) tests. She is also a TB microscopist at the Angua Memorial Hospital, responsible for preparing and compiling statistical data. However, she did not have experience in collecting and filing electronic data, and found working with computers difficult and confusing. She felt that learning how to use advanced technologies such as computers would be difficult for someone at her age, and additional schooling or obtaining a diploma were also out of the question. She felt that she would never be able to use computers in her lifetime.

In 2006, Takara thought to conduct a one-week computer basic training program for the school teachers, and contacted University of Technology's (UNITECH) ADOC to arrange the details. Takara himself had already received training on basic computing skills, so he gave this opportunity to his wife Mariam Suma, who was elated at this chance to learn something new.



On the first day of the training program, everything seemed new and exciting to Mariam Suma. She thought the course was at first a little difficult to understand due to all the explanations of computer parts and functions. Nevertheless, the instructor continued to patiently guide the trainees over the course material until they gradually began to be interested in computers and felt that using computers was not as hard as they had imagined.

During this one-week training program, Mariam Suma learned all the basic computer skills, including how to use the Windows operating system, identify what is on a desktop, how computer programs work, how to manage files and folders, how to create Word documents, and how to insert pictures into document files. She even learned how to use Excel to make statistical reports for her work.

Mariam Suma says that she is grateful for the chance to take part in the ADOC training program. She now possesses all the computer skills she needs to manage her documents and reports with ease and efficiency.



Opening A Window to the World for Female Entrepreneurs

Rich in culture and history, Indonesia's Yogyakarta Special Region has a thriving tourism industry thanks to its famous religious heritage sites: Borobudur and Prambanan Temple.

To encourage female small and medium enterprise (SME) owners to set up online businesses, Yogyakarta Special Region's ADOC Tele-Center has launched a training program on e-commerce marketing. The region's SME authority and ADOC jointly built a computer lab, featuring a computer literacy curriculum catering to the needs of Yogyakarta-based SME owners.

Helen Pardede have been constantly seeking opportunities to acquire computer skills. Six months after she learned about the program, she registered for the course, which is free of charge and well known for its exceptional training staff. An important reason she signed up for the program was that she strongly believed that e-commerce is a revolutionary marketing tool, and that the Internet would be one of the 21st century's primary marketing channels. Being adept in online marketing tools and skills would open a window to the world, she reckoned.





It was quite common for Pardede's fellow trainees to utter complaints such as "the Internet is amazing but there's so much to learn. I'm cracking under the pressure!" Her advice to the whiners—mostly mothers juggling parenthood and the grueling computer lessons they wanted to quit—was simple. "The pain, stress and struggles are signs that you're a different person now! You're making progress and transforming. Let's keep moving forward together!" That piece of advice, in fact, was intended to encourage both the frustrated trainees and Pardede herself.

Although time constraints made that week-long program a tremendous challenge for her, Pardede was touched by the instructor's painstakingly prepared lessons and immense patience, and also by how the trainees, whiny as they were, tried their best to learn. She firmly believed that, by following the schedule as advised by the instructor, she would eventually reach her goal.

Citing the frequent compliments she receives about her computer skills and mastery of digital photography, Pardede said that the hardship was worth it because the harder she worked, the greater the sense of achievement. If she had quit halfway through the training, she would never have known how exhilarating it is to be computer-savvy!



Pardede expressed gratitude for her kind, encouraging fellow trainees and the Yogyakarta government-ADOC partnership in incubating women entrepreneurship. She looked forward to giving back to Indonesia as a budding entrepreneur in the near future.

Expanding Businesses with Digital Technology

Claudio Quezada never thought that digital learning could change one's financial situation and life.

In 2008, 43-year-old Quezada, from the slums of Peñalolén in Chile, had already been selling second-hand clothing at Chile's Las Vegas vegetable and fruit market for over 12 years. Business was not bad. And when business was really good, he could even bring home over 100,000 Chilean pesos per month, equivalent to around US\$300 at the time.

However, it's never easy to make money off poor people, and the threat of high inflation and soaring commodity price has been aggravating every year. Quezada felt that his income was no longer enough to support his family of three, and started to look for solutions.

Before long, he came across the training plan of Peñalolén's Tele-Center. The results of the plan were impressive. Those who had been computer illiterate before joining the program were able to improve their own lives with their newly earned digital competence. By adopting an e-commerce business model, they saw a significant increase in sales of their handicrafts and products or services, which could be easily accessed by consumers who are interested in collecting works featuring South American culture around the world.



As these training courses became more widely known, Quezada also heard these success stories from his friends. He was quite tempted. When there is a will, there is a way- so why not give it a try? Held this belief in mind, he signed up for the ADOC classes.

After many months of training, Quezada learned how to use a computer, email and set up a website. He quickly



applied these skills and e-commerce knowledge to his second-hand clothing business, selling products to consumers around the world. He had thought that he was destined to be a market vendor for the rest of his life. But now, with virtual channels, all he needed to do was to sit in front of his computer and wait for the orders to pour in. He could run his store 24 hours every day, instead of only on weekends when he relied on a physical stall in the market. He also added new product lines such as low-price women's perfumes and cosmetic products, which led to increased income through his website.

Quezada was overjoyed to see the rising sales of his business. Whenever he had the chance, he would tell others how he had changed his life in just a short period of time, and improved his income easily. The threat of inflation and rising prices were no longer intimidating. He was computer-illiterate, and now he could not do without a computer.

Claudio Quezada's success story is one of the many cases in Chile where the digital divide was narrowed. The free training courses provided by the Tele-Center in Peñalolén, Chile, have improved the lives of many housewives, and have also helped disadvantaged groups such as the homeless or single mothers. Even residents from nearby cities have heard and came to take part. As the ADOC project has been successful over the last few years, the Tele-Center in Peñalolén has become a symbol of bridging the digital divide in the city.

Chile's Small and Medium Enterprise Technical Cooperation Service announced that over 60 micro-enterprises from the city have won funding from the 2008 Seed Project. Together, these entrepreneurs have received 112 million Chilean pesos (around US\$ 260,000) in funding. They have all been trained by the Tele-Center, established in Peñalolén in 2006 when the city agreed to join the ADOC plan. These micro-enterprises, including grocery stores, art and crafts stores, cleaning companies, cyber cafes and bakeries, have all incorporated online business model.

Family Business Reaching the World Market

Elizabeth Prada was the owner of Hakan Maki, a women and children's clothing manufacturer. This was a family business started by Prada's mother years ago. "She named the brand 'Hakan Maki,' meaning 'brilliant hands,' or *manos brillantes* in Spanish," said Prada.

"My mother took courses in clothing design and production at CETPRO, the government training center. She decided to start a small business on her own," Prada recalled. "I still remember all those days watching my mother designing and sewing outfits for her class. My sister and I often served as models for my mother."



Even with her mother's abundant experience in clothing manufacturing, "somehow it's been harder and harder to maintain the business," said Prada. "Luckily, we still have the sewing machines. My sister and I decided to work on women and baby's clothing, especially the knitted clothing made with Peruvian pima and organic cotton, as well as baby alpaca silk. We work as a team and take different responsibilities. I found myself especially enjoy working as a commercial manager."

The small business needed to grow. "I thought I need more knowledge in regards to how to manage a business," said Prada. "I started to look for training courses. My research led me to PROMPERÚ's ADOC and I started to attend the seminars every Wednesday."

"Because I needed knowledge in operating a small business, the center's director recommended course on practical training and technical assistance , such as business planning, market evaluation, product distribution, and digital marketing," said Prada.

