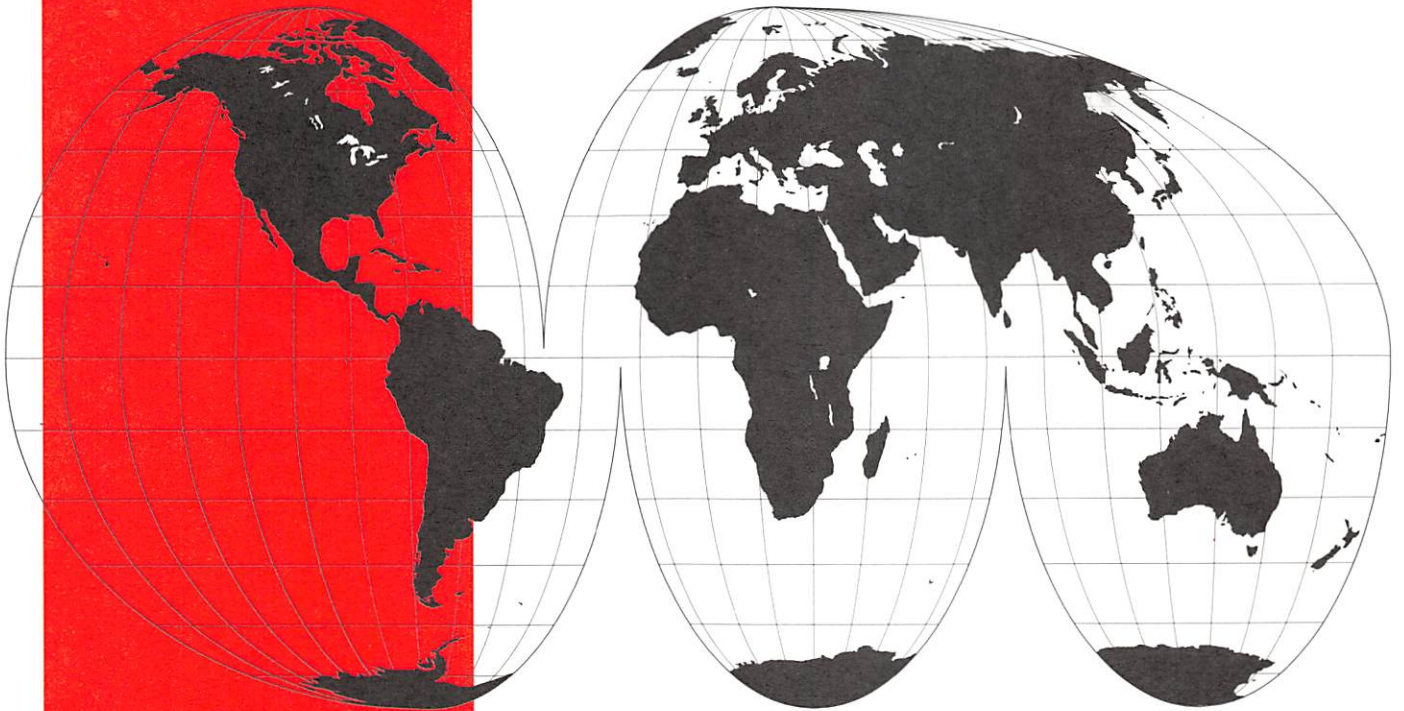




CCID

Community Colleges for
International Development



Capabilities Statement

1999



CCID

Capabilities Statement

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CCID

Community College for International Development, Inc.

Introduction

This document is designed to introduce you to some of the international training capabilities of Community College for International Development, Inc.

CCID has a twenty-three year history of matching the expertise of the community colleges, to the needs of international clients. We have an outstanding operational capability, with member colleges throughout North America, and six other countries. Our training resources are vast, with over 300 programs, and more than 20,000 faculty within our reach.

This document represents the next step in presenting our expertise to a wider audience. It shows the depth and breadth of our portfolio, and keeps an account of our activities.

We are pleased to be able to share this information with you, and hope that you will contact us at the Executive Office to discuss our mutual interests in international programming.

John Halder
Executive Director



Executive Offices • 6301 Kirkwood Blvd. SW • Cedar Rapids, IA 52406 • USA
Telephone: 319-398-5653 • Fax: 319-398-1255
www.ccid.kirkwood.cc.ia.us



Community Colleges for International Development

Corporate Profile

The Community Colleges for International Development, Inc. (CCID) is a consortium of more than 90 colleges from the United States, Canada, and six other countries. The Consortium is a diverse grouping of colleges, committed to vocational/technical education and training in the international domain.

CCID is in the unique position of being able to match the delivery capabilities of the members with international training needs. The sector markets targeted by CCID generally fall within the following categories: environment, health, child care/development/population, trade and industry, computers/MIS, management/business/administration, agriculture and food processing. With its network of colleges, CCID has delivered educational programming to hundreds of locations around the world.

CCID is the leading organization in two-year post secondary international vocational/technical education and training. Membership is selected in order to represent a cross section of the best community colleges with the broadest range of capabilities possible. This gives CCID the ability to be a quality provider of educational services worldwide.

Incorporated in 1976, CCID operates as a nonprofit consortium 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 1.2 million students, these colleges offer more than 300 programs in technical and vocational subjects plus university parallel and community service programs.

CCID Goals and Strategies

CCID is dedicated to strengthening the economies of the member colleges' service areas. This is achieved through investment in human capital. By providing a global perspective, and through technical assistance to other countries, CCID has become a major catalyst for change. Its goals are to:

- provide opportunities for internationalizing curricular and service capabilities
- develop linkages with/for local business and industry
- foster and support programs of international studies and exchanges
- coordinate an international network of participating institutions
- having similar interests
- provide technical educational assistance

To accomplish its goals the consortium implements seven distinct strategies:

Technical Training and Support

Longterm (generally six months or longer) and shortcycle training programs are conducted abroad or at CCID colleges. Interested countries/agencies request onsite technical assistance or send representatives to visit one or more of the 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.

