

and Awareness Fund. The following is a summary of the activities supported:

Secondary Schools Participants/Recipients: Funding of secondary school program development has resulted in a major breakthrough in the introduction of new programs with a specific focus on the AP as a part of a general shift in the education sector toward increasing global awareness. The seed funding provided through the APFC has been critical to this endeavour and additional grants from a variety of sources have complemented this initial effort. Responses from participating students, teachers and parents have been unanimously positive. It is hoped that funding sources would better coordinate their efforts to support the further development of secondary school programs. The APFC has begun to address the issue.

Post-Secondary Institutions Recipients: The funding of post-secondary programs has resulted in an increase in the number of programs offered and an enhancement of existing Asia Pacific programs to meet a pent up demand for this area of study. Seed money administered by APFC was instrumental, and the majority of funding recipients have received very positive feedback from students. There has been an increase in commitment by Canadian universities to the Asia Pacific as a result. More resources, however, are necessary to broaden these programs and to meet the ever-increasing demand for Asia Pacific related language, knowledge and experience.

Teacher Study Tours Recipients/Participants: Teachers and other educators participating in the study tours believe that the tours have provided them with an invaluable experience which has led to the enhancement of their knowledge and appreciation of the host countries visited in the Asia Pacific. The majority of participants reported that the tours exceeded their expectations in providing the opportunity for a "lived experience", and helped enormously in their efforts to effect changes in curriculum development.

Japanese Teacher Training Recipient: While these language training programs have been successful in meeting the needs of the participants, particularly in the area of employment or employability, the development of the programs has not yet made a significant dent in satisfying the enormous demand for Japanese language teachers.

The Japan Language in Canada (JLINC) project is entering its second year. This activity is designed to supplement Canada's Japanese language teaching with teacher's aides from Japan. The first year we had three placements in two provinces - Manitoba and Ontario. The APFC is confident of expanding the project with the cooperation and financial assistance of the Japan Foundation.

The David Lam Centre for International Communication (The David Lam Centre) has achieved and in some instances surpassed all of its original objectives. Since opening its doors, the David Lam Centre has increased the training to the public by over 900%. The program has