She started to promote their products via social networks after the training, and it worked well for her. "I even received international orders because foreign customers are



interested in our traditional organic knitted clothing with a modern twist!”

Prada was excited about the new opportunities. “I was able to learn from others and build connection with other business owners attending the training courses. These all have helped Hakan Maki blossom. We have participated in several national and international fashion events. That was awesome.”

Prada was grateful for the help and support from ADOC. “The project changed the life of my family,” she said, “the knowledge and skills I learned from the courses have been used for me, my whole family, and my business!”



Chile

Getting a Second Career

Wener Hoffmann was a native Chilean. He had been working as a researcher at a university in Germany for nearly 20 years when the German government started a reimbursement program to encourage Chilean scientists to return home in the mid- 1990s.

Before going back to his home economy, Hoffmann did some experimental research, and found that Chile is the economy with the best solar insolation rates in the world. He decided to run a program to make use of the solar and geothermal energy in remote areas in Chile. He believed it would be as successful as those similar programs in Bolivia, Brazil, Mexico, Namibia, South Africa, Jordan, and many Asian countries. He moved back to Chile in 1998 with the great plan in mind.

He thought he would do great works in Chile. However, things did not work out as he planned. He invented in low cost solar thermal collectors, but the business was not good. “What I did not expect was that, with the inflexible economic system in Chile, energy market was controlled by multinational giant companies,” Hoffmann said. “Those companies control all the imports of petroleum and natural gas. They got enormous profits and made Chile the economy with the most expensive electricity in Latin America. Needless to say, those companies were interfering with the development of renewable energy, even though Chile is blessed with natural advantages to develop green energy.”

All of these affected Hoffman’s plan, his income, and even his health. “I had really bad luck with my business,” he said. “In the past three years I had very little order; I got to install only one solar panel every four months.” Earlier this year, he finally hit rock bottom. He cancelled his home internet service just to save money. “I was really depressed.”

A colleague of Hoffman’s could not stand watching him fall, and suggested him to go to the Yunus ADOC operated by the city of Peñalolen. The center was very close to where Hoffman lived and he decided to check it out.

It turned out to be a great decision. “I met a group of people with extraordinary



human qualities at the center,” said Hoffman. He was invited to attend meetings, where he learned about a management program. He signed up for the program and took courses in financing, pricing, accounting, and more. “Learning new things and gaining knowledge in management have improved my mood,” he said, “and improved the way I do business, too!”

To promote his low cost solar thermal collectors, he decided to build a small exhibition center to showcase different types of solar collectors. “The ‘center’ is actually just a small place located on the roof of my house, but certainly worked well,” said Hoffman, smiling. He did some further research in energy saving which aimed to reduce the cost of natural gas at common household. It also went well. “I was so happy to share my experience with the staffs at ADOC,” he said. “The training program at the center has helped me receive contracts from business customers!”

“I really appreciate the help from ADOC, which transformed my research work into a successful business,” said the scientist who got a second life through ADOC.



Getting Small Businesses into the World Market

“This system is the result of my three years of teaching experience at the ADOC in combined with what I have learned when I went to a training in Chinese Taipei.” Peruvian tourism-cum-export promotion bureau manager Juan Luis Kuyeng said proudly. He was referring to Exporta Facil, or Easy Export in English, a system demonstrating the import and export statistics provided by the Peruvian customs. He was pleased that the system brought about US\$800,000 worth of exports in a short period of time. The system afforded the convenience of e-commerce to micro-enterprises and exporters in remote areas.

In 2006, ADOC established the first center in Peru, with Juan Luis Kuyeng being the first lecturer at the center, arranging numerous training courses for Peruvian exporters. He had the opportunity to communicate with micro-enterprise owners, and understand their difficulties. It seemed to him that these exporters had already possessed e-commerce knowledge, and the only thing missing was a platform that facilitates goods export.

Without such platform, exporters had to bring their goods to the customs in Callao to be examined one by one. Then the goods must be taken to customs brokers to be sent by post after the exporters paid the tax. In addition, the customs was always overcrowded with businessmen applying for export permits. It was difficult for micro-enterprises or businesses from remote areas to go through the clearance procedure.

“Exporta Facil was inspired by a lecturer at a training in Chinese Taipei,” Juan Luis recalled. He went to Chinese Taipei in 2006 to attend the one-month ADOC Trainers’ Training, where he met Professor Liu Shihao. Professor Liu used information technology to help farmers in the mountains to market their products and promote sales. This case inspired Juan Luis in building a system for commodity exports for Peruvians.

After Exporta Facil system was launched, through the convenience of the Internet, the clearance procedure that used to involve the customs, taxation authority and postal system could be handled through a one-stop service on computer. It became equally simple for exporters in remote mountainous areas, as long as there was access to computer

and the Internet. All they needed to do was to fill out an application form online, and take the goods to the nearest post office to be sent.

Exporta Facil won four awards within one year after it was launched. Juan Luis hoped that Peruvian exporters in remote areas and micro-enterprise owners could overcome marketing constraints caused by distance with the assistance of eight ADOC centers in Peru, thus Peruvian products of excellent quality could be sold around the world.



Chile

Equipping Small Business Owners with E-Commerce Know-how

Jose Tapia Escobedo was the founder and owner of a small business in Peñalolén, near Santiago, Chile. He specialized in metallurgical engineering, and during the past 10 years he had been manufacturing rubber parts and hardware such as matrices, bushings, and so on.

But the cost of the materials kept increasing, while the sales have been decreasing. Escobedo's small workshop was not doing well. He knew that he needed new skills, or new opportunities, or even better, both.

At that time the government of Peñalolén was offering computer training programs that specifically designed for small business owners. Escobedo heard about the program and paid a visit to the Peñalolén city hall. The officer there introduced him to the city's ADOC 2.0 Center.

At the center Escobedo learned how to use a computer, how to surf the Internet, and how to open an email account. He learned the advantages of e-commerce, and was introduced to "ChileCompra", a government-sponsored website that allow small business owners to sell their products across Chile and abroad through the Internet. He also took



some accounting and management courses, and learned how to make business plans. At the end of the training, he applied for SERCOTEC, a government program that grants initial funding to promising business plans.

Several months later Escobedo received a mail from SERCOTEC, informing him that his business was approved, and that he was among the 104 small business owners who would receive the funds, plus free professional counseling to help them re-organize their businesses. “This was a big surprise for me and my family!” said Escobedo, “I invested the money in two new machines that helped expand our production.”

“I decided to believe in this project. With hard work and persistence, anything is possible.” said Escobedo. “However, without the support I received from the Peñalolén city government and the ADOC project, the road to success would have been much harder and uncertain. I sincerely hope that the ADOC program will continue to support initiatives that benefit small business owners like me.”



Indonesia

Teaching as A Way of Learning

Naya, with Inayah Lie as her full name, had never expected that serving as an instructor at ADOC project in INIXINDO, Indonesia, would become a learning and growing experience for her.

She is one of the weekend volunteer teachers for the project, teaching the basics of GNU Image Manipulation Program (GIMP), a free class on photo retouching, image composition and image authoring. In principle, the instructor team tried to teach something simple but useful to trainees. For example, changing the background of a photo with other images or into different colors. With more advanced skills, which they would learn later, they would be able to replicate their own passport photo's background with the color they prefer in order to save the cost of printing their passport photos. Naya was really happy to see the photos uploaded by her students on Facebook pages after the course. It meant that they were proud of their creation, albeit not perfect yet. "I hope they can always have confidence in their own capability and creativity to learn," said Naya.