Consulting and Resource Development

CCID colleges have among their staff and faculty, recognized leaders in occupational, vocational and technical education. Consultant services are available in curriculum



evaluation, educational planning; management training; design of physical facilities, identification, procurement, and utilization of instructional equipment; strategic planning; fiscal management, governance and administration; and international articulation.

Bilateral and Cooperative Agreements

CCID enters into bilateral and cooperative agreements with ministries of education, educational consortia, other government and nongovernmental organizations, and individual educational institutions. These agreements provide for the joint development of projects, which may be funded by the parties, governmental agencies, or other external sources. Activities have included faculty internships, technical teacher training, train-the-trainer workshops in the U.S. and abroad, cultural exchanges, curriculum development, and educational needs assessments. CCID has current active agreements with the Guyanese Ministry of Education, the National Institute of Higher Education, Research, Science and Technology (NIHERST, Trinidad and Tobago); 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 (Prague).

International Students/Scholars

CCID sponsors on behalf of the colleges within the consortium, student and scholar exchanges. CCID colleges market student study abroad activities through the consortium. The CCID Faculty Ex-

change Program has enabled hundreds of scholars from the consortium's colleges, the opportunity to work overseas for periods of one semester to one academic year. CCID Exchange Agreements are in place with cooperating institutions in Hungary, the Czech Republic, Romania, Russia, India and Australia. Individual colleges within the organization have hundreds of relationships with colleges and universities around the world, providing an unparalleled resource.

International Visitors

CCID hosts delegations and individuals from around the world. Of specific interest to visitors is the ability of CCID to offer visitors multiple opportunities to visit colleges in every part of the country, offering every possible academic and vocational/technical discipline.

Conferences and Seminars

The CCID annual conference, held January/February each year is viewed as the preeminent event in the U.S. for those with an interest in global economic development from the college perspective. Speakers and visitors of national and international renown, gather with college practitioners to share projects and experiences. The summer workshop is an inhouse event designed for planning and in-service activities. Periodically, CCID offers and sponsors special workshops on specific issues.

CCID Fellowships and Awards

Each year CCID offers an award to an outstanding college practitioner who has undertaken exemplary work.



specifically for faculty who have submitted an international project. The Fellow has a project to develop during the intervening year. The project is then presented at a CCID conference.

CCID Colleges Specialize in the Following Services:

- Educational, Vocational and Technical Training
- Curriculum Development
- Staff Development
- Institutional Capacity Development
- Custom Design and Delivery of Programs
- Training Needs Analysis and Skills Development

In Summary, CCID Colleges Provide:

- Highly qualified faculty, many with industrial/business experience
- Demand driven education, reflecting competency based outcomes
- Modern and up to date laboratory facilities and classrooms
- Responsiveness and flexibility to community needs
- Expertise and innovation in distance learning
- Responsiveness to international clients and customers
- Faculty and staff with international experience
- Experience with cultural differences and their implications
- Overseas membership in Asia, Latin America and Europe
- A network of expertise and partners throughout the world.





Summary of Recent CCID International Projects

During the 1997-98 year, 74% of the CCID member colleges undertook international projects in the following countries:

Argentina	Korea
Australia	Lesotho
Barbados	Malaysia
Botswana	Mexico
Cambodia	Namibia
Canada	Norway
Caribbean	Panama
Chile	Philippines
China	Romania
Czech Republic	Russia
Denmark	Singapore
El Salvador	South Africa
Faroe Islands	Suriname
Finland	Swaziland
Germany	Sweden
Greenland	Tabago
Guyana	Thailand
Hong Kong	Trinidad
Hungary	Turkey
Iceland	United States
India	Venezuela
Indonesia	Vietnam
Ireland	

Funding agencies during the past year included:

Department of Agriculture
NAFSA
Fulbright
Canadian Federal Grant
USIA
Department of Education
World Bank
Fund for Ireland
FIPSE
USAID





Project Title
UDLP/Guyana/
CCID
University
Development
Linkage Project
of US Agency for
International
Development/
Guyana/
Community
Colleges for
International
Development

Country of
Activity
The Cooperative
Republic of
Guyana

Funding Agencies
and Amount
Funded
The United States
Agency for Inter-
national
Development,
Participating
Colleges, Guyana
Ministry of
Education and
CCID Project
Budget
\$1,403,000
for 5 years

Project Description

A five-year linkage project between participating CCID colleges and the post-secondary technical institutes of Guyana.

The project objectives:

- Enhance technical and management skills of Guyanese post-secondary faculty and staff through (3-month) attachments to CCID colleges.
- Promote institutional development and enhance trainingskills of Guyanese educators through a series of (3-week) workshops in Guyana.
- Increase the globalization at CCID colleges through intercultural and international activities designed for students, faculty and staff.
- Sustaining the mutually beneficial relationship between the CCID and Guyanese participants beyond the five-years of funding.

Outcomes

Sixteen Guyanese faculty and staff have completed attachments at CCID colleges. Each attachment was defined by realistic goals that were attained. The topics included: Best teaching practices, academic administration, Mig and Tig welding, electrical installation, introduction to Microsoft Office, agricultural mechanics, automotive mechanics, database and others.

Fifteen workshops delivered by CCID staff have been completed in the same topics as the attachments. More than 200 staff from the Guyana technical institutes have attended. Most of the participants have obtained in-service credit toward certification in these workshops.

More than twenty CCID staff have worked in Guyana during the 5-years of this project adding to the globalization of CCID staff and their respective colleges.

Additional activities spun-off of this project include the shipment of more than 180,000 lbs. of donated surplus equipment. This equipment was secured by participating CCID colleges and has included books, auto engines, furniture, more than 80 computers, metal shop equipment and electronic equipment.

