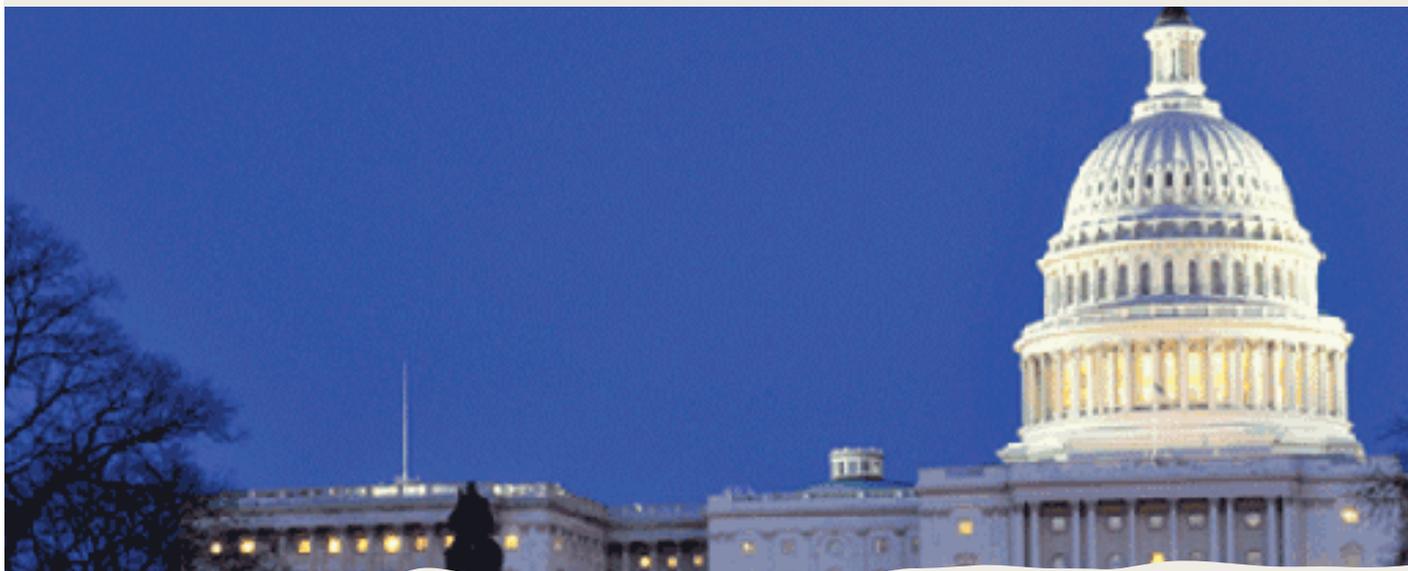




NMUN • APEC

WASHINGTON, DC 2011

HUMAN RESOURCE
DEVELOPMENT



www.nmun.org



NATIONAL MODEL
UNITED NATIONS

10 - 13 March 2011
Washington, DC

Honoring the US
as the 2011 Host Economy

Director: Sameer Kanal; Assistant Director: Nyla Langford

MESSAGE REGARDING POSITION PAPERS FOR THE 2011 NMUN-APEC CONFERENCE

At the 2011 NMUN-APEC Conference, each delegation submits one position paper for each committee it is assigned to. Delegates should be aware that their role in each committee impacts the way a position paper should be written. While most delegates will serve as representatives of Member States, at some NMUN conferences they may also serve as observers, NGOs or judicial experts. Review the matrix for specifics about your NMUN simulation. To understand these fine differences (if applicable), please refer to the Delegate Preparation Guide.