"All the experiences I have learned while teaching the children and working at INIXINDO will be unforgettable. I hope the children can always remember what they've learned in the class, the drive of learning within them, and the confidence they felt



about their creation which they would like to present proudly to the world!” Convinced that ADOC project could open the eyes of the next generation of Indonesia, Naya said firmly, “The ADOC project in INIXINDO offers abundant and intensive courses. It really helps the local people to see what they are able to do in their future. It will be greatly appreciated if programs and trainings provided by ADOC can continue and spread more widely.”

Since the booming of the Internet in 1995, INIXINDO has been growing rapidly. It has been expanding its program for serious IT professionals, including database, web design and programming, hardware and network troubleshooting. It also offered courses to company executives who have little or no knowledge of IT and its applications. As one of ADOC partners, INIXINDO plays a powerful role in bridging and narrowing digital divides in Indonesia. These two institutes aimed not only to help disadvantaged groups or areas to overcome the limitations due to age, gender, or physical, social and educational status, but to afford all people in the region the opportunity to participate in, contribute to, and benefit from global economic growth.



Philippines

From Rice Cake Vendor to Loan Officer

Lyam Dominguez II, born in 1986, is the second child among six siblings. His father is a security guard and his mother a housewife. After his father was laid off, Dominguez started making and selling rice cakes every day around Malabon and Navotas, the Philippines. Although every penny he earned was used to support the family, the money was still not enough. “I wish I could earn more and help more,” thought Dominguez.

His chance came. Dominguez became an officer of a youth organization established by Zone One Tondo Organization (ZOTO), a federation of urban poor community groups in the Philippines. He started to get involved in the organization’s activities, especially the training conducted by ZOTO at the ADOC 2.0 center. He attended a training course on computer literacy that taught him the basics of a computer. “At first, I was really scared to even touch the computer because I feared that I might break it, for I didn’t have money to repair it,” said Dominguez. “But through the course, I gradually became familiar with many applications and programs.”

After completing the training, Dominguez became a ZOTO volunteer and wrote reports for the community clinic. Soon afterwards, he was elected secretary of the ZOTO Malabon Chapter. He also took additional assignments, including finding jobs for others, and typing documents such as essays, resumes, and recommendation letters.



Malaysia

Boosting Business with New Concepts

May 14, 2013, was a special day for Haji Abd Rahim Sharif. He got a call from a friend in the morning and was told to attend an “ICT Enabled Cluster Workshop” offered by the ADOC held in the Holiday Villa Hotel in Alor Setar, Kedah, Malaysia. Frankly speaking, he had no idea what ADOC or ICT are, nor a clue that the workshop would become the source of his business strategies.

Because Haji Abd Rhim lived in Perlis, a state close to Kedah, he walked into the workshop late. It was about the time when Ms. Meili Hsiao, the Secretary-General from the ADOC Secretariat started to give a briefing regarding ICT-enabled and value-added clusters. Haji Abd Rahim was attracted to the concept of an innovation cluster with joint marketing, joint design, joint research and development, and joint channel of distribution. Seeing sample cases of cluster projects implemented in Chinese Taipei, Haji Abd Rahim thought, “Can a small entrepreneur like me also see dramatic changes in the sales of my business after innovation? Would the cluster and leveraging of strengths of other members work?” He also wondered, “why would people buy something that was designed to look fancy and packaged to look small? At the end, Haji Abd Rahim signed up and asked for further information about this ADOC project.

While waiting for the notice of the second workshop, Haji Abd Rahim was busy with the preparatory works to open Rose Merrily Cosmetic Sdn Bhd, his own cosmetic shop. Those innovative ideas he learnt in the first workshop were not clear until the second cluster meeting on August 27, 2013, after the delegation returned from the 2013 ADOC Workshop held in Chinese Taipei. On that day, Dr. Azizi Ab Aziz, the local facilitator of the ADOC joint project, showed all the food products brought from Chinese Taipei.

Seeing the real example of choosing products of a specific size and designing the package accordingly was a learning process. Unlike most local manufacturers who packaged their products with transparent plastic bags, the packages brought from Chinese Taipei were designed by taking into account more elements. Photos of the products and



the characteristics of the place of origin were incorporated, with the product packaged into a size that is easy to carry, and ready to be sent as a gift. Haji Abd Rahim finally understood what Ms. Hsiao meant by “value-added products.”

After seeing the products and souvenirs brought from Chinese Taipei, Haji Abd Rahim quickly realized how important package design is for his soon-to-be-released cosmetic products. He contacted Rizal Ahmad, the lead designer of Omni Creative Sdn Bhd in Sungai Petani, Kedah, and started to discuss with him the package design of his products. Rizal Ahmad felt his enthusiasm, and soon delivered a design proposal that would make the first batch of products looked attractive to the target customers.

Haji Abd Rahim is not only a good learner but also a good practitioner. Not only did he understand that packaging design is one of the keys to catch people’s attention, he also knew that a good marketing strategy could sell a good deal more products. He quickly recalled what he has learned from ICT Enabled Cluster Workshop and other sales seminars, and started to sell his products through websites and online social networks, such as Facebook. Haji Abd Rahim also employed tablets, such as iPad, to introduce his products, showing pictures of customers before and after using his product. In addition, by attending the cluster meeting on a regular basis, he got to know other members who worked in other trades and learned from them.

In November 2013, someone from Malaysia Design Council saw the product and packaging design of RM Cosmetic and encouraged Haji Abd Rahim to apply for the Malaysia Good Design Mark. Eventually, the packaging design for RM Cosmetic anti-aging product was chosen as one of the good designs in Malaysia in 2013.



Viet Nam

Improving Productivity with Up-To-Date Information

Mr. Nguyễn Văn B (hereinafter referred to as Mr. B), a farmer in Quang Tri Province, Viet Nam, was born in 1960. He and his wife have five children who are still studying at school. Mr. B worked very hard in order to feed the family.

Mr. B grows rice and vegetables, and raises pigs on his own farmland. In order to enhance the farm's productivity, Mr. B always looks for better solutions so he can increase the revenue.

In the past, like most of the farmers in the same village, Mr. B learnt the latest farming skills, strategies and crop information from reading articles and books, listening to radio and watching TV. However, most of the information was often outdated. It was really frustrating to Mr. B. He asked for support from the officials in the local agriculture department. But he was disappointed. Therefore, Mr. B wondered, "Is there a better way to get up-to-date information?"

In 2005, the ADOC project started its work in Viet Nam. One of the purposes in the ADOC project is to narrow the technological gap in Viet Nam so anyone can find digital opportunity through information technology anywhere, anytime. After years of work, the ADOC project came to Quang Tri Province, set up a computer center and provided training courses that are available for the women, farmers and small and medium business owners.

Most of the farmers like Mr. B were not familiar with computers and the Internet. When they first heard about the ADOC project, and how the project can help them get the latest research regarding farming and husbandry, most of them questioned if learning computer and new technology would really be necessary and useful to their work. Only a few people believed that the new technology would bring positive effects.

As time went by, more and more people started to use computers. Some farmers, like Mr. B, started to take computer training courses at the ADOC. Helping by the instructors, Mr. B learnt how to use computers and access the Internet step by step. The information and knowledge Mr. B found online did help his work and the production. The



harvest of his watermelon this year was the result of applying pest control measures found on the Internet. It further strengthened his confidence in boosting productivity by digital technology.