Participating Colleges

St. Louis Community College
Harris-Stowe State College
Blackhawk College
Brevard Community College
Delaware County
Community College
Eastern Iowa Community
College District
Hawaii Community Colleges,
Kirkwood Community College
State Center Community College
District



Project Title

**Don Bosco
University**

**Country(ies) of
Activity:
El Salvador**

**Funding Agencies
and Amount
Funded
KFW, a German
government
agency
\$225,000**

Project Description

The Universidad Don Bosco/Community Colleges for International Development Program is the largest performance-based, technical assistance contract in the history of CCID. The program is funded by *Kreditanstalt Für Wiederaufbau* (KFW), a German government agency. The concept was drafted in 1995 and began operations in March 1996. However, in-depth discussions and negotiations took place among the parties before the program began. In the process, new reporting formats, operational procedures, outreach and recruitment activities, and administrative mechanisms, were developed and written in Spanish and English.

The program operates under a "Task Order" concept which outlines a series of priorities. Each Task Order designates the scope of work required by the experts. The CCID Lead Institution, Rancho Santiago Community College District (RSCCD) responded to the Task Order within 30 days of receiving a request. The response shows action to be taken, the personnel to be provided, time period of task performance, and other information.

Essentially, the program has five priority areas:

- Strategic Planning
- Administration/Finance
- Academic Administration/ Curriculum
- Sustainable Projects
- Accreditation

In addition, two other areas of work are included in the program.

- Planning and Management of the program 9
- Contingency Phase

Outcomes

- Mutual presentation and training visitations among participating colleges have developed will founded operational models in the priority areas.

Participating Colleges

Rancho Santiago

**Community College (lead),
California**

**Brevard Community College,
Florida**

City Colleges of Chicago, Illinois

**Daytona Beach Community
College,**

**Florida, Delaware County
Community College,
Pennsylvania**

**Delaware Technical & Community
College, Delaware Middle States**

**Commission on Higher Education,
California,**

**St. Claire College, Canada,
Universidad Politecnica de**

Puerto Rico,



Project Title
Community
College
Linkage to
Vocational/
Technical Training
Programs in India

Country of
Activity
India

Funding Agencies
and Amount
Funded
United States
Information
Agency (USIA)
\$750,000 over
5 years.
University
Development
Linkage Project

Project Description

Establish a Centre for Vocational Education (CVE) to develop short-term, technical/vocational education training programs aimed at high school dropouts. Community college faculty traveled to India and lived at the Centre to create and develop the curriculum and develop training materials.

Outcomes

- Developed eight curriculums:
- Geriatric Home Health Aide
- Handyman Training: electrical, plumbing, carpentry and masonry
- High Reliability Soldering
- Life Skills
- Mother and Child Welfare
- Repair and Maintenance of Air Conditioners and Domestic Refrigerators
- Small Electrical Appliance Repair
- Small Business Development
- Over 2,000 persons trained
- U. S. community college faculty become more internationalized and aware of training needs in an emerging country.
- Indian faculty received curriculum designed for specific training programs.

- 200 people attend an international conference in Chennai on the Training Options for Early School Leavers.
- The success of the Centre for Vocational Education led to the creation of Madras Community College.
- Eastern Iowa Community College District utilizes their Indian exposure to obtain a Department of Education Title VI-B grant to internationalize their business curriculum and develop a trade mission to India.
- Sinclair Community College followed up on in-country contacts to partner with Stella Maris College in a USIA-funded College and University Affiliations Grant. The purpose is to develop a functional literacy program targeted to women in rural villages surrounding Madras.

Participating Colleges
Sinclair Community College,
Dayton, Ohio
Eastern Iowa Community
College District, Davenport



Project Title **Caribbean** **Conference** **on Workforce** **Education** **and Training** **(CARICOM)**

Country(ies) of
Activity
United States
Thirteen
Caribbean
countries in the
Caribbean
community

Funding
Agencies
Organization of
American
States,
Ministry of
Education,
Suriname
Ministry of
Education,
Guyana
Suriname
Employees
Telesur
CCID

Project Description

The purpose of the conference was to provide a forum to identify the development needs of the fourteen countries in the Caribbean community, to propose options to meet identified needs, and to develop action plans to respond to the identified needs.

The following major objectives were proposed:

- To present economic strategies of the OAS, CARICOM, and funding agencies for discussion and correlation with national economic development plans
- To identify goals and objectives in national economic development plans that would provide opportunities for cost-effective regional projects
- To identify opportunities for regional cooperation in workforce training
- To offer CCID as a resource for planning and implementing economic development and manpower training projects

Outcomes

The following six major issues were identified and a draft plan for each was developed.

- Technical Teacher Training
- Training Standards and Certification
- Technical Vocational Education and Training (TVET) and Business/ Industry Partnerships
- Development of Shared National Databases
- Technical Vocational Education and Training (TVET) Governance
- Improve Image of Technical Vocational Education and Training (TVET)
- CCID expects to assist the countries of the CARICOM by providing a strategy and a global funding source to assist these nations in the development for a trained workforce, establish international standards, and increase the quality and productivity of their products and services.

Participating College
Fourteen CCID Colleges
participated in the project.



CCID

Project Title

**U.S.-Asia
Business
Partnership
Program**

**Country(ies)
of Activity
Philippines
Vietnam**

**Funding Agencies
and Amount
Funded
U.S. Department
of Education,
Title VI B
\$139,601**

Project Description

The Eastern Iowa Community College district has entered into partnership with Iowa-Illinois International Trade Association; Davenport Chamber of Commerce; Small Business Development Center Eastern Iowa Subcenter; SBDC State Office; and Community College for International Development to promote the development of international trade activities. The goals of the project are fourfold:

- Enhance international business education programs at EICCD
- Expand the capacity of the business community to engage in international business activity
- Provide for connecting activities between the college business education program and the international activities of the local community
- Disseminate and expand upon project activities and outcomes to sustain the U.S.-Asia trading relationships

The project focuses upon developing a trade relationship between small- and medium-sized companies in the U.S. and companies in Vietnam and the Philippines.

Outcomes

- Enhance International Business and Culture Education Programs.

A new course entitled, "International Communications" has been completed and four new course modules are being developed and will be incorporated into existing courses.

- Expand the Capacity of the Business Community to Engage in International Business.

More than 50 companies will be directly impacted by this project. These companies will either participate

in a trade mission to the Philippines and Vietnam, participate in a catalogue show, or receive education/consultation to assist them in doing business in Vietnam or the Philippines.

