

Annual Report *1995*



*Community Colleges
for International
Development, Inc.*



COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

From the Chairman of the Board

MEMBER COLLEGES

BREVARD COMMUNITY COLLEGE
Cocoa, Florida

BROOME COMMUNITY COLLEGE
Binghamton, New York

BUNKER HILL COMMUNITY COLLEGE
Boston, Massachusetts

COAST COMMUNITY COLLEGE DISTRICT
Costa Mesa, California

COLLEGE OF DUPAGE
Glen Ellyn, Illinois

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Pittsburgh, Pennsylvania

COMMUNITY COLLEGES OF SPOKANE
Spokane, Washington

DAYTONA BEACH COMMUNITY COLLEGE
Daytona Beach, Florida

DELAWARE COUNTY COMMUNITY COLLEGE
Media, Pennsylvania

DELAWARE TECHNICAL & COMMUNITY COLLEGE
Dover, Delaware

EASTERN IOWA COMMUNITY COLLEGE DISTRICT
Davenport, Iowa

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
Jacksonville, Florida

HINDS COMMUNITY COLLEGE
Raymond, Mississippi

HUMBER COLLEGE
Etobicoke, Ontario

KIRKWOOD COMMUNITY COLLEGE
Cedar Rapids, Iowa

LANSING COMMUNITY COLLEGE
Lansing, Michigan

MT. HOOD COMMUNITY COLLEGE
Gresham, Oregon

ST. LOUIS COMMUNITY COLLEGE
St. Louis, Missouri

SEATTLE COMMUNITY COLLEGE DISTRICT
Seattle, Washington

SINCLAIR COMMUNITY COLLEGE
Dayton, Ohio

STATE CENTER COMMUNITY COLLEGE DISTRICT
Fresno, California

UNIVERSITY OF HAWAII COMMUNITY COLLEGES
Honolulu, Hawaii

WAUKESHA COUNTY TECHNICAL COLLEGE
Pewaukee, Wisconsin

On behalf of the Board of Directors of Community Colleges for International Development, Inc., I am pleased to present this annual report for our 18th year in international education and technical assistance abroad. As is our practice, this report presents the accomplishments of our member and affiliate colleges and our continuing commitment to serving educational needs worldwide.

The 1994/95 fiscal year has been one of continued growth for CCID, with additional member and affiliate institutions that strengthen our capabilities. We have entered into several new national and international partnerships and continued our work in professional exchanges, study abroad, linkage programs, and contract training.

Of special significance in international education are two reports that reflect the value and potential of community colleges: The Stanley Foundation's Airlie House Report and the United States Agency for International Development's Report of the Community Colleges Task Force. Both document the educational leadership roles of community colleges in global economic and human resource development. Some of our CCID colleagues and I were privileged to contribute to these reports using our CCID experiences and achievements as references.

CCID has been working and learning in many countries this year, and our continuing partnerships are more important today than ever before. I am confident that together we will be equal to the challenges before us.



Maxwell C. King
July, 1995

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Executive Director's Summary

Executive Directors' Summary July 1994 - June 1995

The 1994/95 year began with a strategic planning session held at the CCID summer conference and ended with invited participation in a tri-national conference on the impact of NAFTA on post-secondary education for North America. In between those events, the International Education Directors (IEDs) met four times and the Board met twice, making key decisions that will shape our future direction.

Current Activities

This year CCID accelerated its work in several existing areas. A major humanitarian service project was developed in conjunction with our Guyana project, with large contributions made by State Center and Kirkwood. Two container loads of equipment and supplies for educational and technical assistance were sent to Guyana and integrated into its ongoing program of instruction. Coordination was provided by St. Louis. The Madras project continued to send faculty to India under the supervision of Sinclair and Eastern Iowa, and in Suriname we completed two additional workshops for teachers and students in vocational training programs. Work is underway to reactivate our programs in the Republic of China with an ESL training project at Brevard this summer, and a CCID supported project has begun in Sri Lanka to develop a polytechnic in partnership with a steel company there.

Our Eastern European and Russian Exchange programs continued at about the same level, and we have signed new exchange agreements that assure continuation. Exchange professors were hosted by Spokane, Sinclair, North Hennepin, Kirkwood, State Center, North Hampton, Broome, St. Petersburg, St. Louis, Jacksonville, and Brevard. CCID faculty from Waukesha and North Hennepin were hosted in Budapest and Prague. As expected, our USIA Exchange Visitor (J Visa) Program Authority has provided valuable support to both our operational delivery efforts and our marketing programs. Fourteen Form IAP-66s were issued for exchange professors who traveled to CCID colleges to teach and conduct research.

CCID support to international organizations continued this year with invited attendance to two major international conferences: The Asia Pacific Economic Cooperation/Human Resource Development for Industrial Training Network conference, "Exemplary Training Models in Industrial Technology" hosted by Humber College in Toronto May 13-15; and a tri-national conference, "Partnerships for Furthering International Education and Training", held in Nanaimo, British Columbia, May 31-June 2 to explore NAFTA educational impacts and opportunities.

An Executive Committee was established by the Board to support activities requiring rapid turnaround; a Board Affiliate Liaison Representative was appointed; and a panel was convened to explore options for international membership and approaches to formalizing CCID relationships with international partners. The IED Committee formed new sub-committees for affiliate and congressional liaison, with plans to establish more active leadership roles for each member IED and affiliate Point of Contact.

Four goals were approved for strategic development: (1) Internationalizing colleges as part of an informed community; (2) Sponsoring international studies and exchanges promoting the understanding of cultural differences; (3) Developing linkages among international institutions; and (4) Providing technical and educational assistance to other countries. These goals have been publicized in our brochures and as part of our marketing efforts.

The CCID Faculty Fellowship Award, administered by Lansing, and the Kubsch Award provided recognitions to two colleagues and their colleges.

New Initiatives

Significant improvements were made this year in our communications systems. Coast facilitated an operational LISTSERV on the Internet that provides active exchanges for our member IED's and presidents. We installed a broadcast FAX machine at Brevard and can now send materials to all member and affiliate colleges in a single process that can be automated for overnight use. The newsletter, which produced its largest issues ever this year, is undergoing review at Sinclair for a change in format and an upgrade in paper quality. A formal Project Status Reporting System is now in place, and meeting agendas have been streamlined to take advantage of the additional flow of information.

The CCID Vision and History, 1976-1994 was printed and distributed to our membership. Two articles on CCID's accomplishments and activities were provided: a one page summary to the ACIIE for a summer edition of their newsletter, and an article for a forthcoming issue of the AACC Journal (appended to this report). A special 8-page report on the Suriname/CCID partnership was prepared for presentation and distribution by Dr. King in conjunction with his visit to Suriname in May, and a copy is included in the summer conference folder.

A new brochure has been produced and distributed, and business cards provided to our IEDs for their use in contacting granting and contracting agencies on behalf of CCID. A matrix of the programs available through CCID participating colleges and a capabilities statement are the core elements of a marketing packet that includes our membership listings, the latest newsletters, a summary overview entitled: "CCID Today," and the business card of the CCID representative presenting this material. When appropriate, additional materials such as the CCID History, U.S. State Department Background Notes, Brigham Young University's Culturgrams, and similar supporting documents may be added to create a handout packet for almost any occasion.