Mr. B, who grew watermelon this year, was proud of the harvest this year. The watermelons grew well and yielded an abundant harvest. Those packed in the containers have been sold by the traders. “In the beginning, I was not sure if using computer to find solutions would help my work,” said Mr. B. “After taking the training courses in the ADOC, I am benefited by using computer to look for information. ... Just sitting in front of the computer and clicking mouse to find all kinds of information, such as farming machine, agriculture, health issues about crops, ... etc. The information I can find online are mostly up-to-date. Now, I am confident to search the information I need through the Internet.”

Listening to the radio, watching TV, and reading books used to be the way farmers receive farming information. With a computer and accessing to the Internet, farmers like Mr. B could find the up-to-date information immediately. If an appropriate query was used, the search engine would deliver relevant and useful results in just a second. The family thus had a better income and life.

Some farmers saw Mr. B’s success and came to him, wanted to learn from him. Mr. B was willing to share his knowledge and experience in using computer and searching information on the Internet. All the farmers who had taken the training courses in the ADOC applied the knowledge found on the Internet in their farms and the productivity improved. This is a good example of how bridging digital divide offer opportunities for families to improve their income and get out of poverty.



Indonesia

Training Teachers as the Start

Banda Aceh used to be one of the most prosperous cities of Indonesia, but was devastated by the 2004 Indian Ocean earthquake and tsunami. Overnight, everything was destroyed and had to be rebuilt. Today, one's first impression of the city is the vitality and positive attitude of its inhabitants as they strive to catch up with the development in other parts of the world. The training provided by the ADOC project certainly played a crucial role in this pursuit.

The ADOC worked in bridging the gap between Aceh's universities and other universities around the world. As course websites and asynchronous instruction platforms are widely-used educational resources of universities today, a great variety of educational materials can be accessed via these platforms. At Syiah Kuala University in Banda Aceh, the ADOC has been making efforts to connect the university's educational resources globally so that students of the university may enjoy the same digital resources and learning environment as top institutions around the world.





Meanwhile, the ADOC at Syiah Kuala University has been leading members of its local team step by step into the rural regions and middle schools of Aceh. The aim was to teach locals who have little access to computers how to use computers and computer software. The first group of people the team aimed was school teachers and staff. They were trained to use digital educational systems on campus so to engage more people to take part in this valuable and necessary development of information technology education.

The first time trainees saw a YouTube video embedded on their teaching website, they were utterly amazed. All the teachers who completed the training course were extremely happy to receive their certificates and could not wait to begin preparing digital teaching materials for the forthcoming semester.

The ADOC in Aceh is glad to see that years of endeavors have yielded some results. It will continue to work to the benefits of the Aceh residents. Their momentum in development has been, and will always be supported by the knowledge and skills provided by the center.



Thailand

Running A Business with Ease

Nookan Chansri owns a small shop in Khon Kaen, Thailand. She didn't receive much education due to her poor family background when she was young. She was aware of the popularity of PCs and the Internet in the past few years, but she didn't pay much attention to this. She remained focused on how to run her small business to support her family.

A few years ago, Nookan Chansri's neighbor recommended her to sign up for the computer training course of the ADOC project founded by the College of Asian Scholars (CAS) in Khon Kaen. Nookan Chansri knew she was cut off from the information society and she needed to catch up with the trend. However, she hesitated because of the tuition fee and the investment of time it required, which might affect her business. Fortunately, the program was free of charge, and the class was only on weekends. So she was happy to enroll in the program.

In the beginning, Nookan Chansri found it difficult to use a computer. However, thanks to the patient instructor, Nookan Chansri and the other students began to make progress. She was also aware that she needed to familiarize herself with computer hardware and software in order to improve her business. An instructor told her to start with MS Office software, which would definitely enhance the efficiency of her accounting and inventory controls.

Nookan Chansri now puts to use the skills she acquired at the ADOC, which makes running her business much easier. She now has more time to plan for business expansion or to be with her family. However, what Nookan Chansri does most frequently is to use her niece's PC to review the ADOC courses and assignments she has already completed!



Peru

Learning Chinese Made Easy

Jorge Durán was a student at Lord Byron School in Lima, Peru. One special thing about the school is that it provides Chinese language courses. Durán still remembers the scene when this arrangement was announced. “It was five years ago, at the beginning of the school year, our school director introduced us a new faculty member: our Chinese teacher.” He recalled, “Everybody was shocked! We thought it would be so hard to learn this language that our grades would be awful!”

Durán was very nervous yet excited about his first Chinese class. “When I first looked at a Chinese character, I was astonished! That was the first time I saw something like that, and I didn’t understand a thing.”

To his surprise, learning Chinese wasn’t that hard. “As the school year went by, I realized that learning this new language was actually much easier than I had thought. It is, perhaps, easier than any other language. In Chinese classes we learned not only the language, but also the culture.” Durán was referring to the Chinese dances and sword fighting incorporated by the Chinese teacher in the class.



Learning Chinese was even easier now that the ADOC has established an ADOC eSchool. “At the ADOC we can learn Chinese with the assistance of new technology.” Durán explained, “We can practice typing Pinyin, and expand our vocabulary with the help of internet and special software. Now I can type a sentence on the computer and quickly find out the meaning.”

“I am very happy to have the opportunity to learn the beautiful language. I also realized how important it is to learn this language,” said Durán, “and I especially want to thank the ADOC Project!”



Educating Street Children to Reach the World

Jakarta is one of the most populous cities in the world. Walking on the street of this metropolis, one can easily feel the energy of this fast-growing economy. However, one can also easily see the part of the population that has few resources to rely on. Substantive amount of school-aged children, whose family could not afford their education, live and wander around the streets, struggle to survive by singing, begging, vending things to tourists, or pilfering. They have little to expect for their future, unless someone extended a helping hand. Lucky for some, the joint program of Kampus Diakonia Modern (KDM) and ADOC Project changed their fate and that was how Selvi and Debbi got out of the street.

Selvi is a girl coming from Sumatra. When she was 11 years old, she ran away from home and went to Jakarta to see the big city. Shortly afterwards, she had to live on the street because she could not support herself. Wandering on the street and engaging in dishonorable activities such as stealing, she knew that she was walking down the wrong path of life but had no way to escape the plight.

Debbi was another street child. Because her parents had to work in Jakarta, she was raised by her grandparents in Flores. In her eyes, they were her true parents. However, when Debbi was seven years old, her parents suddenly brought her to Jakarta. Debbi didn't want to go to Jakarta but had no choice. She tried very hard to get along with her parents, but still couldn't adapt to the new life with them after two years, during which she missed her grandparents badly. So she ran away from home. However, without money to go back to her grandparents' home, Debbi soon became street child in Jakarta and searched through garbage for food.

Fortunately, one day, Selvi and Debbi respectively met a staff member of Kampus Diakonia Modern (KDM), an organization that has been working to get children off the streets of Indonesia for 40 years. They were invited to KDM and, after being told that KDM could offer food, shelter and education to underprivileged children, they immediately agreed to stay with KDM. The days of being haunted by cold, hunger, and threat to life was over for the two girls. Furthermore, they got the opportunity to be



educated in KDM, learning math, science, social studies, foreign languages, and cooking.

What was more joyful to them was that an ADOC center opened in KDM. In June, 2009, the ADOC was set up and the ADOC Secretariat donated 20 computers and a server. All of the children were anxious to try using the computers. With the help of the training programs, they first learned to type, and then to use computer applications such as Microsoft Office, Movie Maker, Adobe, and Photoshop. In addition, they could access the world by surfing the Internet, writing emails, and interacting with friends on Facebook.

Selvi is so glad that the ADOC Project in collaboration with KDM brought her back to the right path, and helped her make friends with people around the world. To her, learning to use computer has not only opened a window of knowledge, but also made her life more colorful.