- Provide for connecting activities between the college business education program and the international activities for the local business community.

Project staff are working with businesses to develop work-based learning activities, and bring students and business people together in formal and informal professional settings.

- A resource center has been established to serve the needs of students and the business community.

The center will contain:

- written resource material on U.S.-Asia trade general international trade material
- customized international business assistance and counseling
- directory of training opportunities
- matching of student projects with business interests
- directory of resource people locally, statewide, and nationally,
- directory of contacts and resource people in Asia
- two videotapes, *Doing Business in Vietnam* and *Doing Business in the Philippines*

Participating College

Eastern Iowa Community College District



Project Title
CCID/NIHERST
Community
Colleges for
International
Development/
National
Institute for
Higher
Education,
Research and
Science, Trinidad
and Tobago

Country of
Activity
Trinidad &
Tobago, West
Indies

Funding
Agencies
A direct contract
with NIHERST
through the
Trinidad &
Tobago

Project Description

A unit-cost contract to provide CCID consultants and attachments for NIHERST staff to CCID colleges. Other services may also be obtained from CCID staff and colleges.

NIHERST has been charged with unifying a fragmented post-secondary education and training system of Trinidad and Tobago under a North American community college model. Twelve separate delivery units including nursing, x-ray technology, information systems, agriculture and a number of technical institutes will become The National Community College of Trinidad and Tobago. This undertaking will include the establishing of all of the student, academic, administrative and financial systems under one entity.

Outcomes

A plan of action was written for a steering committee and sub-committee.

- The project provided increased knowledge of the community college model, and distance learning.

Participating Colleges

St. Louis Community College,
Missouri
Delaware County Community
College, Pennsylvania
Eastern Iowa Community College
District, Iowa
Kirkwood Community College,
Iowa



Project Title
Asian Pacific Economic Cooperation – Human Resources Development for Industrial Technology

Country(ies) of Activity
Eighteen Pacific Countries

Funding Agency
CCID

Project Description

The Asian-Pacific Economic Corporation (APEC) was formed in 1989 in response to growing interdependence among Asian-Pacific economies. Today APEC includes all the major economies of the region and many of the fastest growing economies of the world.

Current APEC membership includes Australia, Brunei, Canada, Chile, People's Republic of China, Hong Kong, Indonesia, South Korea, Japan, Malaysia, Mexico, New Zealand, Papua New Guinea, The Philippines, Singapore, Chinese Taipei, Thailand, and the United States.

There are ten working groups in APEC. One of the working groups, the Human Resource Development Working Group, employs networks to carry out its project work. One of these networks is the Human Resource Development for Industrial Technology (HURDIT) Network.

The goal of HURDIT is to contribute to the well being of people in the region by supporting the design, development, and delivery of practical and relevant training within the field of industrial technology.

Outcomes

CCID supports one person to HURDIT for the following purposes:

- To stay on the horizon of opportunities for CCID that emerge from this vast area.
- To demonstrate our support to the U.S. Department of Labor as a vocational technical education service provider on an international basis.
- A CCID commitment to providing industrial technology expertise to this international activity.



Participating Colleges
Humber College
CCID Representative



Project Title

Barents Sea Consortium

Country(ies) of Activity

Norway, Denmark, Faroe Islands, Finland, Sweden, Russia, Iceland, Greenland

Funding Agencies

CCID linkage development funding \$4,500

Project Description

In June, 1998, an international seminar was held in Kirkenes, Norway, to identify cooperative educational areas and establish a permanent consortium in the Barents Sea for the purposes of studying the feasibility of establishing partnerships in education and economic development. The seminar was hosted by Ms. Oddrunn Pettersen, Norway's General Secretary for the Barents Euro-Artic Region. Participants included high government officials and key educational leaders from Norway, Denmark, Finland, Sweden, Russia, Greenland, U.S. and other countries. As result of this seminar, a Regional Council of Rectors is being organized. This council will coordinate programs and projects in such areas as distance education, health, small and micro business development, tourism, fisheries, and others as requested.

Outcomes

- CCID is providing technical assistance in the formation of this Council.
- A memorandum of understanding between CCID and the Barents Sea Council has been signed.



Participating Colleges

**Rancho Santiago Community College District (lead), California
Neils Brock College, Copenhagen, Denmark**



Project Title

**Cochran
Program**

**Country(ies)
of Activity
Poland**

**Funding Agencies
Cochran
Foundation**

Project Description

The objectives of the program were to provide short-term training in three distinct areas:

- Agriculture
- Business and Trade Development
- Academic

The Polish participants were business people and academics in the field of agri-business, so the program was directed accordingly. The participants were provided with numerous opportunities to come into contact with agri-business and farm related enterprises. Examples include farm supply companies; an herb cooperative; feed mills; agricultural welding company; small equipment manufacturer; swine, beef, grain, and sheep farms; and a rural bank, among others.

The academic part of the program was practical and hands-on, and was intended to give the participants a full overview of the free market system and small business development in the agricultural economy.

Workshops included business plan development; new product development; competition and marketing; and commercial banking.

The program was delivered through the services of Kirkwood Community College Rural Development Center and the Kirkwood New Business Center. Cultural components included visits to the Governors office at the state capital, the role of a grass roots economic development group, lunch with the Iowa Pork Producers Association, a visit to the Cedar Rapids International Trade Bureau, and a farewell dinner with the Mayor of Cedar Rapids.

Outcomes

The goals of the program were achieved. Participants gained an understanding of the free enterprise system as it relates to agri-business. This goal was surpassed, and the participant evaluations were excellent. Participants especially appreciated the business planning materials and the focus on marketing and advertising. The home stays, and the personal relationships established through them were highly valued.



Participating College
Kirkwood Community College



Project Title

**Cochran
Fellowship
Program**

Country(ies) of Activity

**Venezuela
South Africa
United States**

Funding Agencies

**Cochran
Foundation**

Project Description

Hinds Community College has completed two projects and is starting a third project. The first project was with the Director Productores Avicolas Zulia, Venezuela. The purpose of his visit to Hinds was to receive training in value-added poultry processing and instruction in the futures and options markets. Topics included formulation and laws; equipment use and safety; quality control in processing; packaging and distribution; and futures and options. Laboratory activities were conducted at local poultry processing plants and food distribution companies.