CCID initiated new projects through Bunker Hill for South Africa, and through North Hennepin for Australia. Both have long term potential for the consortium, and we are continuing to develop strategies for our efforts in these countries. CCID coordinated visits of 24 South African educators to five CCID institutions and signed a Memorandum of Agreement with the Community College Association of South Africa to create partnerships in educational development. In Australia we are developing a relationship with one or more Technical and Further Education (TAFE) institutions.

CCID proposals were submitted to Tomsk Polytechnic Institute for short term training programs in banking and business management, and for a workforce development center. A proposal is under review with the Russian Association: Education for Everyone, and efforts continue in Yakutsk and Tver to provide training and sustainable development. Active CCID participants include St. Louis, Waukesha, Jacksonville, Delaware Tech, Brevard, and Kirkwood. Also, CCID developed and submitted two proposals for work in El Salvador with Delaware County as the lead college, and CCID has signed a Memorandum of Agreement with the Don Bosco University.

State Center and Brevard represented CCID on a five person panel of U.S. community college experts who traveled to Thailand to explore options and make recommendations for the development there of a pilot "Global Community College." This visit was funded by the University Foundation of Thailand under a USAID grant. CCID signed a bi-lateral agreement

with strong potential for developing contract opportunities for educational consultation, as well as professional exchange activities for CCID faculty and students.

The Stanley Foundation Airlie House Report and the USAID Community College Task Force Report have been published and distributed. They emphasize the importance of American community college educational initiatives for domestic and international economic and human resource development. Presidents from several CCID colleges served in leadership roles for these efforts, with Dr. King chairing the USAID Task Force.

Partnerships and Joint Ventures

This year has been an important one for involving partners outside CCID's traditional institutional base. Cooperative agreements were initiated with the Best Western International Cooperative, Inc. (an international organization of Best Western Hotel owners), and Marich, Inc., (a Washington, D.C.-based organization working under contract with the Immigration and Naturalization Service to develop and administer training and testing of legal resident aliens seeking naturalization as U.S. citizens).

CCID and CCIS, through Bunker Hill and Broward, are jointly sponsoring a faculty development seminar program in South Africa for summer, 1996. Work is underway to recruit participants. More of these kinds of activities can be expected as we find ways to cooperate with organizations and agencies that share our goals and commitments to international education.

We also began operations under an agreement with TELESUR -- the Telecommunications Company of Suriname -- for delivery of workshops to private sector organizations in that country. These agreements form the foundation for joint ventures with the private sector to provide new funding sources and opportunities for expanding development outside traditional grantor organizations.

CCID has entered into a feasibility pilot study with Brevard and Daytona Beach to evaluate electronic "on-line" technology for delivering courses via computers and telecommunications through America Online and the Electronic University Network. Using this technology, the potential is good for providing international access to the entire range of program offerings by participating CCID colleges.

These activities illustrate the trend toward linkages and partnerships that combine efforts and support for mutually beneficial working relationships across the entire spectrum of our operations, using the latest technology available. Similar reviews are underway to explore options with ACIE, the International Consortium for Educational and Economic Development, and others to foster cooperation with educational consortia.

Future Directions

For CCID, 1994/95 has been a year of organizational growth, expansion of capabilities, and initiation of new relationships for our future. In its role as a provider of international education programs, CCID has committed significant time and effort to building infrastructure that is suitable and sufficient to carry us forward in maximizing the opportunities now emerging. The U.S. congress has reduced funding and limited access to traditional program support functions in USIA and USAID, and it will become increasingly important to develop alternative funding sources and private sector relationships.

Accordingly, we have identified three strategies for future development that address the likely changes in international opportunities:

- (1) Secure alternative funding sources through partnerships for joint-venture development.
- (2) Assemble CCID teams under a lead college to produce and submit proposals for key funding opportunities.
- (3) Initiate long term relationships with foundations and philanthropic organizations to obtain sponsorship for selected CCID projects.

The active participation of CCID member and affiliate colleges is essential to our future success, and we encourage everyone to take part in building cooperative relationships and identifying new initiatives that make effective use of our capabilities.

Albert M. Koller, Jr.
Executive Director, Operations

Thomas L. Millard
Executive Director, Development

CCID Overview

Community Colleges for International Development

Profile

The Community Colleges for International Development, Inc., (CCID) is a consortium of 23 members and 43 affiliate community colleges in Canada and the United States. Created in 1976, CCID implements international programs and projects which benefit other countries as well as its own member institutions. Incorporated as a nonprofit consortium, CCID is administered by an Executive Director and governed by a Board of Directors consisting of the presidents of the member colleges. With a combined enrollment of more than 750,000 students, these colleges offer more than 300 programs in technical/vocational subjects plus university parallel and community service programs.

The Objectives of CCID

The purpose of the Community Colleges for International Development is to identify, develop, and expand mutually beneficial international relationships which contribute to the improvement of college programs and services. CCID provides mid-level manpower training and technical assistance in occupational, vocational, and technical education to developing nations throughout the world. CCID will accomplish its purpose through the pursuit of the following objectives.

- A. Internationalization of the curriculum.
- B. Assistance to other countries in mid-level manpower training and technical/vocational education.
- C. Opportunities for international study, exchange and professional development to students and faculty of community colleges and cooperating overseas institutions.
- D. Leadership and services in the development of international education in U.S. and Canadian community colleges.
- E. Help promote world understanding and cooperation through educational linkages.
- F. Share human resources and educational expertise with other countries having similar educational interests and concerns.

Consortium Activities

1. Technical Training

Long-term (generally six months or longer) and short-cycle mid-level training programs are conducted abroad or at CCID colleges throughout the year. Interested countries request on-site technical assistance or send representatives to visit one or more of the member colleges to design programs to meet their specific needs. Modern, well-equipped instructional facilities are available at the colleges, and working agreements with local businesses and industries make hands-on training feasible. CCID colleges have extensive experience with family home stays and "experience America" components.

2. Consulting

CCID colleges have recognized leaders in occupational, vocational, and technical education. Consultant services are available in curriculum planning, development, and evaluation; faculty and staff development; instructional design and evaluation; educational planning; management training; design of physical facilities; identification, procurement, and utilization of instructional equipment.

3. Bilateral Agreements

CCID enters into bilateral agreements with ministries of education, educational consortia, and individual educational institutions. These agreements allow for the joint development of projects which may be funded by the parties, governmental agencies, or other external sources. Activities have included faculty and cultural exchanges, vocational teacher training, faculty training workshops in the U.S. and abroad, technical education, curriculum development, and educational needs assessments. CCID has current active agreements with the Republic of China (Taiwan); Association of Colombian Universities; the Republic of Suriname; Supreme Council of Egyptian Universities; Technical University of Budapest; and Czech Technical University.