Debbi loves to attend computer classes such as Adobe Photoshop CS4, Adobe InDesign CS4, WordPress and Blog.com provided by ADOC. Besides, she also learned to type, and surf the Internet. Debbi found that she could easily search for information she wanted and interact with people online. She even thought that she could do business on the Internet, and firmly believed that someday her dream would come true.

Receiving education used to be a far away dream for Selvi and Debbi, not to mention using computer to reach the world. But the ADOC project helps realize their dreams by greatly increasing their competitiveness in the job market, opening their minds and changing their lives. They all feel very grateful for what the ADOC has provided to them, and would like to express their most sincere appreciation to ADOC.



Paving the Way Home by Clicking the Mouse

Over one hundred thousand Vietnamese women moved to Chinese Taipei because of marriage in recent years. Some built a happy family in this foreign economy, but some suffered and the marriage did not last. After the divorce, most of these Vietnamese mothers choose to bring their children back to their homeland, where the living expanse is lower and the responsibility of raising the children could be partially shared by their own parents.

However, the children, whose nationality is not Viet Nam, are not entitled to medical insurance or national education in their mothers' economy. Their life in Viet Nam with their grandparents is more difficult than Vietnamese children's. It is estimated that 2,000 to 3,000 children are living in such circumstances, and they inevitably become a disprivileged group with less opportunity and resource.

Eden Foundation, a non-government organization in Chinese Taipei, launched a project (the name of the project literally meant "pave a way home" in English) to raise fund for these Chinese-Taipei-born children living in Viet Nam in 2005. But the foundation lacked a solid financial base to offer necessary services in kindergartens in Ho Chi Minh City, especially providing computer-related education and facilities.

Fortunately, the ADOC saw this problem and extended a helping hand. The institute donated several computers to the





kindergartens supported by Eden Foundation in Ho Chi Minh City in 2006. Thus, children in Ho Chi Minh City could enjoy the same opportunity as the children in Chinese Taipei did to access computers, which is a powerful tool in learning Chinese. Song, the chief of staff of Eden Foundation, said, “Children liked to move their mouse based on the instruction of their teacher when they were playing games in class, or review phonetic symbols that were taught on computers.”

He also expressed what he expected from these children. “When they are more familiar with the computer, they will begin to surf the Internet and become more familiar with Chinese Taipei, or contact relatives in Chinese Taipei,” Song said.

Most of these Vietnamese mothers still want to send their children back to where they were born when they grew up. The distance from Viet Nam to Chinese Taipei may be long. But the children could take their first step of this long way home, by clicking the mouse at hand.



Indonesia

Reaching the World, Sharing the Knowledge

Yossa was born in 1997 in Jakarta, Indonesia. Her father died when she was little. Since then, her mother had to work very hard in order to provide enough food for her and her brother.

To her mother, the most important thing is Yossa's and her brother's education. Although they stayed with their relatives, life was still difficult for the family.



When Yossa was five, her mother told her that she received welfare grants to support the two children. Yossa and her brother could live in Kampus Diakoneia Modern (KDM). They had no choice but start their new life in KDM, where they are educated and taken care of. They learnt math, science, social studies, Bahasa, history, and so on.

In 2009, kids at KDM were told that the ADOC Secretariat planned to donate 20 computers and a server to set up an ADOC in KDM. That was an exciting news! With the training programs provided, children learnt to type, and used computer applications such as Microsoft Office, movie maker, Adobe and Photoshop. In addition, with internet explorer, these kids were able to reach the world through the Internet. "I even learnt how to design by following the online tutorials," said Yossa.

Yossa is very thankful for the facility provided by the ADOC project. Now, in order to return the favor she received, she serves in the center to tutor younger children and volunteer to design posters and brochures for fundraising activities in KDM. "I plan to keep learning more computer skills every day," said Yossa. "I would not be able to make it without the support from the ADOC project."



Papua New Guinea

Narrowing the Digital Divide Deep in the Rainforest

Papua New Guinea, situated south of the equator, has abundant rainfall and is mostly covered with rainforests, which have only been moderately developed in some regions. The ADOC centers here have offered access to online information, and promoted digital technology and devices. They also ran into difficulties and strived to assuage the impact.

Although rainforests are precious natural resources, the idea of rainforest preservation is not popular in this economy. Access to more related information through the Internet might make a difference. On one occasion, volunteers of the Lae



Rainforest Foundation brought a group of children to the ADOC. The children were curious about the computers and machines in the center, for they rarely have an opportunity to see, not to mention touch these things. Staff at the center taught them how to use the Internet to look up the definition of rainforests, and all the measures taken around the world dedicating to rainforest preservation. The children moved the mouse excitedly, learning various facts about rainforests. As they learn more about rainforests by accessing information through the Internet, they might be more aware of the importance of rainforest preservation and realize that every citizen has the responsibility to protect this valuable natural resource.

In addition to provide locals with computer and internet access, the ADOC centers also took opportunity to showcase other devices. At the anniversary of the Papua New Guinea University of Technology (UNITECH), the ADOC would display digital cameras, computers, and color printers. Color photography and printing were also offered on-site, so that local people could directly try their hands on applying modern technology in daily life.



Albeit these efforts, Papua New Guinea still faces many obstacles when it comes to narrowing the digital divide. Besides the deterrent price (due to high transportation expenses and import tariffs), computers should not be popularized because of the costly but unstable power supply. Power failure is the most common problem. Classes are interrupted by sudden power failures of uncertain duration, which is highly disruptive to schedules. Moreover, when the power is restored, the power surge damages the computers.

To mitigate the problem, in addition to the original specifications set by Chinese Taipei, four medium-sized uninterruptible power supply (UPS) systems were acquired when the ADOC centers were established to protect the valuable computers. In 2007, the UPS systems bought in 2006 were damaged by unstable voltages. The ADOC Secretariat specifically increased the budget to purchase 23 small UPS systems. They allowed classes to continue for a short period of time during power failures while also protecting the computer equipment.



Viet Nam

Assisting Young People to Realize Their Entrepreneurial Dreams

In collaboration with the Viet Nam Chamber of Commerce and Industry (VCCI), the ADOC project is offering free E-commerce courses, which has attracted many young people from Hanoi to sign up. The ADOC Award, an online entrepreneurship contest, has further stimulated the youth to come up with many creative ideas.

For instance, “Sweet Love,” a website selling perfume established by Ms. Hanh, is a very competitive venture proposal. Perfume is in great demand in Viet Nam, but there aren’t many shops selling perfume. At the same time, the market is filled with counterfeit and substandard products, which fail to satisfy consumer needs. With the right promotion, a website selling quality products at a reasonable price should do well. Ms. Hanh’s website offers a variety of products. Since a bottle of perfume is easy to transport and the price is quite affordable, Ms. Hanh’s business model is highly suitable on an e-commerce platform.

As someone who has enjoyed travelling since she was a little girl, Ms. Huong always paid attention to the people and things she met when travelling with her parents.





On entering college, she discovered that it was possible to turn travel planning into a lifetime career. While receiving training from ADOC, she began designing her own website that provides information on cheap flight tickets and affordable accommodations. By building this website she has also realized her own dream.

Ms. Huyan has loved playing house since she was a child. She enjoyed using paper or other materials to build her future house and make scaled-down versions of real furniture. However, she did not know how to share her hobby with others. It was not until after she came into contact with ADOC that things changed. Through ADOC training and its online contest, Ms. Huyan set up probably Viet Nam's only website that sells "scaled-down houses." She believed that she can share these beautiful things with others around the world through the Internet.