Position papers should provide a concise review of each delegation's policy regarding the topic areas under discussion and establish precise policies and recommendations in regard to the topics before the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State should be identified and addressed. Making recommendations for action by your committee should also be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as traditional position papers. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

Please be forewarned, delegates must turn in material that is entirely original. The NMUN Conference will not tolerate the occurrence of plagiarism. In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim re-creation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the Committee Background Guides. Violation of this policy will be immediately reported to faculty advisors and may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

Delegation's position papers can be awarded as recognition of outstanding pre-Conference preparation. In order to be considered for a Position Paper Award, however, delegations must have met the formal requirements listed below. Please refer to the sample paper on the following page for a visual example of what your work should look like at its completion. The following format specifications are required for all papers:

- All papers must be typed and formatted according to the example in the Background Guides
 - Length must not exceed two single spaced pages (one double sided paper, if printed)
 - Font must be Times New Roman sized between 10 pt. and 12 pt.
 - Margins must be set at 1 inch for whole paper
 - Country/NGO name, School name and committee name clearly labeled on the first page; the use of national symbols is highly discouraged
 - Agenda topics clearly labeled in separate sections
1. A separate e-mail each position paper (.doc or .pdf) for each assigned committee to dirgen.apec@nmun.org no later than February 15, 2011. The NMUN Director-General will distribute the individual papers to committee directors.

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE WORKING GROUP, ASSIGNMENT AND DELEGATION NAME (Example: FOOD_USA_Central_University)
 2. An additional e-mail with all position papers (.doc or .pdf) attached to dirgen.apec@nmun.org no later than February 15, 2011. This second set will serve as a backup copy in case of problems with individual e-mail documents.

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COMMITTEE, ASSIGNMENT AND DELEGATION NAME (Example: SC_Central_University)

Once the formal requirements outlined above are met, Conference staff use the following criteria to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical constraints
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of (official) policy aims within the committee's mandate

Sincerely yours,

Michael Aguilar
Secretary-General

MESSAGE REGARDING POSITION PAPERS FOR THE 2011 NMUN-APEC CONFERENCE

At the 2011 NMUN-APEC Conference, each delegation submits one position paper for each committee it is assigned to. Delegates should be aware that their role in each committee impacts the way a position paper should be written. While most delegates will serve as representatives of Member States, at some NMUN conferences they may also serve as observers, NGOs or judicial experts. Review the matrix for specifics about your NMUN simulation. To understand these fine differences (if applicable), please refer to the Delegate Preparation Guide.

Position papers should provide a concise review of each delegation's policy regarding the topic areas under discussion and establish precise policies and recommendations in regard to the topics before the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State should be identified and addressed. Making recommendations for action by your committee should also be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as traditional position papers. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

Please be forewarned, delegates must turn in material that is entirely original. The NMUN Conference will not tolerate the occurrence of plagiarism. In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim re-creation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the Committee Background Guides. Violation of this policy will be immediately reported to faculty advisors and may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

Delegation's position papers can be awarded as recognition of outstanding pre-Conference preparation. In order to be considered for a Position Paper Award, however, delegations must have met the formal requirements listed below. Please refer to the sample paper on the following page for a visual example of what your work should look like at its completion. The following format specifications are required for all papers:

- All papers must be typed and formatted according to the example in the Background Guides
 - Length must not exceed two single spaced pages (one double sided paper, if printed)
 - Font must be Times New Roman sized between 10 pt. and 12 pt.
 - Margins must be set at 1 inch for whole paper
 - Country/NGO name, School name and committee name clearly labeled on the first page; the use of national symbols is highly discouraged
 - Agenda topics clearly labeled in separate sections
1. A separate e-mail each position paper (.doc or .pdf) for each assigned committee to dirgen.apec@nmun.org no later than February 15, 2011. The NMUN Director-General will distribute the individual papers to committee directors.

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE WORKING GROUP, ASSIGNMENT AND DELEGATION NAME (Example: FOOD_USA_Central_University)
 2. An additional e-mail with all position papers (.doc or .pdf) attached to dirgen.apec@nmun.org no later than February 15, 2011. This second set will serve as a backup copy in case of problems with individual e-mail documents.

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COMMITTEE, ASSIGNMENT AND DELEGATION NAME (Example: SC_Central_University)

Once the formal requirements outlined above are met, Conference staff use the following criteria to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical constraints
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of (official) policy aims within the committee's mandate

Sincerely yours,

Michael Aguilar
Secretary-General

Official Welcome

On behalf of the 2011 National Model United Nations-APEC Conference, we warmly welcome you to this exciting simulation of the Working Group on Human Resources Development. This meeting of delegates with diverse backgrounds, interests, and nationalities presents limitless opportunities for the development of new friendships, new ideas, and new ways of seeing the world. As your committee staff, we – Sameer Kanal and Nyla Langford – are excited to begin this rigorous diplomatic exercise and hope that you will leave this weekend with a greater understanding of what it means to be a global citizen.