4. International Students

Students from other countries find many programs and geographic areas from which to choose. They may pursue a two-year degree or certificate, or complete the first two years of a bachelor's degree at a fraction of the cost it would take at a four-year institution.

5. International Visitors

CCID colleges host visitors from all over the world who are interested in observing the community college in operation. CCID will coordinate the itineraries of individuals and groups who wish to visit more than one college.

6. Conferences and Seminars

CCID hosts two conferences each year on international education and the community college. The winter conference is open to the international education community and features recognized authorities and practitioners from around the world. The summer invitational conference is primarily for community college presidents, trustees, and senior administrators.

CCID also sponsors special seminars at the request of clients or to meet the needs of its membership.

7. The Werner Kubsch Award for Achievement in International Education

CCID sponsors this award, which is presented annually to a community college educator who has demonstrated outstanding achievement in furthering international education within the community college.

8. Fellowship in International Education

This fellowship is a \$2500 competitive award given annually to a full-time faculty member of a CCID member or affiliate institution for outstanding service in the advancement of international education. The award is based partially on a project which the recipient proposes and partially on present and past contributions to the field.

Organization

The consortium operates under the coordination of an Executive Director who administers programs and projects. Direction is given by the Board of Directors made up of the presidents of the member colleges. Each member and affiliate college provides an International Education Director who coordinates CCID activities at the local level. Consortium activities are funded by: membership dues, government grants and contracts, foreign government contracts and projects, foundation grants, conferences, and other project activities.

Current Members

Brevard Community College - Cocoa, Florida
Broome Community College - Binghamton, New York
Bunker Hill Community College - Boston, Massachusetts
Coast Community College District - Costa Mesa, California
College of Dupage - Glen Ellyn, Illinois
Community College of Allegheny County - Pittsburgh, Pennsylvania
Community Colleges of Spokane - Spokane, Washington
Daytona Beach Community College - Daytona Beach, Florida
Delaware County Community College - Media, Pennsylvania
Delaware Technical & Community College - Dover, Delaware
Eastern Iowa Community College District - Davenport, Iowa
Florida Community College at Jacksonville - Jacksonville, Florida
Hinds Community College - Raymond, Mississippi
Humber College - Etobicoke - Ontario, Canada
Kirkwood Community College - Cedar Rapids, Iowa
Lansing Community College - Lansing, Michigan
Mt. Hood Community College - Gresham, Oregon
Seattle Community College District - Seattle, Washington
Sinclair Community College - Dayton, Ohio
State Center Community College District - Fresno, California
St. Louis Community College - St. Louis, Missouri
University of Hawaii Community Colleges - Honolulu, Hawaii
Waukesha County Technical College - Pewaukee, Wisconsin

Affiliate Members

Bergen Community College - Paramus, New Jersey
Black Hawk College - Moline, Illinois
Broward Community College - Ft. Lauderdale, Florida
Central Florida Community College - Ocala, Florida
Clark State Community College - Springfield, Ohio
College of Lake County - Grayslake, Illinois
Community College of Philadelphia - Philadelphia, Pennsylvania
Cuyahoga Community College - Cleveland, Ohio
Dallas County Community College District - Dallas, Texas
Erie Community College - Buffalo, New York
Green River Community College - Auburn, Washington
Hartnell College - Salinas, California
Horry-Georgetown Technical College - Conway, South Carolina
Illinois Eastern Community Colleges - Olney, Illinois
Lake City Community College - Lake City, Florida

Maricopa County Community College District - Tempe, Arizona
Metropolitan Community Colleges - Kansas City, Missouri
Miami-Dade Community College - Miami, Florida
Middlesex Community College - Bedford, Massachusetts
Monroe Community College - Rochester, New York
Moraine Valley Community College - Palos Hills, Illinois
New Mexico State University At Carlsbad - Carlsbad, New Mexico
Northampton Community College - Bethlehem, Pennsylvania
Northcentral Technical College - Wausau, Wisconsin
Northeastern Oklahoma A&M College - Miami, Oklahoma
North Hennepin Community College - Brooklyn Park, Minnesota
Onondaga Community College - Syracuse, New York
Peralta Community College District - Oakland, California
Pikes Peak Community College - Colorado Springs, Colorado
Pima County Community College District - Tucson, Arizona
Prairie State College - Chicago Heights, Illinois
Reading Area Community College - Reading, Pennsylvania
St. Petersburg Junior College - St. Petersburg, Florida
Southern West Virginia Community College - Logan, West Virginia
Southwest Virginia Community College - Richlands, Virginia
Suffolk Community College - Selden, New York
Suny College of Technology at Delhi - Delhi, New York
Suny College of Agriculture & Technology at Morrisville - Morrisville, New York
Tidewater Community College - Portsmouth, Virginia
Tri-County Technical College - Pendleton, South Carolina
Trident Technical College - Charleston, South Carolina
University College of Cape Breton - Sydney, Nova Scotia, Canada
Utah Valley Community College - Orem, Utah

Questionnaire

**CCID 1995 ANNUAL REPORT
QUESTIONNAIRE**

College Name _____

1. Faculty Abroad:

A. Was your institution able to sponsor faculty to travel abroad? YES _____ NO _____

B. How many faculty were involved? _____

C. What countries did they visit? _____

2. Do you offer a study abroad program? YES _____ NO _____

A. How many students studied abroad? _____

B. In what country or countries was the program offered? _____

C. What was the discipline(s)? _____

D. If applicable, name any co-sponsors? _____

3. Grants and Awards:

A. In addition to funds supplied by the college, what other monies was the college able to obtain for international activities? (optional)

Source _____ Dollars _____

Source _____ Dollars _____

Source _____ Dollars _____

4. Foreign Visitors:

A. How many foreign visitors were on your campus this past year? _____

B. What countries did they come from? _____

(Over)

5. Special Projects:

A. What projects have you worked on with CCID in the past year (1994-95)?

B. International projects your college is working on independently of CCID.

6. If you are engaged in contract training, for each contract please list:

A. Name of the project _____

B. Prime contractor _____

C. Discipline _____

D. Number of students _____

7. Does your college have the authority to issue J-1 visas? YES _____ NO _____

8. How many full-time faculty does your college/district employ? _____

9. How many different associate degrees does your college/district offer? _____

10. How many different certificate programs does your college/district offer? _____

11. What was the head count enrollment for credit courses at your college/district for this recent spring term? _____

INTERNATIONAL EDUCATION MATRIX

Check or list where appropriate.