The second project involved participants from South Africa to receive basic training and hands-on experience in agricultural cooperative extension services. Topics included were history of the U.S. Extension Service and its role in the government; development and cooperative extension programs in Mississippi; genetic livestock breeding and extension programs for youth; empowerment of farmers through cooperative lobbying; and small scale processing.

The third project will be a replication of the agriculture extension program, with additional participants from South Africa.

Outcomes

- Project information and training for poultry producers from Venezuela.
- Provided information and training in cooperative agriculture services for farmers from South America.



Participating Colleges
Hinds Community College,
Mississippi



Project Title

Curriculum Alignment

Country(ies) of Activity

Australia

Canada

United States

Funding Agencies

Community Colleges

for International Development

Royal Melbourne Institute of Technology

Project Description

The goals of the project were:

- To facilitate transfers to colleges/universities outside the students' normal country of domicile.
- To develop a process whereby other colleges could replicate this process.
- To establish CCID in a prominent position to facilitate college/program articulation on an international basis.

Several steps were taken to facilitate the attainment of the goals:

- Selection of faculty specialists
- Conduct workshops on curriculum alignment
- Facilitate a person-to-person meeting with faculty counterparts from CCID colleges and the Royal Melbourne Institute of Technology.

The curricular areas chosen for the articulation project were electronics (Brevard Community College); hotel and restaurant (Delaware County Community College), Media (Humber College); aviation (State Center Community College District); and office administration (Leeward Community College). The programs selected were diverse in terms of curriculum, geographic location, established standards of faculty qualifications, characteristics of advisory committee membership, and other characteristics of strong career programs.

Outcomes

- Alignment of curricular areas, with the exception of aviation, were determined to be feasible.

Participating Colleges

Royal Melbourne Institute of Technology, Australia

Brevard Community College, Florida

Delaware County Community College, Pennsylvania

Humber College, Ontario, Canada

Leeward Community College, Hawaii

State Center Community College District, California



Project Title
Faculty Exchange
Program

Country(ies) of
Activity
Hungary
Czech Republic
Romania
Australia

Funding
Agencies
Participating
Colleges

Project Description

CCID provides opportunities for faculty from the Member and Affiliate colleges to participate in a semester or academic year length exchange program. The overseas partner institutions are:

Hungary	Technical University of Budapest College of Accounting and Finance, Budapest College of Commerce, Catering and Tourism, Budapest
Czech Republic	Czech Technical University
Romania	University of Oradea West University, Timisora
Australia	TAFE Organization, Melbourne

Each year CCID members and affiliates may apply for their faculty to take part in the exchange program with the above institutions. The exchange may, or may not, be reciprocal. The sending institution pays for air and land costs to the destination, and the receiving institution arranges housing and a stipend. Further details and the Exchange Handbook are available from the program coordinator.

Outcomes

- Colleges have enhanced global awareness.
- Faculty members have gained an appreciation of other cultures.



Participating Colleges
All CCID member colleges are eligible.



Project Title

**U.S.-India
Business
Partnership
Program**

**Country(ies)
of Activity
India**

**Funding Agencies
and Amount
Funded
U.S. Department
of Education,
Title VI B
\$147,423**

Project Description

The Eastern Iowa Community College district has entered into partnership with Iowa-Illinois International Trade Association; Davenport Chamber of Commerce; Small Business Development Center Eastern Iowa Subcenter; SBDC State Office; and Community College for International Development to promote the development of international trade activities. The goals of the project are fourfold:

- Enhance international business education programs at EICCCD
- Expand the capacity of the business community to engage in international business activity
- Provide for connecting activities between the college business education program and the international activities of the local community
- Disseminate and expand upon project activities and outcomes to sustain the U.S.-India trading relationships

The project focuses upon developing a trade relationship between small- and medium-sized companies in the U.S. and companies in India.

Outcomes

- Expanding the capacity of the business community.

As a result of the activities of this project, 25 small and medium-sized companies participated in a catalogue show in India, and six additional companies participated in a very successful trade mission to India. More than 50 companies were provided with education and assistance in doing business in India.

EICCCD created a resource center for U.S. -India business partnerships. Resources available through this partnership include:

- Publications, books and resource materials on doing business in India
 - International trade data base for companies to use in researching international opportunities
 - Videotapes entitled, "Doing Business in India" and "Doing Business in the U.S."
 - International business curriculum
 - Contact information in local companies currently doing business in India
 - Business contact information in India
- Full services of the Eastern Iowa Small Business Development Center which has valuable experience assisting companies in conducting business in India

The project has been designed to serve as a catalyst to encourage companies to seriously examine opportunities to engage in international trade. The project successfully demonstrated in a real world context that realistic opportunities for international trade are within the grasp of local small and medium-size companies.

- Enhance International Education Programs at EICCCD.

(Outcomes continued on next page.)

