



**Asia-Pacific
Economic Cooperation**

2018/SOM1/HRDWG/EDNET/016

Agenda Item: 6

Global Competencies and Economic Integration

Purpose: Information
Submitted by: United States



**Human Resources Development Working
Group Education Network Meeting
Port Moresby, Papua New Guinea
28 February – 1 March 2018**

Global Competencies and Economic Integration

HRD 02 2015 – Project Completion

Submitted by the USA

28 February 2018



Project Objectives

- Compile data on global talent and its value for trade and regional economic integration
- Develop common understandings to describe global talent and its requisite elements
- Develop a methodology to measure outputs of global talent
- Draft recommendations for economies to strengthen global talent streams



Project Outputs

- Project website
- Global Talent Survey of employers
- APEC Global Competencies and Economic Integration Workshop
- Global Competencies Final Report with recommendations for policy development



Global Competencies & Economic Integration Project Website

- Includes information about global competencies and the project
- Details study processes and initial results
- Offers resources about global talent and competencies
- Additional project information, survey results analysis, and resources forthcoming



Do employers value employees with language and culture skills?

In a survey of 2100 U.S. HR departments...



93% of respondents value employees who are able to work effectively with customers, clients, and businesses from a range of different countries and cultures.

Language Skills



66% of respondents reported identifying foreign language skills as part of the hiring process



41% of respondents reported a hiring preference for multilingual applicants

Culture Skills



34% of respondents reported a hiring preference for candidates with multicultural experience



22% of respondents reported a hiring preference for candidates with international experience

Industries with the greatest demand for foreign language ability

Government and Public Administration
Information Services
Educational Services
Health Care
Administrative Services



Customer Service
Sales
Vendor Management
Marketing

Skill sets sought in combination with foreign language ability

College majors sought in combination with foreign language ability

Education
Social Services
Arts, Humanities, and Social Sciences
Agriculture, Natural Resources, and Environmental Sciences



Data come from a 2014 survey of U.S. employers in the government, for-profit, and not-for-profit sectors, in 49 states and DC. Some of these results are reported in: "The demand for multilingual human capital in the U.S. labor market," by Damari Rivers, Brecht, Gardner, Phillips, and Robman (2017), published in Foreign Language Annals. <http://nflc.org/FLAnnalsDemand>. This infographic was produced by the National Foreign Language Center at the University of Maryland, www.nflc.umd.edu.



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Global Talent Survey

- 124 organizations, from fewer than 100 to over 10,000 employees
 - Representing between 215,000 and 355,000 employees
- Seven APEC economies
 - Australia, Canada, Korea, Japan, New Zealand, Singapore, United States



Global Talent Survey

Key Findings

- Businesses value:
 - The ability to work with clients and businesses from different cultures (almost 90% of respondents)
 - Multicultural experience (over 80%) and foreign experience (almost 70%)
 - Knowledge of more than one language (over 80%)
- However, businesses can do more to promote global talent in recruitment and retainment



Global Competencies and Economic Integration Workshop

- The workshop gathered HRDWG and EDNET leadership, delegates from members, and experts in global talent and competencies
- Held 7-8 August 2017 in Monterey, CA, USA
- 21 participants from nine economies
 - Received unanimously positive feedback from participants in evaluation survey





Asia-Pacific Economic Cooperation Education Network

Global Competencies and Economic Integration Workshop

- Working definition of global competencies developed and later adapted at the October workshop on the Action Plan for the APEC Education Strategy in Beijing:
 - “Competencies that enable a person to think innovatively, and communicate and interact with people from diverse backgrounds and cultures.”
- Five constructive additions for the Action Plan to encourage global competence



Project Final Report

- Summarized the Global Competencies project activities and outcomes
- Offered research background on the economic benefits of global competence and global talent training
- Synthesized findings into five recommendations for policy development



Project Final Report

Policy Recommendations

1. Acknowledge the need for and ramifications of GC for human capital, economic growth and integration, and agree on definition, components and placement of GC in both the APEC Education Strategy and its Action Plan
2. Establish standards and assessments of GC education best practice and educational outputs



Project Final Report

Policy Recommendations, cont.

3. Infuse GC into education systems through innovative pedagogies and ICT delivery systems that exploit the benefits of GC
4. Build education and industry partnerships and interactions as a critical element of GC
5. Strengthen APEC-wide integration of people, technologies, mechanisms and standards in pursuit of GC



Project Links

Project Website

- www.apecglobalcompetencies.com

Workshop Report

- www.apec.org/Publications/2017/12/Global-Competencies-and-Economic-Integration---Workshop-Report

Final Report

- www.apec.org/Publications/2017/12/Global-Competencies-and-Economic-Integration---Final-Report



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Thank you!

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Tenkyu!