As you begin your preparation, we hope you find this guide to be a useful starting point on a much deeper journey into the working group's three topics and your economy's highly individualized perspective on these issues. In addition to your research and written preparations, we hope that you come to NMUN-APEC eager to build consensus through negotiation, deliberation and compromise, as the cornerstones of diplomacy.

Human Resources Development plays a vital role in liberalizing and facilitating trade and investment in the Asia-Pacific region. As a strategic goal of APEC, human resources development is essential to promoting the well-being of all people throughout the APEC region and in achieving economic and social growth and development.

Once again, we welcome you to the 2011 NMUN-APEC Conference. We look forward to working with you at this enriching, educational conference.

History of the Human Resources Development Working Group

The Human Resources Development Working Group was established in 1990 to conduct programmes relating to three overarching themes—education, capacity building, and labor and social protection—which were later outlined in the Osaka Action Agenda. Work relating to each of these themes is carried out through a different network: the Education Network (EDNET), the Capacity Building Network (CBN), and the Labor and Social Protection Network (LSPN). Today, the HRDWG focuses on seven priority action areas: quality basic education; improved labor market information and analysis; enhancing skills in key sectors; lifelong learning; improved curricula, teaching methods and instructional materials; mobility; and enhanced quality, productivity and efficiency of the labour force. Directives for the HRDWG come mostly from Labor and Education Ministers as well as other APEC leaders.

The goals of the HRDWG have continued to be reinforced several times since its inception. For example, the Seoul APEC Declaration of 1991 discusses the need to “utilize more effectively human and natural resources of the Asia-Pacific region so as to attain sustainable growth of its economies while reducing economic disparities among them and improve the economic and social well-being of its peoples.” Some of the HRDWG's main accomplishments relate to improving access to education and technology, such as establishing Learning Standards for English and Other Languages and creating the APEC Cyber Education Network. Recently, however, economic issues have come to the forefront; the September 2010 HRDWG Ministerial Meeting concentrated on the theme “Developing human resources, vigorously promoting employment and realizing inclusive growth.” As the HRDWG strives to fulfill its mandate, it relies on cooperation from Member Economies to carry down policies at the state level. Continued effort in the development of human capital is imperative as it will lead to higher overall quality in the workforce, increased productivity, and equitable distribution of social rights.

I. Investment in Higher Education in the APEC Region

- What progress has been made by Member Economies to encourage regional cooperation in higher education? What past initiatives have been successful in linking education progress and developments across Member Economies? What practices and technologies can further promote regional cooperation in higher education?

- How can Member Economies encourage programs that are designed to promote education for all? What challenges have been faced in higher education with respect to the global economic downturn? How should Member Economies design programs that promote job creation and human resource development?
- How have institutions reacted to increases in the cross-border mobility of students and graduates? How can Member Economies ensure that their students and graduates are acknowledged for their achievements when studying/working abroad?

Higher education plays a central role in economic growth and is a key facet of the Inclusive Growth Strategy outlined in the 2010 APEC Key Documents. Higher education is also critical in developing knowledge and skills of a workforce. The Education Network (EDNET) is the Human Resource Development Working Group's (HRDWG) primary body for all education related initiatives. The goal of EDNET is to "foster strong and vibrant learning systems across APEC Member Economies, promote education for all, and strengthen the role of education in promoting social, individual, economic and sustainable development". Recent activities undertaken have included a focus on career and technical training, information communication technology, and higher education diploma supplements. At the Third APEC Education Ministers Meeting in April 2004, the need for regional cooperation in higher education investment was recommended, as the region had faced a recent dramatic increase in student enrollment, increasing costs for higher education and increasing cross-border mobility of students and graduates. The APEC Member Economies have been referred to as a 'regional education community', an ideal that the HRDWG continues to promote and develop.