Participating Colleges

**Eastern Iowa Community
College District**



CCID

Project Title
U.S.-India
Business
Partnership
Program

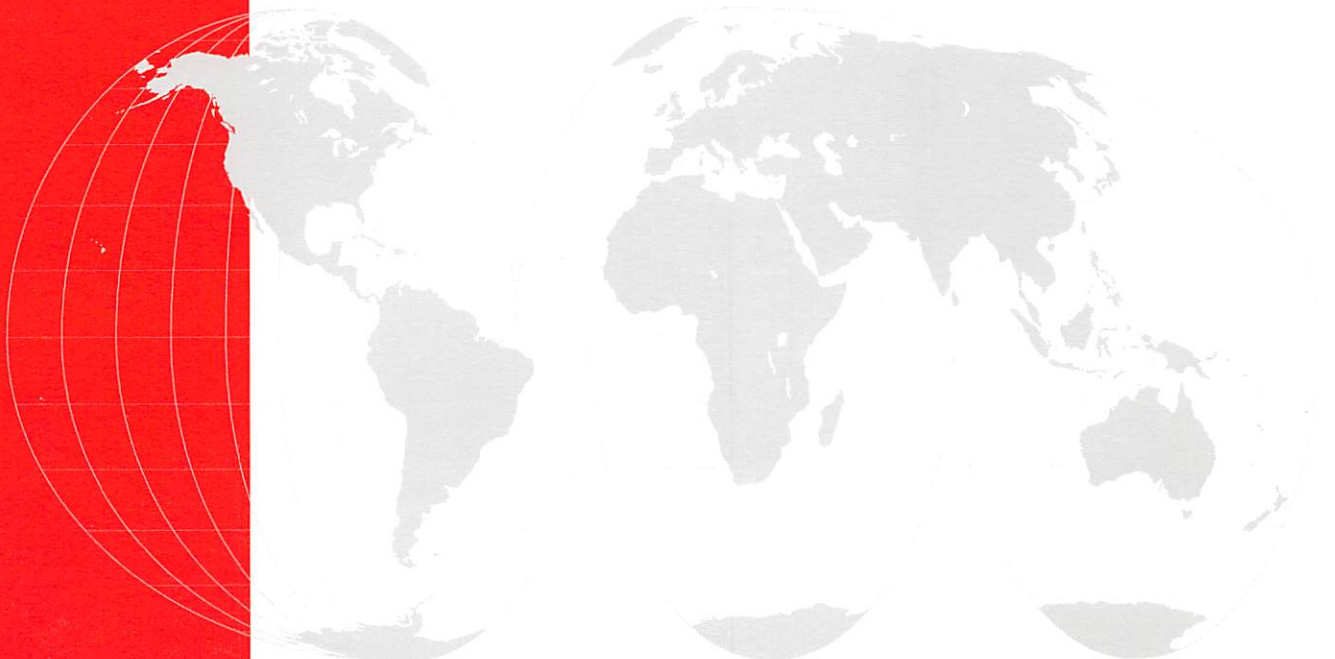
Outcomes

New international courses and course modules were created including:

- Introduction to Cultural Awareness and Basic Exporting
- International Market Research
- International Shipping and Documentation
- International Insurance and Finance

In addition, participating faculty developed modules for existing courses based upon the knowledge and experience they gained from this project. These modules include the following:

- Global Dimensions of Business
- India and Accounting
- International Marketing
- The World of Work in India





Project Title
Gulf of Mexico
Accord

Country(ies) of
Activity
Mexico

Funding Agencies
and Amount
Funded
CCID
\$9,890
CCID and
Mexican
Institutions
provided cash &
match \$26,000

Project Description

Daytona Beach Community College - Instituto Campechano

Bridging the Gulf responds to Priority II, Programs in Educational Development, and Priority I, Culture, as established by the Education Commission of the Gulf of Mexico Accord. The project involves faculty and students from the photography and modern languages (Spanish) departments and the Instituto Campechano in Campeche. Professors Jose Carmona (Modern Languages) and Patrick Van Dusen and faculty from the Instituto will work with students to merge photography and words to create an exhibition regarding a Sister City relationship (Daytona Beach and Campeche). In addition, Professor Van Dusen will work with Lic. Perez on developing a photographic marketing component for the Tourism Program at the Instituto.

Hinds Community College— Universidad Autonoma de Yucatan.

Resulting from contacts with CCID, Hinds and the Universidad Autonoma de Yucatan are working on developing training programs in the field of agribusiness management technology and veterinarian technology. Hinds Community College has designed strong agriculture programs in these areas which utilizes modern techniques and equipment/facilities. Discussions between Hinds Community College and the Universidad Autonoma de Yucatan have resulted in both institutions agreeing to the possibilities of mutually beneficial training programs being conducted by Hinds Community College for the faculty at the Universidad Autonoma de Yucatan.

St. Clair College of Applied Arts & Technology - Instituto Campechano

A Trade and Education Mission to Campeche State was conducted. Arising from linkages within CCID, a very positive relationship has been established this past year with William Olivera from the State of Campeche, who visited St. Clair College with a view to developing trade and educational exchange relationships between our two regions. St. Clair College is an observer institution to the Gulf Accord - Education Commission. The goals of the proposed project are:

To establish a plan of ongoing trade linkages between the State of Campeche, Windsor/Essex County, and St. Clair College, in order to strengthen the economy of the State of Campeche.

To establish a plan of ongoing educational linkages between the Instituto Campechano and St. Clair College, in order to assist them in establishing new curriculum modules that meet their development needs.

•Southwest Virginia Community College - Universidad de Quintana Roo

The purpose of "Collaboration through Instructional Technology" has been to assist students at both institutions to learn about each other's languages, histories and cultures using instructional technologies readily available to them and to promote serious planning for further academic and economic collaboration by bringing key administrative personnel together.

Southwest Virginia Community College is in a rural area of southwest Virginia and most students have had little international contact. There are few



Project Title
Gulf of Mexico
Accord

native speakers of Spanish in the area and most students will be unable to afford international travel. Most students at the University of Quintana Roo have not been to the United States and have had few opportunities to interact with English speaking peers. Both groups of students have been presented with stereotypic images of the people of each other's nations and peoples. As an extension of this project there are possibilities to collaborate in related curricular realms: business, the environment and ecology, forest management and products, and hospitality industries and tourism.

Kirkwood Community College—
Universidad Autonoma de
Tamaulipas

The project creates education and business linkages between the two communities. The Cedar Rapids delegation spend three days with officials from the Universidad Autonoma de Tamaulipas and signed a memorandum of understanding. In addition, the two institutions intend to establish ongoing educational linkages in agronomy.

Outcomes

- Two Mexican institutions joined CCID.
- Faculty and student exchanges were established.