When presenting her project, Ms. Huyan said, "Although they are just small model



houses and this is a small website, they represent an unrealized dream." With the assistance of the ADOC project, Ms. Huyan finally was able to take her first step in making her dream come true.

The Way Forward

In the APEC region, the ADOC project has been the longest one and has brought the most organizations and individual involvement in bridging digital divide. The project has covered the widest geographic region (3 continents, 10 member economies and 101 centers in rural areas). It has driven as many as 300 organizational partners' involvement and included the largest participants – around 650,000 people have been benefited.

Ten years are not a short period of time. It is not possible to make ADOC project a success without all partners' great devotion and contribution. The ADOC Secretariat would like to express our gratitude to all the participants around the APEC region.

The ADOC International Conference: The 10th Year Presentation was held on September 10 and 11, 2014, in Manila, the Philippines. To continue bridging digital divides and creating digital opportunities, all the ADOC partners agreed the importance to promote digital inclusion continuously and use ICT to support industrial development and create local partnership connectivity.

From both policy and application perspectives, to keep the collaboration, cooperation, consultation, and communication among partner member economies are important tasks. It is expected to adopt new and disruptive technology to solve the current problems. New business model which is financially viable should be encouraged. In order to make the current ADOC centers more sustainable, it is crucial to adopt the concept of clusters and make the centers become the ecosystem and be holistic. In addition, having an open platform so the resources established under ADOC project can be shared and all the members can support each other, and exchange ideas and experiences. It is hoped that current ADOC can be a local innovation hub to empower local community development, boost ICT-enabled SME clusters, set up Fab Lab, and provide digital services to its local community. Moreover, developing network to connect with government, institutions and private sectors is necessary as well.

After a decade's effort, ADOC project would be a start for a new phase in the future. We look forward to seeing ADOC centers in the establishment:

**from digital opportunities to digital deployment,
from digital accessibility to digital practicality, and
from digital empowerment to digital employment.**

Appendix

**ADOC Milestones
Abbreviations**



ADOC Milestones

2003

ADOC project Initiative

Oct

Dr. Yuan-Tshe Lee initiated the APEC Digital Opportunity Project in the 11th APEC Leaders' Meeting

2004

Establishment of the ADOC Secretariat

Sep

The ADOC Secretariat founded in Chinese Taipei. It is mainly responsible for providing assistance and monitoring the progress of the ADOC project as a whole.

ICT Delegations

Oct

The ADOC project took its first step by sending ICT delegations comprised of ICT experts from Chinese Taipei to 6 APEC member economies, Chile, Indonesia, Peru, the Philippines, Papua New Guinea, and Viet Nam to exchange e-related experience in e-Government, e-Industry, and e-Society. The delegations also sought local partners for the ADOC project in each PME.



ADOC ICT Elite Camp

Nov

The first ADOC ICT Elite Camp was hosted by Chinese Taipei. Participants from the 6 PMEs shared valuable insights on a wide range of topics related to the planning and implementation of e-Government, e-Industry, e-Education and e-Society.

ADOC Portal (<http://www.apecdok.org>)

Nov

The ADOC Portal was launched to serve as an outline resource center for the ADOC project by providing platforms for virtual training, legal consultation, trade facilitation and etc.

2005

ADOC Establishment

May

The first APEC Digital Opportunity Center (ADOC) was established by the ADOC Secretariat and PROMPERU in Peru.

Jun

The ADOC Secretariat cooperated with CICT in the Philippines and collaborated with VCCI in Viet Nam to set ADOC centers.

Jul

With the help of the ADOC Secretariat, the People's Committee of Thai Binh Province in Viet Nam launched a telecenter for remote areas.



Oct

- The ADOC Secretariat worked with Sandiwaan Smokey Mountain in the Philippines and cooperated with HCM Nong Lam University in Viet Nam to set up telecenters.

ADOC ICT Road Show

May

- ICT Road Shows, organized by the ADOC Secretariat in collaboration with local partners, were held in Peru, the Philippines and Viet Nam to stimulate trade growth and the creation of new business opportunities.

ADOC Trainers' Training Program

Jul

- The first ADOC Trainers' Training Program was hosted in Chinese Taipei by the ADOC Secretariat, with 6 PME's taking part.

ADOC ICT Elite Camp

Jul

- The ADOC Secretariat organized the ADOC ICT Elite Camp in Chinese Taipei. Representatives from 6 PME's participated in the event.

ADOC Award

Aug

- AugustThe first ADOC Award Competition was planned by the ADOC Secretariat in collaboration with local partners among PME's with the aim of increasing ICT awareness. The winners were invited to Chinese Taipei to receive their awards during the ADOC Week.



ADOC Week

Aug

• The first ADOC Week, organized by the ADOC Secretariat, was held in Chinese Taipei, with PME's taking part.

2006

ADOC Award

Mar

• From March to June, the ADOC Secretariat organized the ADOC Award Competition, held in collaboration with local partners among PME's, with the aim of increasing ICT usage awareness. The winners were invited to Chinese Taipei to receive their awards during the ADOC Week.

ADOC Establishment

May

• The first e-Care Center for the disadvantaged was funded and set up by the ADOC Secretariat and CICT in the Philippines. A second e-Care Center was established in Viet Nam in collaboration with the Eden Foundation.

The first ADOC e-School was established by the ADOC Secretariat and Thai Nguyen University in Viet Nam in May.

In Viet Nam, the ADOC Secretariat worked with VCCI-HCM to set up a telecenter.

The second e-school, in collaboration with ADEX, opened in Peru in June.



The ADOC Secretariat cooperated with CCL in Peru, FTII in Indonesia, and La Municipalidad de Valparaiso and La Municipalidad de Penalolen in Chile to build 5 telecenters.

The ADOC Secretariat and FTII in Indonesia, and ACTI and SOFOFA in Chile launched more ADOC centers.

Aug

The ADOC Secretariat and UNITECH established an ADOC Partner Office and ADOC in Papua New Guinea.

ADOC ICT Road Show

May

The ADOC Secretariat organized the ADOC ICT Road Show with local partners in Indonesia and the Philippines in May.

Nov

In November, the ADOC ICT Road Show was held in Viet Nam.

e-Business Entrepreneurship Seminar

May

The ADOC Secretariat conducted the e-Business Entrepreneurship Seminar with local partners among PME's to share experience in e-Business for SMEs.

ADOC ICT Alliance

May

The first ADOC Alliance was organized by the ADOC Secretariat to stimulate trade between Chinese Taipei and Viet Nam.



JUN

ADOC Trainers' Training Program

The ADOC Secretariat hosted the ADOC Trainers' Training Program in Chinese Taipei, with participants from PMEs.

JUN

ADOC ICT Elite Camp

The ADOC Secretariat organized the ADOC ICT Elite Camp in Chinese Taipei. The PMEs got together and shared experience in e-Government, e-Industry, e-Commerce, e-Trading and etc.

JUN

ADOC Week

The ADOC Secretariat organized ADOC Week 2006 in Chinese Taipei.

2007

Mar

ADOC Establishment

The ADOC Secretariat cooperated with SNI and PROMPERU in Peru and FTII Indonesia to fund and set up 3 e-Commerce centers for SMEs.





Apr

The ADOC Secretariat worked with AERCOTEC in Chile to build an e-Commerce Center.

The ADOC Secretariat and Lakandula High School in the Philippines launched an e-Learning Center.

May

The ADOC Secretariat and ITS in Thailand launched an ADOC.

