

Issue 1:	Do you have a concern about the US international presence and visibility with regard to the export of human resource products and services, to other developed and developing countries?
Center on Education and Training for Employment Ohio State University	Yes, we should be doing more to export our products and services. Helping in this way could improve our imagine abroad.
NOCTI	Definitely, we have seen first hand, aggressive efforts in China by Australia, England, and Germany (in particular) to utilize and encourage others to utilize HR products and services from sources other than the US. Further, since we have highly advanced products and services compared to most countries in the world, it behooves us to share our knowledge with others in the broad interest of global progress.
Academy for Educational Development	<p>There is an increasing demand coming from the international donor community, including US government agencies (e.g., USAID) for workforce development (WFD) approaches focusing on and contributing to economic growth. While this has raised the US education and training system's visibility to some degree, in comparison with other countries/regions, the US market's presence seems poor. This may be attributed to multiple factors – perceived expense, perceived difficulty in obtaining a visa, lack of awareness of US education/training opportunities, perceived lack of internationalization of US consultants or the institutions they come from, etc.</p> <p>In addition, while the WFD domestic (US) models are in the forefront of innovative thinking, the domestic community of practice has not participated in promoting and tweaking the models to meet the international development demand.</p>
League for Innovation in the Community College	Yes, it appears that there is a need and that the U.S. is lagging behind other developed countries.
Lab-Volt Systems, Inc.	None submitted.

Issue 2:	Status - Incoming: What are some of the facts and trends about who comes to the US for training, and what does your institution do to support such exchanges?
Center on Education and Training for Employment Ohio State University	Recently, fewer persons are coming from overseas for our trainings. To promote such exchanges, we respond to RFP's whenever they match our staff skills, products and services, and we publicize some of our services via our web sites. Given that ours is a grants and contracts funded organization, we cannot financially support bringing international representatives here for training.
NOCTI	In previous positions I was involved with the Congress/Bundestag exchange program and also ran a Wider Horizons program, focusing on technical training for Irish youth from "troubled" areas of that country. The length of time of the stay and the clearances to enter the US were difficult and have gotten more so. We currently do nothing with these types of programs but would be open to involvement.
Academy for Educational Development	<p>AED's experience facilitating US-based exchange, scholarship and training programs for international participants is extensive. Most, but by no means all, of these individuals come from developing and transition countries under USAID and US Department of State contracts. To date, we have arranged over 5,575 US programs for over 29,000 participants through the AED Center for Enterprise and Capacity Development (CECD) alone (one of AED's 28 centers).</p> <p>In recent years, under CECD's USAID-funded contracts, US-based training has notably decreased in favor of third-country and in-country training.</p> <p>AED provides international scholars/trainees/exchange program participants with a variety of support, depending on the nature of the program and contract.</p> <p>Program support services for "off-the-shelf courses" often include:</p> <ul style="list-style-type: none"> • Identification of appropriate off-the-shelf courses to meet program objectives; • Registration assistance; • Payment of tuition/training fees; and • Monitoring and evaluation services. <p>Program support services for tailored training programs typically include:</p> <ul style="list-style-type: none"> • Assisting in defining training objectives; • Competitive selection of training providers and associated contracting and fee payments; • Contracting with training providers; • Dissemination of clearly articulated training objectives; and • Monitoring and evaluation services. <p>Program support services for scholarship programs often include:</p> <ul style="list-style-type: none"> • Identifying appropriate degree/non-degree programs of study; • Arrange for any required standardized testing (e.g., TOEFL, GMAT, etc.); • Facilitating application process and overseeing placement; • Arranging any additional pre-program training needed (e.g., intensive English, academic writing); • Arranging tuition and associated fee payments; • Assistance in formulating plan of study; • Ongoing monitoring of academic performance and personal well being with school and with faculty advisor; • Payment of book allowances, professional association membership fees, etc.; and • Re-entry assistance.
League for Innovation in the Community College	Many League member colleges are involved in international training exchanges, however the League, as an organization, is not currently involved in training exchanges.
Lab-Volt Systems, Inc.	None submitted.