APEC aims to achieve balanced and inclusive growth within Member Economies. At the 18th APEC Economic Leader's Meeting, a growth strategy was detailed including the promotion of job creation, human resource development and active labor policies. In October 2010, APEC held a workshop on Higher Education Diploma Supplements in APEC Member Economies, which detailed the increasing mobility of students and graduates and discussed the need for investment in institutions for the development of diploma supplements – an explanatory document issued alongside a diploma, including "a description of the award, the awarding institution, and the relevant education system" – to ensure international recognition of a student's credentials and qualifications. Diploma supplements greatly aid students transferring to higher education institutions abroad, graduates emigrating for employment opportunities and the work of governments and accreditation bodies.

To compliment these initiatives and further encourage regional participation, the 2008 APEC Education Reform Symposium concluded that teacher training in Information and Computer Technology (ICT) solutions would facilitate systemic higher education reforms necessary to Member Economies competing in the global market. ICTs have been found as a vital tool in higher education, and have been found to encourage shared practices, better collaboration in research, and the development of improved education techniques. Through information exchange, APEC economies are tasked with drawing ideas to improve the quality of education and increase employment opportunities for students and workers to adapt to the changing economic circumstances. The 18th APEC Economic Leader's Meeting concluded that education and skill-training were essential to creating high-quality jobs, and ensuring long-term economic stability.

II. Reinforcing Social Protection & Employment Assistance for Vulnerable Groups

- What is the connection between social equality and economic success? What are the lessons learned from the global economic crisis and how can they be applied to building a more secure foundation for future expansion in trade and production?
- What can individual Member Economies do to increase jobs and strengthen the workforce? How can these efforts be enhanced by international strategies? How can APEC ensure that vulnerable populations also receive the benefits of new economic policies?

One of the key goals of the Human Resources Development Working Group (HRDWG) has always been to include all people of the Asia-Pacific region in economic growth in order to not only build a basis for sustainable development but also to promote individual well-being. One of the core beliefs of the HRDWG is that “effective labor and employment policies can expand trade and investment flows and result in economic growth that benefits the workforce.” Other vital cooperative frameworks also emphasize the importance of employment in successful development, such as Part Two of the Jakarta Plan of Action on Human Resources Development, which emphasizes the need for employment-oriented investment, and the Osaka Action Agenda, which notes that the people of the Asia-Pacific region are its most valuable asset.

Despite these views on a large scale, some groups that can be considered vulnerable—such as women, youth, migrant workers, the elderly, disabled, and indigenous populations—have not received equal opportunity in the workforce in the past. The recent economic crisis has only worsened the situation by further increasing unemployment and poverty, further exacerbating the difficulties that disadvantaged populations that had already faced prior to the economic crisis. In order to combat these hardships and promote equality in economic development, the HRDWG has placed a special emphasis on social protections and employment assistance for these vulnerable groups, in addition to the practices that are extended to the workforce as a whole. For example, the participation of women has been one of APEC’s forefront issues for over a decade, leading to the development of the Framework for the Integration of Women in APEC in 1999, which outlines the important role that women play in economic development. The HRDWG fully supports this initiative, believing that gender mainstreaming and human resources development are intertwined.

Now that the global markets are beginning to recover from the fiscal crisis, it is more important than ever to lay a firm, inclusive foundation for future economic expansion. The HRDWG will draw on the June 2009 *Geneva Global Jobs Pact* as well as recommendations from the April 2010 G20 Labour/Employment Ministers’ Meeting as the basis for human capacity expansion in the near future. At the September 2010 meeting of the HRDWG’s Labor and Social Protection Network, priority attention was given to expanding employment, improving social safety nets, and reinforcing social protection and employment assistance for vulnerable groups.

The HRDWG plans to stimulate economic and social development through job creation with special focus on the vulnerable groups already discussed. To ensure that the vulnerable groups receive equal opportunity in accessing new jobs, the HRDWG hopes to create or improve public employment programs where needed. In addition, work on improving social safety nets, which contribute to demand and allow people to share benefits of growth, is continuing so that they will be customized according to the circumstances of each economy. Continuing social protections will continue to be offered for those who lack economic security so that they may avoid long-term dependency, though gender equality will be the primary focus in both this area and employment assistance. While much work needs to be done, the HRDWG has made considerable strides in promoting development among vulnerable populations and is committed to continuing this work further.