College Name _____

In the current CCID fiscal year from July 1, 1994, to June 30, 1995, has or did your college/district--

7/1/94-6/30/95

		YES	NO
1.	Conduct Student Study Abroad Programs		
2.	Provide International Programming on Campus		
3.	Provide International Programming for Your Local Community		
4.	Participate in International Faculty Exchanges		
5.	Host Foreign Visitors		
6.	Enroll Foreign Students (on visas)		
7.	Vigorously Recruit Foreign Students		
8.	Offer ESL Courses		
9.	Engage in Internationalizing the Curriculum		
10.	Participate in Foreign Student Training Programs such as CASS, CASP, etc.		
11.	Engage in a Relationship with a Sister College Abroad		
12.	Participate in Fullbright Programs: A. Teacher Exchange Program B. Lecturer Abroad C. Scholar-in-Residence D. Group Study Abroad	_____ _____ _____ _____	_____ _____ _____ _____
13.	Obtain Local/State Grants for International Activities		
14.	Obtain Federal Grants for International Activities		
15.	Participate in "Sister City" Activities		
16.	Conduct International Training Programs for Local Business and Industry		
17.	Offer International Credit Courses		

7/1/94-6/30/95

		YES	NO
18.	Offer an International Certificate		
19.	Offer an International Degree		
20.	Offer International Continuing Education		
21.	Currently Participating in International Economic Development Activities Countries: _____ _____ _____ _____		
22.	International Education Organization Memberships Others: _____ _____ _____ _____		
23.	International Other (i.e., House International Resource Center) Others: _____ _____ _____ _____		

Completed by: _____

Questionnaire Responses

RESPONSES TO THE CCID 1994 ANNUAL REPORT QUESTIONNAIRE

Thirty Consortium participants responded, a 45 percent participation rate.

1. Faculty Abroad:

A. Was your institution able to sponsor faculty to travel abroad?

Yes 22 -- 73 percent

No 8 -- 27 percent

B. How many faculty were involved?

182 faculty

C. What countries did they visit?

■ Consortium faculty visited 49 different countries.

■ Mexico was the most frequently visited country with 8 different colleges visiting.

■ Countries

- | | |
|------------------------|---------------------|
| 1. Argentina | 25. Honduras |
| 2. Austria | 26. Hungary |
| 3. Australia | 27. India |
| 4. Bangladesh | 28. Italy |
| 5. Brazil | 29. Japan |
| 6. Budapest | 30. Korea |
| 7. Canada | 31. Kyrgyz Republic |
| 8. China | 32. Larnaka |
| 9. Costa Rica | 33. Latvia |
| 10. Cypress | 34. Malaysia |
| 11. Czech Republic | 35. Mexico |
| 12. Dominican Republic | 36. Pakistan |
| 13. Ecuador | 37. Poland |
| 14. El Salvador | 38. Romania |
| 15. England | 39. Russia |
| 16. Estonia | 40. Saudi Arabia |
| 17. Figi | 41. Singapore |
| 18. Finland | 42. Slovenia |
| 19. France | 43. South Africa |
| 20. Greece | 44. Spain |
| 21. Germany | 45. Taiwan |
| 22. Guyana | 46. Thailand |
| 23. Holland | 47. Ukraine |
| 24. Hong Kong | 48. United Kingdom |
| | 49. Vietnam |

2. Do you offer a study abroad program?

Yes 21 -- 70 percent

No 9 -- 30 percent

A. How many students studied abroad?

772 students

B. In what countries were your programs offered?

■ Study abroad programs were offered in 20 different countries.

■ England was the most popular study abroad destination with 10 programs based there.

■ Countries

- | | |
|-----------------------|--------------------|
| 1. China | 11. Ireland |
| 2. Costa Rica | 12. Israel |
| 3. Austria | 13. Italy |
| 4. Dominican Republic | 14. Japan |
| 5. Ecuador | 15. Mexico |
| 6. England | 16. Nepal |
| 7. Europe | 17. Russia |
| 8. France | 18. Spain |
| 9. Germany | 19. Switzerland |
| 10. India | 20. United Kingdom |

C. What disciplines were offered abroad?

■ Thirty-three disciplines were taught abroad.

■ Disciplines

- | | |
|---------------------------|---------------------------------------|
| 1. Anthropology | 18. Internships/Cooperative Education |
| 2. Art | 19. Italian |
| 3. Business | 20. Japanese Language |
| 4. British Studies | 21. Language |
| 5. Chinese Culture | 22. Law Enforcement |
| 6. Culture | 23. Liberal Arts |
| 7. Economics | 24. Literature |
| 8. English | 25. Marine Biology |
| 9. English Composition | 26. Natural Science |
| 10. English Literature | 27. Politics |
| 11. Film/Video | 28. Social Science |
| 12. French | 29. Spanish |
| 13. General Transfer | 30. Speech |
| 14. German | 31. Theatre |
| 15. History | 32. Varied |
| 16. Humanities | 33. Women Writers |
| 17. International Studies | |

D. If applicable, name any co-sponsors:

- Ten organizations co-sponsored study abroad programs for the consortium colleges.

- Co-sponsors

1. Biwako Kisen Company, Ltd.
2. CCIS
3. College Consortium for Study Abroad (CCSA)
4. Hainan Cultural Exchange Commission
5. ICISP
6. Keihan Fisherman's Warf in Japan
7. MHCC
8. Community College Consortium of Puget Sound
9. Shandog Tourism Bureau
10. World Affairs Council

3. Grants and Awards

A. In addition to funds supplied by the college, what other monies was the college able to obtain for international activities? (optional)

- Twenty consortium colleges indicated that they were able to acquire funds outside the college to support their international activities.

- Grants and Awards

Source	Dollars
Title VI-A Department of Education Grant (6/95)	59,153
Affiliation Fees	20,000
Burnemonth & People College	Travel Expenses
CASS	192,000
CCCD Foundation	1,000
CIDA	300,000
Consortium (WERC)	-
Council on International Education Exchange	-
Education & Research	-
Eisenhower Fellowship	Travel Expenses
Eurasia Foundation	-
Florida Humanities Council	17,800
Frank Foundation	-
Georgetown CASS	300,000
ICETEX	-
IIE	4,500
Institute of International Education	-
Landesinstitut Fyr Lehrerfortortrbildung	-
Miscellaneous Sources	500,000
NAFSA	250,000
National Endowment for the Humanities	-
National Security Exchange Program	-
Partners for International Education & Training	-

Rosgossitrakh	-
SERCO	250,000
South Carolina International Education consortium	-
Title VI	50,000
Title VI-B	85,000
Titl VI	75,000
Toyota International	4,000
USAID-UDLP	10,000
USAID-UDLP	12,000
USAID-UDLP	125,000
USAID	280,000
USAID	331,200
USDDE	75,000
Waste Management Education & Research Consortium	-
World Learning, Inc.	-
Youth for Understanding	100,000
Youth for Understanding	<u>48,000</u>
TOTAL	\$3,089,653

4. Foreign Visitors:

A. How many foreign visitors were on your campus this past year?

- 1235 foreign visitors were on consortium campuses this past year.
- 26 consortium colleges hosted foreign visitors.

B. What countries did they come from?

- Visitors came from 71 different countries to CCID campuses.
- Visitors most frequently came from China with 10 delegations closely followed by Russia, Mexico, and Japan with 9 delegations each.