Participating Colleges

Daytona Beach Community College
and Instituto Campechano

Hinds Community College and
Universidad Autonoma de Yucatan

St. Clair College of Applied Arts &
Technology and Instituto
Campechano

Southwest Virginia Community
College and Universidad de
Quintana Roo

Kirkwood Community College and
Universidad Autonoma de
Tamaulipas





Project Title

**University
Training
Program in
Business
Administration
for Romania**

**Country(ies) of
Activity
Romania,
Hungary
and
the United States**

**Funding Agencies
and Amount
Funded**
**Soros Foundation
(New York City and
Bucharest)
\$10,000**
USIA \$122,000
USIA \$149,992
**USIA Translation
Fund
\$6,000**
**Delta Airlines
\$1,500**

Project Description

In November 1991, several presidents from CCID colleges visited Eastern Europe and signed a series of agreements with universities including the Universities of Bucharest and Craiova in Romania. In the winter of 1992, the rectors of these two Romanian universities visited several CCID colleges in the USA and attended the CCID Winter Conference in Orlando. During this time, a plan was developed for assistance in reforming the curricula of the universities in the areas of business and economics. An initial grant was received from the Soros Foundation to design the project and the USIA grants followed.

Outcomes

The first year of the project sent faculty from CCID colleges to Romania to deliver six, 2-3 day professional development seminars to university faculty and entrepreneurs in the cities of Bucharest, Craiova, and Constanta. In addition, U.S. faculty served as consultants in helping the Universities of Bucharest and Craiova revise their degree programs and courses in business and economics. A purchase of \$25,000 worth of books was made for university libraries, a business roundtable in Bucharest was established (funded by Delta Airlines), and a visiting professor in economics was sent to teach at Bucharest for a semester. Most importantly, assistance was provided to establish The International Center for Entrepreneurial Studies at

the University of Bucharest. Ten of their trainers received training to deliver short-term, non-credit business seminars throughout Romania. Within one year, forty such seminars were delivered by these trainers throughout the country.

In the second and following years, the program brought six Romanian business faculty to the U.S. for a one-month training program. Working with Binghamton University and local business, the Romanian faculty were given short-term training not only in management and related subjects, but also in interactive teaching techniques. This included training in writing business case studies. In Romania, teaching centers for faculty at Craiova and Bucharest were established and equipped. A book entitled Case Studies in Romanian Management along with an accompanying instructor's manual were published in cooperation with the Romanian faculty trained by the program. Translated into Romanian, the books were distributed to all university teachers of business in the country and the casebook is currently in use as a textbook.

Follow-up activities include continuous consultation over curriculum and teaching techniques via e-mail, two additional seminars delivered in Romania by U.S. faculty, two faculty exchanges. In April 1998, CCID faculty exchange agreements were signed with West University in Timisoara and Oradea



Project Title
University
Training
Program in
Business
Administration
for Romania

Outcomes continued

University in Oradea. One unexpected outcome, not supported by grant funds, was the technical assistance given to a group of Romanian rectors who went on to establish a three-year "college" in Romania, very much like the U.S. community colleges. As of 1995, there were 43 of these colleges throughout the country.



Participating Colleges

Broome Community College/State
University of New York (lead)
Binghamton University
Brevard Community College,
Mt. Hood Community College



Technical Expertise Areas

Administrative Support, Hospitality, Transportation, and Others

Aero Sci Tech/Aviat Maint
Air Cond Eng Tech
Air Traffic Mgmt
Automated Mfg Tech
Avionic Tech
Adm Secretary
Bilingual Secretary
Cabinetmaking/Millwork
Cosmetology
Court & Conf Reporting
Culinary Arts
Diesel & Heavy Equip Tech
Fire Science Tech
Food Service Tech
Food Store Mgmt
Funeral Serv Ed
Golf Course Ed
Heating/Air Cond/Refrig Tech
Horology
Hotel/Motel/Hosp Mgmt
Insurance
Legal Assistant
Microcomputer App
Mortuary Science
Office Machine Repair
Pilot Training
Plastics Tech
Plumbing
Property Assessment
Public Services
Real Estate
Secretary Tech/Office Ed
Transportation Mgmt Tech
Travel Agency Operation
Electronic Publishing
Water Resources Tech
Journalism
Health Ultrasound Tech
English as Second Language
Credit/Financial Mgmt
Surgical Technician

Agriculture, Marine, Environmental, and Natural Science

Agri-Bus Tech
Agronomy Tech/Agri Prod
Animal Health
Envir Control Tech
Forest Eng Tech
Forest/Park Tech
Forest Tech/Arboriculture
Hazardous Materials Tech
Horse Husbandry
Hort/Natural
Hydrographic Survey Tech
Landscape & Env Hort
Marine Eng Tech/Deck Officer
Numerical Control Tech
Ornamental Horticulture
Petro Tech
Poultry Tech
Recreation Assisting

Engineering, Construction Sciences, and Manufacturing

Agriculture Mech
Arch/Eng Design Tech
Automated Mfg Tech
Civil Eng Tech
Communication Electronics
Computer Electronics
Construction Mgmt
Draft/Design/Industrial/Arch
Elect Eng/Power/Cont Tech
Electromech Tech/Robotics
Elect Eng Tech
Elect Servicing
Elect Tech
Eng Drafting Tech
Eng Graphics Tech
Eng Tech (General)
Industrial Electronics
Industrial Eng Tech
Industrial Lab Tech
Industrial Maint Mechanic
Industrial Safety Technician
Machine Tool/Shop Tech
Mfg Tech
Mat Science
Mech Eng Tech/Mech Design
Mining Tech
Nuclear Eng Tech
Numerical Control Tech
Pkg Eng Tech
Process Piping Design
Production
QC & Reliability
Safety/Loss Prev Mgmt Tech
Sheet Metal Practice
Welding
Solar Tech
Water Treatment Tech





Managerial, Finance, Computer Science

Accounting Tech
Adm Office Systems
Artificial Intelligence
Banking/Finance
Business Management
Computer Info Systems
Comp Prog/Comp Eng Tech
Fashion Merchandising
Housing Management
Industrial Super & Mgmt
International Trade Assoc
Labor Studies

Logistics Management
Management Development
Marketing (Business Adm)
Marketing/Fash
Mdse/Retail
Personnel Management
Public Administration
Public Relations
Purchasing Management
Sales & Distribution
Small Business Management
Textile Management