III. Improving Students’ Intercultural Adaptability and Constructive Interaction

- How can Students’ benefit from work abroad and study abroad experiences? How can intercultural programs, specifically language programs, build capacities for a competitive advantage in students in APEC Member Economies? How can intercultural adaptability and constructive interaction further integrate APEC Member Economies in an increasingly globalized world?
- How can the favorable conditions be created to support and sustain strong internationally interactive programs, specifically in study abroad, work abroad, and international internship programs? How can obstacles and barriers to students with a desire to work and study abroad be diminished and eased? What legal frameworks need to be put in place to help students gain international and intercultural experience and perspective?

- What examples and experiences from APEC Member Economies can best be adopted and instituted APEC-wide as an example and standard in creating valuable programs in intercultural adaptability and constructive interaction? What can be done to make intercultural adaptability and constructive interaction a bigger priority for APEC member economy students? What role does APEC play in overcoming challenges in legal environments and in promoting intercultural interaction between member economy students?

Improving students' intercultural adaptability and constructive interaction has been a developing priority for the Human Resources Development working group, demonstrated by the April 2010 'In-House Case Study on How Well Students at the Georgia Institute of Technology Interact Constructively in Other Societies.' In today's global market, employers are placing an increasing amount of value on work abroad experience and foreign language/intercultural competency, two factors that are becoming competitive elements in hiring and promotion. Moreover, case studies have determined that work abroad developed stronger capacities in individuals in the following areas: the ability to carry out projects independently; the ability to analyze and interpret data; ability to think critically and logically; the ability to practice your discipline in different cultural settings; and the ability to professionally collaborate with persons in your host economy's workplace environment.

Further facilitating intercultural adaptability and constructive interaction are the APEC-wide Language Exchange Programs instituted by the HRDWG. Language learning was established as a priority for the APEC Education Network (EDNET) at the 4th APEC Education Ministerial Meeting in Lima, Peru, in which ministers asserted in their joint statement that "learning Other's languages is critical because we now live in a global economy. Being able to speak others' languages and communicate in culturally sensitive ways is necessary for trade and other forms of international exchange." HRDWG Language Exchange programs provide immersion in cultures associated with the language being learned. APEC has included the 'Strategic Plan for English and Other Languages' to facilitate proper program development, and published 2010 report, *Measuring Students' Intercultural Adaptability and Constructive Interaction in Other Societies* that "determines student attitudes toward intercultural adaptability, comparing such factors as foreign language capabilities and time spent working or studying in a foreign exchange program." Successful programs under the Language Exchange Programs include the China Scholarship Council, the Indonesia English Language Study Program, the English Program in Korea, and the Fulbright Foreign Language Teaching Assistant Program. In addition, APEC Member Economies and teachers across the Asia-Pacific region benefited from the exchange of teaching tips during the International Exchange Week 2009, enhancing teacher professional development across a number of Member Economies.

Language Curriculum and Instruction are critical to any APEC-led initiative in Language Exchange and constructive interaction. While the primacy of English in diplomacy and trade has led to many APEC members prioritizing English language education, English-speaking economies have failed to motivate their students to take foreign languages as a prominent component of secondary education. Innovations abound in current curricula across APEC Member Economies, including content-based and immersion language teaching; proficiency-oriented communicative language teaching; task-based language teaching, project-based learning; the use of technology to enhance language learning and to build virtual, multilingual learning communities; and the increased validation of home or heritage languages and multilateralism through the development of heritage-language and two-way bilingual programs.

With rapid globalization and human migration take place across APEC and beyond, "an appreciation of multiple languages and cultures and an ability to communicate effectively with people across languages, cultures, and communities is crucial." Large-scale political and economic reforms, shifting migration patterns, national security issues and priorities, and new regional alliances have led to a prioritizing of cultural exchange and interaction, and a deepening respect for foreign language across all APEC Member Economies.