The ADOC Secretariat cooperated with TCC Nakhon Pathom and TCC Nakhon Ratchasima to set up 2 telecenters.

ADOC Award

APR

From April to June, the ADOC Secretariat organized the ADOC Award competition with local partners among PMEs, with the aim of increasing ICT usage awareness. The winners were invited to Chinese Taipei to receive their awards during ADOC Week.

e-Business Entrepreneurship Seminar

May

e-Business Entrepreneurship Seminars were held among PMEs from May to October, organized by the ADOC Secretariat in collaboration with local partners.

ADOC ICT Alliance

Jun

The ADOC Secretariat organized the ADOC ICT Alliance to stimulate trade between Chinese Taipei and PMEs.



ADOC Week

Jul

- Organized by the ADOC Secretariat, ADOC Week was held in Chinese Taipei with representatives from the PMEs and ADOC Award winners.

SME Entrepreneurship Workshop

Jul

- The ADOC Secretariat hosted the SME Entrepreneurship Workshop in Chinese Taipei, with PMEs participating.

ADOC International Conference

Jul

- The ADOC Secretariat hosted the ADOC International Conference in Chinese Taipei with PMEs participating.

ADOC Trainers' Training Program

Sep

- The ADOC Secretariat hosted the ADOC Trainers' Training Program in Chinese Taipei, with PMEs participating.

ADOC ICT Road Show

Sep

- The ADOC Secretariat organized the ADOC ICT Road Shows with local partners to promote trade among PMEs.



ADOC ICT Elite Camp

Sep

— The ADOC Secretariat organized the ADOC ICT Elite Camp in Chinese Taipei, with PMEs participating to share experience related to e-Government, e-Industry, e-Commerce, e-Trading and etc.

ADOC PC Refurbishment Program

Oct

— The first ADOC PC Refurbishment Program, organized by the ADOC Secretariat to enhance PC hardware maintenance capabilities and encourage PC recycling, was held among PMEs.

2008

ADOC e-Learning Digital Center

May

— The ADOC Secretariat cooperated with VECOM and HCM D9 Vocational Training Center in Viet Nam, UP Center for Women's Studies and ZOTO in the Philippines, and Jakarta Province Government and Hati Suci School in Indonesia, to set up 6 ADOC e-Learning Digital Centers.

Jul

— The ADOC Secretariat and La Municipalidad de Temuco and La Municipalidad de Padres Las Casas in Chile launched 2 ADOC e-Learning Digital Centers.



Aug

- The ADOC Secretariat worked with AISPPA and Yachay Wasi in Peru and the college of Asian Scholars, Banborphong School and Thamairuak Subdistrict Administrative Organization in Thailand to launch 5 ADOC e-Learning Digital Centers.

The ADOC Secretariat and Camara de Comercio y Produccion de Lambayefue in Peru cooperated to set up an ADOC e-Commerce Center.

ADOC Award

Apr

- From April to August, the ADOC Secretariat organized the ADOC Award competition with local partners among PMEs in order to increase ICT usage awareness; winners were invited to Chinese Taipei to receive their awards during ADOC Week.

ADOC ICT Road Show

May

- From May to September, the ADOC Secretariat held ADOC ICT Road Shows with local partners to promote trade among PMEs.

ADOC Mandarin e-Learning Program

May

- The first Mandarin e-Learning Program was established by the ADOC Secretariat to boost computer usage motivation among PMEs. The best performing learners were invited to Chinese Taipei to receive awards in ADOC Week.



ADOC Week

Sep

Organized by the ADOC Secretariat, ADOC Week was held in Chinese Taipei with representatives from the PMEs and ADOC Award winners.

ADOC Trainers' Training Program

Sep

The ADOC Secretariat hosted the ADOC Trainers' Training Program in Chinese Taipei, with participants from PMEs.

2009

ADOC Establishment



Jul

The ADOC Secretariat cooperated with AIHU Foundation and Child Hope Asia Foundation to set up 2 ADOC 2.0 Mobile Digital Opportunity Centers.

Aug

The ADOC Secretariat cooperated with ITSON in the Mexico to set up 1 Partner Office and 2 ADOC 2.0 e-Learning Digital centers.

ADOC 2.0 e-Training Program

Jun

From June to October the ADOC Secretariat hosted the ADOC 2.0 Trainers' Training Program in PMEs.



ADOC ICT Road Show

Aug

• The ADOC Secretariat organized ADOC ICT Road Shows with local partners to promote trade among PMEs.

ADOC 2.0 Week

Oct

• The ADOC Secretariat organized ADOC Week 2009 in Chinese Taipei, with PMEs taking part.

ADOC Visually Impaired Training Center (Philippines)

Oct

• Co-sponsored by Chunghwa Telecom Co., Ltd., ADOC Secretariat and the Adaptive Technology for Rehabilitation, Integration, and Empowerment of the Visually Impaired (ATRIEV) Inc., the first ADOC Call Center Training Program was set up in the Philippines.

2010

ADOC 2.0 Trainers' Training Program

Apr

• From April to August the ADOC Secretariat hosted the ADOC 2.0 Trainers' Training Program in PMEs.

ADOC Establishment

Jun

• The ADOC Secretariat cooperated with Guanajuato Municipal government in



Mexico to set up 1 ADOC 2.0 e-Learning Digital Centers.

Nov

From November to December, the ADOC Secretariat cooperated with Krasaepattana School and ZOA Refugee Care in Thailand to set up 3 ADOC centers.

The ADOC Secretariat cooperated with Sekolah Cinta Kasih Tzu Chi, Yayasan Pondok, Pesantren Al Ashriyyah Nurul Iman, Syiah Kuala University and Oragnutan Infromation Centre in Indonesia to set up 4 ADOC centers.

Dec

The ADOC Secretariat cooperated with Ministry of Rural and Regional Development in Malaysia to set up 1 Partner Office and 2 ADOC centers.

The ADOC Secretariat cooperated with the Fine Arts College of Binh Duong, Education Center Regular Line of Lam Dong Province, Taipei School in Ho Chi Minh City and TTZ Employee Training & Recreation Center in Viet Nam to set up 4 ADOC centers.

ADOC ICT Road Show

Aug

The ADOC Secretariat Organized ADOC ICT Road Shows with local partners to promote trade among PMEs.

ADOC 2.0 Workshop 2010

Jun

The ADOC Secretariat organized ADOC 2.0 Workshop 2010 in Chinese Taipei, with PMEs taking part.



ADOC 2.0 Blog Contest

Nov

- ADOC 2.0 project held the Blog Design competition, which aims to encourage centers to maintain their blogs.

2011

ADOC 2.0 Photo Contest

May

- The ADOC Secretariat hosted the ADOC 2.0 Photo Competition which was sponsored by Asus. Participants from 10 PMEs posted more than 120 photos and 12 winners were chosen in July.

ADOC Establishment

May

- The ADOC Secretariat set up ADOC centers in Chile, Indonesia, Mexico, Peru and Russia.

Jun

- The ADOC Secretariat and Asus cooperated together to set up ADOC centers in Viet Nam.

Jul

ADOC International Volunteer Program

- Co-sponsored by ADOC Secretariat and Asus Foundation, 5 volunteer teams from Chinese Taipei went to ADOC Partner Member Economies to offer courses on ICT skills and undertake cultural exchanges from June to August.



Jul

- The ADOC Secretariat set up ADOC centers in Papua New Guinea.

ADOC 2.0 Trainers' Training Program

May

- From May to September, the ADOC Secretariat hosted the ADOC 2.0 Trainers' Training Program in PMEs. More than 200 local trainers will be trained in several PMEs to enhance instructors' ICT knowledge and training capabilities at various ADOC centers.