■ Countries

- | | |
|--------------------|-------------------------|
| 1. Argentina | 17. Ecuador |
| 2. Armenia | 18. Egypt |
| 3. Australia | 19. El Salvador |
| 4. Bahamas | 20. England |
| 5. Brazil | 21. Estonia |
| 6. Cambodia | 22. Ethiopia |
| 7. Canada | 23. Europe |
| 8. Caribbean | 24. Finland |
| 9. Central America | 25. France |
| 10. Chad | 26. Germany |
| 11. Chile | 27. Greece |
| 12. China | 28. Guatemala |
| 13. Columbia | 29. Guyana |
| 14. Costa Rica | 30. Hainan |
| 15. Czech Republic | 31. Holland/Netherlands |
| 16. Denmark | 32. Honduras |

-
- | | | | |
|-----|------------------|-----|----------------------------|
| 33. | Hong Kong | 52. | Peru |
| 34. | Hungary | 53. | Poland |
| 35. | India | 54. | Republic of China |
| 36. | Indonesia | 55. | Romania |
| 37. | Ireland | 56. | Russia |
| 38. | Israel | 57. | Serbia |
| 39. | Italy | 58. | Slovakia |
| 40. | Japan | 59. | Slovenia |
| 41. | Kenya | 60. | South Africa |
| 42. | Korea | 61. | Spain |
| 43. | Kyrgyzstan | 62. | Suriname |
| 44. | Lithuania | 63. | Switzerland |
| 45. | Malaysia | 64. | Sweden |
| 46. | Marshall Islands | 65. | Taiwan |
| 47. | Mexico | 66. | Tajik |
| 48. | Middle East | 67. | Thailand |
| 49. | Nicaragua | 68. | Turkey |
| 50. | Norway | 69. | United Kingdom |
| 51. | Panama | 70. | Vietnam |
| | | 71. | Same as last year (Humber) |

5. Special Projects:

A. What projects are you currently working on with CCID?

- 15 consortium colleges (50 percent) indicated they were working on one or more projects with CCID.
- Projects
 1. Annual Report
 2. Argentina
 3. Bain College (U.K.)
 4. CCID Bulletin Board on Internet
 5. CCID Faculty Fellowship
 6. Conference Planning
 7. Department of Education--International Business Grant
 8. Eastern European Exchange Program
 9. Exchange with England
 10. Explored Sister College Partnership
 11. Exploring a Partnership with Russian Technical College
 12. Faculty Exchange with Hungary
 13. Florida Caribbean Institute
 14. Gulf States Accord with Mexico
 15. Guyana Agricultural Mechanics Internship
 16. Guyana Project
 17. Guyana Teaching Training
 18. IIE S.A. Program
 19. Implementation of DBCC Curriculum--University of Brazil Link
 20. Literacy Proposal
 21. Madras UDLP
 22. Moscow State University Exchange Program

23. National Security Education Program Grant
24. New Konstanz Program
25. Newsletter
26. Presentation at January Conference of CCID
27. Requested Visiting Professor of Physics from Czech Tech to teach at NCC for one year beginning Fall 1995
28. Romania--USIA Proposal Development as a Lead College
29. South Africa
30. St. Louis/UDLP/CCID
31. Students from Brazil
32. Suffolk College
33. Suriname Summer Program
34. Suriname/TELESUR Project
35. Thailand Project
36. TQ in El Salvador
37. TUB Faculty Exchange
38. USIA Romania
39. World Community College

B. International projects your college is working on outside of CCID.

- 26 consortium colleges (87 percent) indicated they were working on international projects independently of CCID.

- Projects

1. Affiliate Colleges--Ecuador
2. Albanian Manpower Development
3. American Farm School--Greece
4. Biological Studies in Belize
5. Border (Mexico/U.S.) Training Consortium
6. British and Indian Sister Schools
7. CASS--Georgetown
8. China Faculty Exchange
9. Community Service Volunteers in the United Kingdom
10. Cooperative Agreement with Tianjin University of Commerce in Automotive Technology, Member U.S. Energy Association
11. Czech & Slovia Republic
12. Discussions with Associates of the National Agriculture Library on Training former Ukranian Army Officers in Agricultural Technologies
13. English as a Foreign Language in Russia
14. Environmental Education Projects Bangladesh, India, Guyana, Southern Africa
15. Estonia
16. Exchange Programs with Sister Colleges in Mexico, Korea, China
17. Faculty Development in International Education
18. Farm Business & Production Management Training for Ukrainian Agriculture
19. Florida-China Institute
20. German Program in Liibeck
21. Global Marketing Inc.--Doing Business in America
22. Instructors in Mexico, Dominican, Australia
23. International Trade Program Audit Recently Completed (1976-1995)
24. Internationalizing the Curriculum

25. Iowa Study Abroad
26. Leadership Development for International Women
27. Marketing Abroad
28. Mexico--Canada NAFTA Initiatives
29. Newly Independent States with Distance Education Initiatives
30. Partnership UCF-ESL Program
31. Planetarium International Center
32. Projects in India, PRC, South Korea, Poland, Hungary, Germany, U.K. Ireland, Columbia
33. Russian Studies Institute
34. Sevinburne University of Tech., Melbourne, Australia
35. Sister Colleges--China and Russia
36. Spanish in Costa Rica
37. Student/Faculty Exchange with Bridgewater College in Somerset, England
38. Study Abroad Programs
39. TACA (El Salvador)
40. Title VI-A
41. Work Study Programs in Japan
42. YOR Turkish Project

- The percentages used are based on the number of consortium colleges that responded to the questionnaire.

6. If you were engaged in contract training, for each contract please list:

A. Name of the Project

1. AID-CASS
2. Central American Scholarship--CASS--Bangladesh/India/Guyana/Southern Africa
3. Chile
4. Colombian Educators
5. Czech Republic Banker
6. Ford Asset
7. German Educators
8. Import/Export
9. Japanese Municipal Officials
10. Krygyz Bankers
11. Mexico
12. Nicaraguas Peace Scholarship
13. Proposed--Not yet funded--South Korea, Spain
14. Russia
15. Russian Insurance Executives
16. South African Fellows
17. Thailand
18. Ukrainian Project
19. YOR Technical Training Centers

B. Prime Contractors

1. AED--Moroyav Foundation
2. CIEE
3. Eurasia Foundation
4. Ford Motor Company
5. Georgetown University
6. Government or Private Sector Organization
7. Humber College
8. ICETEX
9. IIE
10. Landesinstitut Fur Lehrerfortbildung
11. Local Company
12. PIET
13. Rosgossitrakh
14. SERCO (World Bank)
15. US/AID
16. World Learning, Inc.

C. Disciplines

- | | |
|------------------------------|--|
| 1. Agriculture | 13. ESL |
| 2. American Education System | 14. ESL Pedagogy |
| 3. American Literature | 15. Food Technology |
| 4. Automotive Technology | 16. Hotel/Motel Management |
| 5. Banking Systems | 17. Instructional Technology |
| 6. Business | 18. Insurance Executives |
| 7. Business Computers | 19. Manufacturing Distribution of Health Care Products |
| 8. Chemistry | 20. Merchandising |
| 9. Communications | 21. Natural Resources Conservation |
| 10. Distance Learning | 22. Quality Control |
| 11. Economic Development | 23. Senior Bankers Seminar |
| 12. Electronics | 24. Variety |

D. Number of students

- 656 trainees were involved in training programs.
- 18 consortium colleges participated in contract learning.