Annotated Bibliography

History of the Human Resources Development Working Group

Asia-Pacific Economic Cooperation. APEC Secretariat (2010). *Human Resources Development*. Accessed December 15, 2010, from <http://www.apec.org/Home/Groups/SOM-Steering-Committee-on-Economic-and-Technical-Cooperation/Working-Groups/Human-Resources-Development>.

This is the home page for the Human Resources Development Working Group. This site contains a wealth of information on projects and accomplishments on the HRDWG as well as published reports and documents from past meetings.

Association of Southeast Asian Nations. ASEAN Secretariat (1991). *Seoul APEC Declaration*. Accessed December 16, 2010, from <http://www.aseansec.org/1041.htm>

This declaration forms part of the core foundation of the Asia-Pacific Economic Cooperation. It formalizes APEC's objectives, scope, membership, and organization policies.

I. Investment in Higher Education in the APEC Region

Asia-Pacific Economic Cooperation, "2010 Key APEC Documents." Accessed 29 December 2010 from http://publications.apec.org/publication-detail.php?pub_id=1094

The 2010 APEC Key Documents contain details about the 18th APEC Economic Leader's Meeting in Yokohama, Japan, which focuses on APEC's 'inclusive growth strategy'. This document provides key details concerning skill-building and technical training, as well as a heavy focus on education to stimulate 'balanced economic growth'.

Asia-Pacific Economic Cooperation, "Higher Education Diploma Supplements Among APEC Member States." Accessed 29 December 2010 from http://publications.apec.org/publication-detail.php?pub_id=1089 .

Commissioned by the Human Resources Development Working Group, this document contains survey data from APEC member states concerning current practices in higher education diploma supplements, a discussion about their merits, and recommendations for strengthening international recognition of student and graduate achievement in academics.

Asia-Pacific Economic Cooperation, "Information and Communication Technologies (ICT) in Education." Accessed 29 December 2010 from http://hrd.apec.org/index.php/Information_and_Communication_Technologies_%28ICT%29_in_Education .

A part of the more comprehensive HRDWG wiki, this page contains general information concerning APEC implementation of ICTs in higher education. Links are provided throughout the page to important and relevant documents, meetings and studies. Delegates should pay special attention to the link to the recent ICT4E Expo 2010 for more information on current APEC ICT initiatives.

Asia-Pacific Economic Cooperation, "EDNET Symposium." Accessed 29 December 2010 from http://hrd.apec.org/index.php/Information_and_Communication_Technologies_%28ICT%29_in_Education .

The 2008 APEC Education Reform Symposium, in Xi'an, China, focused on a number of issue pertinent to the topics discussed in the HRDWG. The symposium, with a theme of 'Education to Achieve 21st Century Competencies and Skills for All: Respecting the Past to Move toward the Future' addressed four priority areas: learning each other's languages, stimulating learning in math and science, career and technical education (CTE), information communications technology and systemic reform.

II. Reinforcing Social Protection & Employment Assistance for Vulnerable Groups

Asia-Pacific Economic Cooperation. APEC Secretariat (1999). *Framework for the Integration of Women in APEC*. Accessed December 15, 2010, from http://publications.apec.org/publication-detail.php?pub_id=701

This framework establishes definitions of gender-related terms as well as goals for integrating women into APEC. These goals are accompanied by an implementation strategy that allocates responsibilities among the separate APEC fora.

Asia-Pacific Economic Cooperation. APEC Secretariat (1995). *Osaka Action Agenda: Implementation of the Bogor Declaration*. Accessed December 15, 2010 from http://www.apec.org/Home/About-Us/How-APEC-Operates/~media/Files/AboutUs/About%20APEC/02_esc_oaaupdate.ashx

The Osaka Action Agenda acts as the operative component of the Bogor Goals, providing individual implementation strategies to achieve the goals and promote free trade and investment. The section that is most pertinent to this working group is Part Two, Section B, Article 4, which discusses the main priorities in Human Resources Development.

Asia-Pacific Economic Cooperation. Human Resources Development (2010). *5th APEC Human Resources Development Ministerial Meeting Action Plan*. Accessed December 16, 2010, from <http://www.apecknowledgebank.org/file.aspx?id=2412>

This action plan is one of several documents produced at the 5th APEC HRD Ministerial Meeting in September. Of particular importance for the HRDWG is Section II Articles A and B, which name employment-oriented growth and social safety nets as some of the priorities for the work of the HRDWG.