ADOC International Volunteer Program

Jun

- Co-sponsored by ADOC Secretariat and Asus Foundation, 6 volunteer teams from Chinese Taipei went to ADOC Partner Member Economies to offer courses on ICT skills and undertake cultural exchanges from June to August.

ADOC ICT Road Show

Aug

- The ADOC 2.0 ICT Road Shows was organized with local partners in Southeast Asia and South America, to promote trade to introduce the latest ICT technology and to promote trade among PMEs.



2012

Mar

ADOC Establishment

Held from March to September cooperating with Asus Foundation and World Vision to set up 11 ADOC centers in Chile, Malaysia, Mexico, Peru, the Philippines, Russia, Thailand and Vietnam

Mar

ADOC Photo Contest 2012

Sponsored by Asus Foundation, participants from 10 PME's posted more than 100 photos and 12 winners were selected in July.

Apr

ADOC Standardized Training Materials

Developed standardized training materials and translated them into English, Spanish, Vietnamese, Thai, Indonesian and Russian.

Jun

ADOC Training Program

Held from April to September, the ADOC hosted the ADOC Trainers' Training in Indonesia, Mexico, Peru, the Philippines, Thailand and Viet Nam.

May

ADOC ICT Road Show

Held from May to July with local partners in South America and Southeast Asia to introduce the latest ICT technology and promote trade.



ADOC International Volunteer Program

Jun

- Co-sponsored by ADOC Secretariat and Asus Foundation, six student volunteer teams from Chinese Taipei went to Indonesia, the Philippines, Thailand and Viet Nam ADOC centers to offer courses on ICT skills and undertake cultural exchanges between June to August.

ADOC Workshop 2012

Jul

- The ADOC Secretariat hosted the ADOC Workshop 2012 and invited representatives from 10 PMEs and 6 experts in digital divide area to explore the current situation, specific challenges, and share their ideas and experiences on how to improve opportunities available to disadvantaged groups within APEC communities.





2013

Apr

ADOC ICT-Enabled Pilot Project

To help the ADOC centers be self-sustainable and promote local industry via ICT, Peru and Malaysia have been selected to implement the trial pilot projects which aim to establish value-added business clusters.

Oct

Trial pilot project in Peru had its first presentation in Cusco Fashion Show.

Nov

Trial pilot project in Malaysia had its first presentation in the Malaysian Mobile CTC Event in Kedah.

Apr

ADOC Standardized Training Materials

Developed standardized training materials and translated them into English, Spanish, Vietnamese, Thai, Indonesian and Russian.

Apr

ADOC Producer Training Program

To make the ADOC centers self-sustainable, the ADOC Secretariat provides training to the key managers on how to become “producers” of their own centers.



Apr

ADOC ICT Road Show

Held from May to July with local partners in South America and Southeast Asia to introduce the latest ICT technology and promote trade.

Jul

ADOC Short Film Contest 2013

Sponsored by Asus Foundation, participants from 10 PMEs posted 17 short films and 1 final winner was selected in the end of July.

Aug

ADOC Photo Contest 2013

Sponsored by Asus Foundation, participants from 10 PMEs posted more than 100 photos and 12 winners were selected in the end of August.

Aug

ADOC Workshop 2013

Invited 30 representatives from PMEs and 6 experts in the digital divide area to explore the current situation and identify specific challenges, and to share their ideas and experiences on how to improve opportunities available to disadvantaged groups within the APEC community.





ADOC International Volunteer Program

Jul

- Co-sponsored by ADOC Secretariat and Asus Foundation, 9 volunteer teams from Chinese Taipei and 1 volunteer team from Viet Nam went to ADOC PMEs to offer courses on ICT skills and undertake cultural exchanges from June to August.

2014



ADOC ICT-Enabled Cluster Project

Feb

- Starting from 2013, trial pilot project of ICT-enabled and value-added clusters have been run in Malaysia and Peru. In 2014, the ADOC project continues to coach local industrial clusters in Malaysia and Peru, to elevate their outputs through digitalization and form a digital economy.

ADOC Hardware Examination and Repair Training

Mar

- Starting from March, ADOC project conducted 5 training sessions on hardware examination and repair in Indonesia, Peru, the Philippines, Thailand and Viet Nam to assist all ADOC centers to establish a mechanism for facility examination and repair.

ADOC Operational Model

Mar

- Nine ADOC centers for the purpose of community economy, tourism, education and culture preservation are assisted to build a sustainable



operation model. Other ADOC centers can refer to the model when pursuing sustainable development in the future.

ADOC Visually Impaired Training Centre (Malaysia)

Apr

- Co-sponsored by Chunghwa Telecom Co., Ltd., ADOC Secretariat and Malaysian Association for the Blind set up a Call Centre Training ADOC in Rawang in late 2012. Since the program started to offer in 2013, a total of 31 visually impaired individuals graduated after undergoing a 5-month program.

ADOC Cloud Platform

Jun

- The ADOC project established a cloud platform for teaching materials and develops learning software that could be installed on handsets. Thus learning is not limited by time or space as the handset can connect to the cloud platform and access teaching materials through Internet.





ADOC International Volunteer Program

Jun

Co-sponsored by ADOC Secretariat and Asus Foundation, 5 volunteer teams from Chinese Taipei and 4 volunteer teams from Indonesia, Malaysia, Mexico and Viet Nam went to ADOC PMEs to offer courses on ICT skills and undertake cultural exchanges from June to August.

ADOC International Conference 2014

Sep

Invited 38 representatives from PMEs and 4 experts in the digital economy area gathered together in Manila, the Philippines, to brainstorm the direction of next stage development in ADOC project.



Abbreviations

ACTI - Asoc Chilena de Empresas de Tecnologias de Informacion (Chile)

ADOC – APEC Digital Opportunity Center

APEC – Asia-Pacific Economic Cooperation

ATRIEV - Adaptive Technology for Rehabilitation, Integration, and Empowerment of
the Visually Impaired Inc. (Philippines)

CAS – Collage of Asian Scholars

CCL - Cámara de Comercio de Lima (Peru)

CEO – Chief Executive Officer

CHT – Chunghwa Telecom

CICT - Commission on Information and Communications Technology (Philippines)

DOC – Digital Opportunity Center

DOST - Department of Science & Technology (Philippines)

ECOTECH – Economic and Technical Cooperation

FTII - Federasi Teknologi Informasi Indonesia

GIMP – GNU Image Manipulation Program

GNU - GNU's Not Unix, Unix-compatible software system

HCM - Ho Chi Minh

ICT – Information and Communication Technology

III – Institute for Information Industry

ITS - Intelligent Transport Systems (Thailand)

KDM – Kampus Diakonia Modern

MITI – Ministry of International Trade and Industry

MSI – Micro-Star International

PC - Personal Computer

PME – Partner Member Economy

SME – Small and Medium Entrepreneur

SNI - Sociedad Nacional de Industrias

SOP – Standard Operating Procedures

TB – tuberculosis

TCC - Thailand Chamber of Commerce

TTS – Text-to-speech

TTZ - Tan Thuan Export Processing Zone

UNITECH – University of Technology

UPS – Uninterruptive Power Supply

VCCI – Vietnam Chamber of Commerce and Industry

VCCI-HCM - Vietnam Chamber of Commerce and Industry, Ho Chi Minh City Branch

VECOM - Vietnam E-Commerce Association

ZOA - Zionist Organization of America

ZOTO – Zone One Tondo Organization