7. Does your college have the authority to issue J-1 visas?
Yes 7 -- 23 percent No 23 -- 77 percent

8. How many full-time faculty does your college/district employ?
■ 8455 full-time faculty are employed by the thirty colleges participating in this report.

9. How many different associate degrees does your college/district offer?
■ The thirty participating colleges in this report offer a combined 1014 degree areas with each college offering an average of 37 degrees in various majors.

10. How many different certificate programs does your college/district offer?
 - The thirty participating colleges in this report offer a combined 904 certificates in various specialized areas with each college offering an average of 30 certificate programs.

11. What was the head count enrollment for credit courses at your college/district for this recent spring term?
 - 400,792 credit students were enrolled at the thirty participating colleges in Spring Term 1995 with each college averaging 13,360 students.

INTERNATIONAL EDUCATION MATRIX

	7-1-94 to 6-30-95	
	Responses	Percent
Conduct Student Abroad Programs	21	70
Provide International Programming on Campus	26	87
Provide International Programming for Your Local Community	23	77
Participate in International Faculty Exchanges	18	60
Host Foreign Visitors	28	93
Enroll Foreign Students (on visas)	27	90
Vigorously Recruit Foreign Students	13	43
Offer ESL Courses	27	90
Engage in Internationalizing the Curriculum	28	93
Participate in Foreign Student Training Programs such as CASS, CASP, etc.	10	33
Engage in a Relationship with a Sister College Abroad	21	70
Participate in Fulbright Programs:		
Teacher Exchange Program	7	23
Lecturer Abroad	4	20
Scholar-in-Residence	6	25
Group Study Abroad	2	10
Obtain Local/State Grants for International Activities	13	43
Obtain Federal Grants for International Activities	15	52
Participate in "Sister City" Activities	16	55
Conduct International Training Programs for Local Business and Industry	18	69
Offer International Credit Courses	17	63
Offer an International Certificate	8	29
Offer an International Degree	5	18
Offer International Continuing Education	12	43

CURRENTLY PARTICIPATING IN INTERNATIONAL ECONOMIC DEVELOPMENT ACTIVITIES:

- 15 consortium colleges (50 percent) indicated they are currently engaged in economic development activities in 35 different countries.

- Countries:

- | | |
|-------------------|-----------------|
| 1. Albania | 10. Columbia |
| 2. Argentina | 11. Czech |
| 3. Asia Pacific | 12. El Salvador |
| 4. Bangladesh | 13. England |
| 5. Brazil | 14. France |
| 6. Caribbean | 15. Germany |
| 7. Central Africa | 16. Greece |
| 8. Chile | 17. Guyana |
| 9. China | 18. Honduras |

-
- | | |
|----------------|------------------|
| 19. Hungry | 27. Romania |
| 20. India | 28. Russia |
| 21. Japan | 29. South Africa |
| 22. Korea | 30. South Korea |
| 23. Kyrgyzstan | 31. Suriname |
| 24. Latvia | 32. Thailand |
| 25. Mexico | 33. Turkey |
| 26. Nicaragua | 34. Ukraine |
| | 35. Vietnam |

INTERNATIONAL EDUCATION ORGANIZATION MEMBERSHIPS:

- The most popular non-CCID organizations to belong to were the ACIIE with 13 responses and NAFSA with 7.
- Organizations:
 1. AACC
 2. ACIIE
 3. AIE
 4. APIC
 5. Boston Center for International Visitors
 6. CCIE
 7. CCIS
 8. CIEE
 9. Education Outreach Network
 10. ICEGO
 11. IIE
 12. IIE (Ints. Intl. Education)
 13. International Studies Association
 14. International Federation for Business Education
 15. Iowa Study Abroad Consortium
 16. Michigan Community College for Global Education
 17. Michigan International Development Education
 18. Midwest Institute of International Education
 19. NAFSA
 20. NCISPA
 21. NIEA
 22. Northwest International Education Association
 23. Oregon International Council
 24. South Carolina International Education Consortium
 25. Space Coast World Trade Council
 26. Spokane Consortium for International Studies
 27. WCCI
 28. Wisconsin World Trade
 29. World Affairs Council

INTERNATIONAL OTHER:

1. Center for International Business Education
2. Co-Host Monthly International Forum
3. Faculty Research Abroad (Russia & Baltic States, Senegal)
4. Florida Columbia Partners of the Americas
5. Host Yearly Naturalization Program
6. International Curriculum Initiative
7. International Education Coordination
8. International House
9. International Resource Center for the Shiga Michigan Sister State Relationship
10. Ohio Partners of the Americas
11. Space Coast Council for International Visitors

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Appendix

EMERGING OPPORTUNITIES IN INTERNATIONAL EDUCATION

by Maxwell C. King and Albert Koller, Jr.

The international movement for community colleges which began in the 1970s is racing forward with a speed and strength never imagined by its founders. Over the last five years the spectrum of international relations has changed almost beyond our ability to comprehend: the fall of the Berlin wall; wars in former Yugoslavia, the Middle East, and several African nations; the dissolution of the Soviet Union and the formation of the Newly Independent States; the abolishment of apartheid and emergence of a new South Africa; the harmonization of policies, standards and practices within the European Community; and the adoption of GATT and NAFTA. While the results have been both good and bad, one thread has remained constant: *The key to sustaining peaceful coexistence, improved living standards, and continued prosperity is international education. Knowledge is the only permanent remedy for poverty, corruption, and exploitation.* This theme is the dominant focus of our work in providing educational programs for the developing world.

As one of the first organizations to accept the challenge to provide social and economic development globally through post-secondary international education, Community Colleges for International Development, Inc. (CCID) began operations in 1976 with five member colleges. Since that time it has become the largest community college consortium of its kind, with more than 70 U. S. and Canadian Community, Junior, and Technical College members and affiliates from 27 states and two provinces of Canada (Humphrys and Koller, 1994). The experience gained and the linkages that have developed are the heart of a capability that is essential in meeting the growing demand for educational programs as global opportunities emerge in our future.

Developing An International Perspective

The need to promote local awareness of international activities is greater now than ever before. When CCID began operations, it did so as a pioneering effort that was a departure from the traditional roles of community colleges. Today there is clearly a demand for such services, stemming from local business interests and the large amount of import and export trade that is a part of virtually every American community. The earlier focus on narrow interpretations of community college charters has broadened to include a variety of international programs such as curriculum development in history, cultural studies, and language courses; study abroad programs; student and faculty professional exchanges; and short term "survival skills" training for travelers and those doing business abroad.

These initiatives have special importance for our local communities not only because they support current needs for our own economic development, but also because they lay a foundation for the coming changes in diversity in the American workplace that will demand cross-cultural sensitivity and improved interpersonal skills. The capabilities for delivering this kind of training are exactly the same as those needed to succeed in international education, giving us a double plus for the future.