Asia-Pacific Economic Cooperation. Human Resources Development Working Group (2001). *Beijing Initiative on Human Capacity Building*. Accessed December 15, 2010 from http://publications.apec.org/publication-detail.php?pub_id=344

This is the end document of the APEC High Level Meeting on Human Capacity Building. This is a good introductory document for delegates as they may find it useful in understanding the role human resources actually plays in economic and social development.

Asia-Pacific Economic Cooperation. Human Resources Development Working Group (1999). *Successful Practices in Human Resource Development in the Workplace: Contributions from Labour, Management and Government*. Accessed December 16, 2010, from http://publications.apec.org/publication-detail.php?pub_id=610

This report is the end result of an international colloquium organized by the HRDWG to discuss issues related to the workplace. This would be a good place for delegates to find a summary of research from many Member Economies as well as a compendium of the case studies used as the basis of this research.

International Labour Organization (2009). *Recovering from the Crisis: A Global Jobs Pact*. Accessed December 16, 2010 from http://www.ilo.org/ilc/ILCSessions/98thSession/texts/lang--en/docName--WCMS_115076/index.htm

The Geneva Global Jobs Pact describes the fiscal crisis and proposes to enhance recovery through investments, employment, and social protection. APEC is using this pact, which was approved unanimously by all ILO attendees, as the basis for economic reconstruction in the near future.

United Nations. Economic and Social Commission for Asia and the Pacific (1999). *The Jakarta Plan of Action on Human Resources Development in the ESCAP Region*. Accessed December 15, 2010, from <http://www.escap-hrd.org/jpaoview.htm>

This document introduces the concept of Human Resources Development and sets out the framework for addressing its needs. Of particular interest for the working group is Part Two - Section I, which discusses Promoting Human Resources Development.

III. Improving Students' Intercultural Adaptability and Constructive Interaction

Asia-Pacific Economic Cooperation. (May 2010) *Measuring Students' Intercultural Adaptability and Constructive Interaction in Other Societies*. Accessed December 29, 2010 from http://publications.apec.org/publication-detail.php?pub_id=1027

This report presents an in-house case study on how well students at the Georgia Institute of Technology interact constructively in other societies. The report presented the advantages and social, professional, and cultural benefits students gain through constructive interaction in other societies. Delegates should become immediately familiar with the information and extensive findings presented in this report.

Asia-Pacific Economic Cooperation. *Language Exchange Programs*. Accessed December 29, 2010 from http://hrd.apec.org/index.php/Language_Exchange_Programs

This link provides specific information on APEC's Language Exchange Programs and programs of instruction throughout all APEC Member Economies. It provides further links and information to a number of language programs proven invaluable to constructing intercultural links and interaction between students across APEC. Delegates should find examples of best practices in which to adapt to host economies and across all APEC Member Economies.

Asia-Pacific Economic Cooperation. *Language Curriculum and Instruction*. Accessed December 29, 2010 from http://hrd.apec.org/index.php/Language_Curriculum_and_Instruction.

This link provides description to various Language Curriculum and Instruction practiced through APEC Member Economies. It provides valuable information on Language Content Standards and Language Performance Standards, as well as links to APEC's program, Learning Each Others' Languages. In addition, this link explicates on various methods of instruction of foreign language instruction. Delegates should be able to adopt best practices and formulate potential policy in adopting APEC wide initiatives from this source.

Duff, Patricia A. (12-14 January 2004). *Foreign Language Policies, Research, and Educational Possibilities: A Western Perspective*. Accessed December 29, 2010 from <http://www.apecneted.org/resources/downloads/Duff%20Language.pdf>

Written from the perspective of a Canadian scholar, this document recognizes the increasing importance that intercultural interaction and developing a capacity for foreign languages is playing in the global community, not just for developing nations, but now for developed nations as well. Duff examines teaching methods, priorities, and assesses various programs for foreign language studies and cultural interaction undertaken in a Western society.