Medical, Dental, Health

Biomedical Elect
Biomedical Equip Tech
Chemical Tech
Dental Assisting
Dental Hygiene
Dental Lab Technician
Dental Management
Diagnostic Med
Sonography
Dietetic Services
Electrodiagnostic Tech
Electroencephalograph Tech
Emergency Medical Tech
Gerontology
Health Services
Medical Lab Tech
Medical Office assist Tech
Medical Records Tech

Medical Transcription
Mental Retardation
Nuclear Medicine Tech
Nursing (RN)
Occupational Therapy Asst
Ortho Physicians Asst
Ophthalmic Dispense Tech
Pharmacy Assistant
Physical Fitness Tech
Physical Therapy Assistant
Physical Assistant
Practical Nursing
Radiologic Technician
Rehabilitation Worker
Respiratory Therapy Tech
Substance Abuse
X-ray Eng Tech

Photography, Design/Advertising, Art, and Other Arts

Ad Design/Ad Art
Apparel Arts/Design & Serv
Computer Art
Fashion Merchandising
Graphics & Visual Design
Home Furn/Int Design
Industrial Photo Tech
Interior Design Tech

Jewelry
Mktg Fashion Merch/Retail
Package Design
Photography
Photo Journalism
Printing/Graphic Arts
Technical Illustration
Theater Arts

Social Sciences, Law, Education and Communication

Alcohol Counseling
Child Care Services
Community Mental Health
Corrections
Criminal Justice
Early Child Education
Education Technician
Handicapped Services
Home Ec/consumer Ed
Human Services Tech
Interpret Train/Man Comm
Journalism Tech

Law Enforce Adm/Security
Media Technician
Police Science
Radio & TV Broadcasting
Radio Broadcasting
Recording Arts Tech
Social & Human Services
Special Education
Teacher Education
Technical Writing



Member Colleges

Broome Community College
Binghamton, New York

Coast Community College District
Costa Mesa, California

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 and 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

Pima Community College District
Tucson, Arizona

Rancho Santiago Community
College
Santa Ana, California

Seattle Community College District
Seattle, Washington

Sinclair Community College
Dayton, Ohio

State Center Community College
District
Fresno, California

St. Clair College of Applied Arts and
Technology
Windsor, Ontario, Canada

St. Louis Community College
St. Louis, Missouri

University of Hawaii Community
Colleges
Honolulu, Hawaii

Waukesha County Technical College
Pewaukee, Wisconsin

International Affiliate Member

Royal Melbourne Institute of
Technology
Melbourne, Australia

Affiliate Colleges

Anne Arundel Community College
Arnold, Maryland

Black Hawk College
Moline, Illinois

British Columbia Institute
of Technology
Burnaby, British Columbia

Ft. Laudredale, Florida

Bunker Hill Community College
Boston, Massachusetts

Charles County Community College
LaPlata, Maryland

Clark State Community College
Springfield, Ohio

Columbus State Community College
Columbus, Ohio

Community College of Philadelphia
Philadelphia, Pennsylvania

Cossatot Technical College
DeQueen, Arizona

Cuyhoga Community College
Cleveland, Ohio

Dallas Community College District
Dallas, Texas

Erie Community College
Buffalo, New York

Forsyth Technical Community
College
Winston-Salem,
North Carolina

Fox Valley Technical College
Appleton, Wisconsin

Green River Community College
Auburn, Washington

Hartford Community College
Bel Air, Maryland

Highline Community College
Des Moines, Washington

Hillsborough Community College
Tampa, Florida

Howard Community College
Columbia, Maryland

Illinois Eastern Community College
Olney, Illinois

Indian River Community College
Fort Pierce, Florida

Kishwaukee College
Malta, Illinois

Laguardia Community College
Long Island City, New York

Lexington Community College
Lexington, Kentucky

Lorain County Community College
Elyria, Ohio

Maricopa County Community College
Tempe, Arizona

Metropolitan Community College
Kansas City, Missouri

Miami-Dade Community College
Miami, Florida

Middlesex Community College
Bedford, Massachusetts



CCID

Affiliate Colleges

Mohawk Valley Community College
Utica, New York

Monroe Community College
Rochester, New York

Moraine Valley Community College
Palos Hills, Illinois

Mt. San Antonio College
Walnut, California

**New Mexico State University
at Carlsbad**
Carlsbad, New Mexico

Northampton Community College
Bethlehem, Pennsylvania

Northcentral Technical College
Wausua, Wisconsin

**North Harris Montgomery Community
College District**
Houston, Texas

North Hennepin Community College
Brooklyn Park, Minnesota

**Pellissippi State Technical
Community College**
Knoxville, Tennessee

Peralta Community College District
Oakland, California

Pierce College
Tacoma, Washington

Prairie State College
Chicago Heights, Illinois

St. Clair County Community College
Port Huron, Michigan

St. Petersburg Junior College
St. Petersburg, Florida

**Southwest Virginia Community
College**
Richland, Virginia

Suffolk Community College
Selden, New York

**Suny College of Agriculture &
Technical at Morrisville**
Morrisville, New York

Topkins Cortland Community College
Dryden, New York

Trident Technical College
Charleston, South Carolina

Tulsa Junior College
Tulsa, Oklahoma

Utah Valley State College
Orem, Utah

International Affiliate Colleges

Bliston Community College
Bliston, United Kingdom

Universidad Don Bosco
Soyapango, El Salvador
Central America

**Niels Brock Copenhagen
Business College**
Copenhagen, Denmark

Universidad De Quintana Roo
Quintana Roo, Mexico

Yong-in Songdam College
Kyunggi-Do, Korea

Osaka Colleges

Osaka College of Medical Technology
Osaka, Japan

Hokkaido College of High Technology
Hokkaido, Japan

**Technology Tokyo College of
Communications Arts**
Tokyo, Japan

**Tokyo College of Medico-
Pharmaco Technology**
Tokyo, Japan

Osaka College of Health and Welfare
Osaka, Japan

Osaka College of High Technology
Osaka, Japan

Kobe College of Medical Welfare
Kobe, Japan