Although many community colleges still have no formal goals for international education, those that do have adopted strategies that build upon partnerships so that no single institution bears the entire burden of program development and delivery in another country. Examples at the national level include the Community Colleges for International Studies (CCIS), working primarily in student study abroad; the Association of International Educators, (NAFSA), providing support to student services professionals; the American Council on International/Intercultural Education (ACIIE), disseminating information on international education; and the Community Colleges for International Development, Inc. (CCID), described earlier. There are also numerous state and

regional support organizations offering opportunities for international work. These groups are likely to expand in the future as demands become more complex and widespread, requiring the resources of a consortium to be successful.

CCID's member and affiliate colleges are active world-wide, offering educational programs and the latest techniques for participation in joint educational ventures that can be grouped under the four goals that shape its strategies:

1. Internationalizing colleges to develop an informed community and an enriched student population that can successfully function independently in a global setting.
2. Sponsoring international studies and exchanges to promote the understanding of cultural differences and the value of diversity, making people more effective in their own society and the world.
3. Developing linkages among institutions of the world to share information, gain insights, and increase knowledge in relevant disciplines and technologies.
4. Providing technical educational assistance to other countries to promote social and economic development that can be established and sustained locally.

Using the capabilities of our membership and a growing international network of educational contacts, we have been able to recognize and meet needs for increased international student enrollment; international tourism and travel; import/export trade; changes in job markets; and the evolution of the Information Highway. These are key areas that must be addressed by all community colleges as well as other institutions of higher education if we are to meet the demands for change and the great variety of international operations already on the horizon.

Emerging International Opportunities

In international education, programs involving local activities with which we are most familiar and comfortable offer the best places to begin. Study abroad and local trade group training sessions are good examples, and they provide a platform from which to launch more ambitious endeavors. Before long, needs and capabilities evolve and colleges begin to seek more challenging work, including contract training, educational consulting, and international program development and delivery. CCID has a history of successes in these activities and is continuously identifying opportunities for the future that build on these earlier experiences.

One of the elements in our strategy for success in international programs is the choice of areas in which work will be done. This is a major consideration for every college doing international work. Another element -- the one essential to success in every case -- is the quality of the people involved. They are the key to successful programs, and we have been fortunate to make lasting contacts with the authority and personal commitment needed to carry out the goals stated in our agreements.

Through a series of early successes, CCID has grown in experience and capability, and now looks forward to the opportunities for in-depth educational work that are emerging in many areas of the world. Here are some examples:

Suriname And Guyana

South America, with its many countries and variety of cultural heritages, is one of the most challenging areas of the world in which to work. CCID has been fortunate to have made good contacts early in our work with key people there.

SURINAME

The Republic of Suriname and Community Colleges for International Development have shared a mutually beneficial and cooperative relationship since their separate beginnings nearly twenty years ago (Fersh and Humphrys, 1982). Once a Dutch colony (Dutch Guyana), Suriname became independent from the Netherlands in 1975. Nearly 90% of its population is centered in the capital city of Paramaribo, with the remainder of the country largely undeveloped jungle and ecologically pristine wilderness. Suriname offers a great challenge to provide educational services to a wide diversity of people living in far flung areas without many of the services we have come to rely upon. Distance learning offers the best opportunity to reach such an area, with challenges such as the mountainous terrain in the interior that limits broadcast television coverage.

Our program in Suriname is now in its 16th year and remains one of the most effective and successful. The project has two related parts. The initial, ongoing program of technical and vocational training is sponsored by the Ministry of Education for teachers in Suriname's educational institutions. This program is reviewed and funded annually, with moneys from several sources including the Organization of American States and the ALCOA Foundation. There have been more than 50 students from Suriname sponsored by the Ministry of Education to come to the U.S. for workshops and training. Most have returned to Suriname to teach in the Surinamese educational system at the secondary level. Several participants subsequently entered and completed formal degree programs at U. S. colleges.

In 1993 a professional development and transfer credit program began under the sponsorship of TELESUR, the Telecommunications Company of Suriname, for their employees. The TELESUR projects are funded by the company on a case-by-case basis, with workshops designed for specific proposals. Workshops have already provided training for career and professional development to more than 100 students.

A Center for Education is planned in conjunction with a new Polytechnic, one purpose of which is to coordinate the company's higher education programs for employee and professional development with organizations having similar educational needs. Also, a study abroad ecology tour has just been initiated. Workshops are scheduled for both the Ministry of Education and TELESUR for 1995 and the program is expected to further expand over the next two years.

GUYANA

In Guyana, CCID has initiated a University Development Linkage Program (UDLP) funded by the United States Agency for International Development (USAID), conducted in conjunction with Harris-Stowe State College, Missouri. Now in the second year of a five year grant, the program includes internships in the United States for selected Guyanese participants working with mentors at CCID colleges, as well as in-country delivery of training for teachers and development of learning resources for use there. Using CCID as a resource to link programs, Guyana and Suriname are now cooperating by coordinating invitations between their countries for participation in courses and workshops where possible. This sharing broadens the impact we are able to make and offers a model that can significantly expand our effectiveness.

Russia and Eastern Europe

CCID has been active in Russia and Eastern Europe for nearly ten years -- well before the end of the Cold War. As governments and economic systems have changed from centrally controlled to market-directed, the need for training in new skills and business concepts has skyrocketed. We are pursuing development activities in Russia, Romania, Hungary, and the Czech Republic to provide technical assistance, curriculum development, training, and educational consultation.

However, U.S. government funding is being reduced for these areas, so opportunities are more difficult to implement.

RUSSIA

In today's Russia, educational processes are underway to support decentralized management, and numerous splinter groups have sprung up to provide training and skills upgrades to meet the needs of local labor and services markets. Conversion of the economic system is well underway, but there is a major deficiency in skilled and experienced leaders. Access to adult education is very limited. The community college model offers significant advantages.

HUNGARY

In Hungary, where students at the university level are selected by national examinations and have traditionally received their post-secondary education tuition-free, large scale changes are underway. In addition to the demand for new skills to serve the emerging market economy, the educational system is in transition and students will pay a share of tuition costs beginning in fall, 1995. Community college programs are currently under review by educational leaders in Hungary for possible use in programs at existing, narrowly specialized polytechnics or, more likely, in combination with university programs that link existing systems to provide improved access to low cost, relevant, work-related training for large numbers of people.

CZECH REPUBLIC

In the Czech Republic, the financial system is struggling with problems similar to those in Hungary. University programs are presently restricted to a small percentage of the population able to meet stringent entrance requirements, while the need for well-trained managers, technicians, and service people is growing. These issues require solid programs with multi-year funding sources and a good strategic plan to provide sustainable programs that will operate independently. The American community college model fits the need well, but there may be insufficient resources to do what is needed in the near term.

Working within the limited resources that have been available to community colleges, CCID has engaged in ongoing exchanges with colleges operating in Eastern Europe since 1978 and in Russia since 1993. Exchange agreements include: Czech Technical University, Prague, Czech Republic; Technical University of Budapest, Budapest, Hungary; Moscow State University, Moscow, Russia; University of Craiova, Romania; University of Bucharest, Romania; and University of Veliko Turnovo, Bulgaria. This approach has proven to be especially valuable in building trust and long term, sustainable relationships.

The Eastern European/Russian Exchange Program provides an ongoing opportunity for participating institutions and faculty to serve exchange assignments in selected disciplines ranging in duration from one semester to one year at a host institution. While one-to-one reciprocity is not required, we attempt to maintain a balance among CCID colleges and our international partnering institutions. The sending college is responsible for faculty salary, travel expenses, and return arrangements for each candidate. The receiving college provides cost-of-living stipend, health insurance, visa, housing, local transportation, and basic living support at the host site. In addition to reports from the professor assigned to each exchange, we have produced an Eastern European Exchange Handbook to provide guidance and policy, as well as information sheets and exchange agreements for each institution (Koller, 1993). Regular visitations are conducted by program managers from each institution to conduct faculty interviews, develop needed changes and improvements, and review and update program documentation. The project is renewed annually, and there is no external funding source.

There have been more than 80 sponsored professional exchanges and several "spin-off" short term exchange programs with individual colleges since the inception of this program. Our faculty exchange programs have become the foundation for English track programs in two leading universities and continue to be one of the most popular and productive of CCID's programs abroad.

Republic of China, India, and Thailand

Asia, with its large population and growing economies, is bursting with the need for low cost, accessible, relevant education for its people. CCID has established its oldest ties and deepest roots in this part of the world, where the future will clearly demand new techniques and better access to information and knowledge at every level of society.

REPUBLIC OF CHINA

The Republic of China (ROC), Taiwan, is CCID's most senior partner in international education. The relationship was initiated in 1978 through a Bilateral Agreement that became a blueprint for agreements with other countries and still provides the framework for our activities with ROC under a ten-year agreement that was signed in 1986. In addition to exchange visits by presidents, administrators and faculty from both countries, professional development workshops and training have been provided both in the United States and ROC for several hundred students. Subsequently, CCID entered into an agreement with the International Cooperation Association of Technical Institutes, a consortium of technical institutes in ROC for international activities. Activities have continued since 1990 under that agreement, with administrative exchange visits to both countries on a regular basis.

Our activities with the ROC provided a model from which many of our current programs were derived. In particular, the value and need for active participation by our presidents through exchange visits and the evolution of training from initial vocational/technical subjects to ESL have helped define our relationship over time. The political changes that have taken place over that period of time have posed challenges that have helped CCID grow and mature as an international resource. In ROC, the student has surpassed the teacher in many areas with laboratories and equipment that have become a model for much of the world. CCID is proud to have played a role in the evolution and development of that country's educational system, and we continue to send and receive scholars under our latest agreement.

INDIA

CCID has been involved with India for more than 20 years. Beginning with Fulbright scholarships and continuing with presidential exchange visits and site evaluations, we have been actively seeking programs with colleges and technical institutes as part of a long term mutually beneficial relationship for educational exchange.

Our first large program has come in the form of a University Development Linkage Program approved in 1991 with funding from USAID. Now in its third year, the project is developing a Center for Vocational Education in Madras. Faculty from participating CCID institutions are teaching technical programs and providing educational assistance via short term programs and workshops in-country. The Center now houses the faculty on their visits and will be able to sustain its operation independently at the end of the grant period. Special techniques are being used to address the needs of the Madras area, such as the translation of small business development curriculum into Tamil and development of a text for illiterate and semi-literate students. This is a good example of the flexibility and responsiveness needed to assure success in international development programs.

THAILAND

Thailand is CCID's newest partnership, initiated through an educational advisory visit hosted by University Foundation of Thailand, a private, not-for-profit foundation. A team of five U.S. experts consulted and traveled extensively in that country to review existing resources and make recommendations for the use of the U.S. community college model there. The need is great, and the suggestions made for adapting community college concepts were readily accepted by government and business leaders who have the responsibility to shape educational policies there.

From an educational perspective, Thailand is in a strategic location to serve the educational needs of southeast Asia as well as its own people. It is a country of some wealth, seen most clearly in and around Bangkok. The rural areas have fewer resources, with only limited running water and plumbing. English is not universal but is common in many areas, taught beginning in primary schools. Compulsory education in Thailand ends at grade six, after which students can opt for work or can proceed to secondary school through grade ten. At completion of grade ten a national examination determines who can be accepted at universities.

For those who do not pass the exam, there are technical and vocational schools that prepare students for work. Transfer from these to the university system is theoretically possible but functionally impractical. There are 36 Thai teachers' colleges in their second year of becoming comprehensive post-secondary institutions, but progress is slow and faculty must be trained in the requisite discipline skills. Private colleges exist for students not qualified by examination for the Thai university system, but they are very expensive and graduation is difficult.

Thailand is a good example of the kind of international development work that CCID is best prepared to implement. A great amount of preparation has already been completed to introduce a community college-based program in Thailand, and training will begin this year in the Nongkhai/Udon area of northern Thailand -- the most rural and least developed part of the country -- for ESL and short term courses in business and technical topics. CCID will provide faculty, as well as technical assistance and consulting expertise to support this initiative, with funding by program sponsors in Thailand.

Becoming Citizens of the World

One of the most difficult aspects of international work is determining whether the programs we provide meet the needs of the people in the countries that participate. Differences in pedagogy, cultural values, language, and expectations combine to make evaluation both more challenging and more valuable in assessing outcomes. We recognize this issue and have attempted to improve feedback through on site face-to-face evaluations and presentations by key international representatives at our international conferences in addition to formal assessments by participants at our workshops and training sessions.

The positive responses provided by participating educators from the countries we have served are gratifying and indicate that our community college system has produced results that have nearly universal appeal for international applications. The following statement from H. H. Rusland, Suriname Minister of Education, is an example of the ability of our community college system to assist not only ourselves, our colleges, and our communities, but also other countries, wherever the precepts of education are accepted:

"...The Republic of Suriname finds it an encouraging circumstance that though there are notable differences in social outlook between a country such as the United States and Suriname and some other Caribbean countries ... CCID has been sensitive to the approach we like to take in tackling societal problems. This attitude of CCID whereby

assistance is being accorded to our needs as defined by ourselves may be developed into an international model in which international cooperation transcends political differences".

At the 18th Annual CCID Winter Conference in Orlando, Florida, Dr. Dale Bisnuth, Guyana's Minister of Education and Cultural Development provided a speech that inspired our membership. His sincerity and deep emotions were matched only by his eloquence in language as he made clear to everyone what he termed "the irreplaceable value of CCID's educational contribution" to his country. Anyone hearing such an expression first hand will never again doubt the value of community college work abroad.

CCID has sustained a history of success and rewards from which to draw strength and wisdom for the coming challenges in international development. We look forward to maintaining our long term relationships and exchange programs while establishing new partnerships in support of these new opportunities. As we move into the future, community colleges will play an increasing role in bringing to our citizens, businesses, government, industry, and ourselves the opportunity to assist in shaping the world in which we live. Every community college can serve the broader interests of their community by becoming a true "citizen of the world".

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