Issue 3:	Barriers - Incoming: What are some of the barriers (real or perceived) to representatives from other developed and developing countries coming to the US for training?
Center on Education and Training for Employment Ohio State University	Travel costs and the difficulty of obtaining visas are the big barriers. We help with visas by sending letters of invitation or attestation. Awareness precedes choice and many countries are not aware of our products and services.
NOCTI	As mentioned above, depending on the country of origin, paperwork and approvals for clearances to enter the US almost require a specialist.
Academy for Educational Development	<ul style="list-style-type: none"> • Comparatively high costs of US based training; • Difficulty of obtaining US visa; and • Increased perception of US not being receptive to foreign trainees/foreigners.
League for Innovation in the Community College	Certainly cost, language, and VISA restrictions are all barriers.
Lab-Volt Systems, Inc.	<p>A definite decline in the number of Arabs coming to the US. It was an almost immediate consequence of Sept 11. Speaking to many fathers of students in the US at the time, the initial worry was racial repercussions and they brought their children home quickly. Fathers of girls were happy to bring their daughters closer to home and under their “wing”. Private universities in the region had started, and suddenly boomed. However not quite as much as I expected. There is still a strong belief that anything American or European is better than what they can do. On recent evaluations of universities around the world, even the top Arab universities were so far down the list that it was very embarrassing to them. Therefore there is still a very strong desire to send students to North America, Europe, and Australia in particular. I do think there was a general anti-Arab sentiment in the US after Sept 11, and the Arabs know it. It may have died down a bit, but I think every Arab is still a suspect. Certainly new government departments are compiling lists and data on thousands, perhaps tens of thousands of people, and I believe the majority would be Arab. I saw recently that out of 640 FBI agents in Anti-Terrorism, none were Arab, and only 14 had studied Arabic to some degree. I would think that would make it very difficult to penetrate an Arab terrorist group! So no matter what platitudes are said publicly, it is “us” against “them”. It’s funny how the prejudice works with different nationalities. In the Second World War, it was OK to have a top general with a German name, fighting the Germans. But all the Japanese were distrusted and locked up. I think the Arabs are in the same basket with the Japanese. They are “different”, so there is a simmering “anti-Arab” sentiment in the US, and an awareness of it in the Arab world.</p> <p>Again, the Arabs recognize everything good in the US, but they are quite clever in also seeing the bad, and prefer to just adopt an “American” life in their countries.</p> <p>The short answer is that greater difficulty in getting US visas, and a perceived racism - are the barriers.</p>

Issue 4:	Status - Outgoing: What does your organization do to support export of human resource goods and services to other developed and developing countries?
Center on Education and Training for Employment Ohio State University	We respond to relevant RFP's but can do very little else do to the lack of resources for marketing and promotion. The web sites and our Centergram (22,000 addresses) help some. Most of the export of goods and services comes as a result of our reputation and word-of-mouth.
NOCTI	We have established a minor presence in China and have exported employee assessment to a variety of other countries, both developed and under-developed. We presented at the December 2006 International Vocational Education and Training Association (IVETA) conference. It was the basis for a paper, Assessment as a Tool to Evaluate the Benefits of CTE in the IVETA Journal of Spring, 2007.
Academy for Educational Development	<p>AED's strategy is to capitalize on its collective capabilities to improve and increase workforce development opportunities for youth and adults by strengthening individual and institutional capacity to increase employment opportunities and become productive members of society. AED has expanded its workforce development capabilities through the AED Center for Enterprise and Capacity Development to increase the depth and demand for WFD approaches with emphasis on labor market needs for private sector, enterprise development in developing countries. AED intends to pursue opportunities for public and private sector partnerships to develop and expand workforce development strategies in developing countries.</p> <p>More generally, AED also is routinely tapped by our clients to provide training and technical services outside of the US. As noted above, most of this work is done through USAID and USDOS contracts, although AED also has a number of additional funders requesting such services. Typical requests might include using a US expert in a particular subject area to provide training to host country national peers (e.g., US social services experts provided technical assistance to revise the social services curricula a</p>
League for Innovation in the Community College	Again, there is activity among League member colleges but not at the League organizational level.
Lab-Volt Systems, Inc.	None submitted.

Issue 5:	Barriers - Outgoing: What are some of the barriers (real or perceived) to US institutions and individuals exporting human resource products and services to other developed and developing countries?
Center on Education and Training for Employment Ohio State University	Lack of time and resources for promotion and for nurturing international relationships. We operate on soft money contracts which require specific scopes of work. There is not much time (even out of hide) for promotion and relationship building.
NOCTI	Generally, political climate, economic resources, "buy-in" of the population to be served, security of product, and cultural conversion.
Academy for Educational Development	<ul style="list-style-type: none"> • Occasionally, we encounter difficulty identifying individuals willing to travel to some of the less stable countries where we work (e.g., Afghanistan, the West Bank/Gaza, Pakistan, Sudan). • However, we rarely encounter barriers or resistance from our host country partners. • International experience and often specific country familiarity or experience is required for consultants. Likewise, products and services need to be culturally specific and in the common languages used. These are often limiting factors.
League for Innovation in the Community College	Cultural, social, economic, language, governance, structural, etc.
Lab-Volt Systems, Inc.	I'm not sure what the political, financial, or administrative barriers may be, but any US institutions in the region are very highly regarded - the American Universities of Cairo, Beirut, Sharjah, and Dubai; the new Texas A&M campus in Doha is generating a lot of interest, any US company that includes a training element like Microsoft, Cisco, etc. . At a lower educational level, the American schools are generally regarded as the best, but they are the most expensive. British a bit cheaper, and then low cost Indian and private Arab schools. The American schools don't really have to advertise. They are like Rolls Royce. If you have the money, you are aware of them. Also, I believe they try to keep a relatively low profile so that they don't become "targets" in times of anti-US foreign policy demonstrations.

Issue 6:	Middle East: Many of these countries are investing in massive expansion and diversification of their economies and making parallel investments in human resource development. Is your organization involved in this market, and what do you see as the barriers to become more deeply involved?
Center on Education and Training for Employment Ohio State University	We have done workshops in Kuwait and have had workshop participants from Saudi Arabia and other Middle East countries. We submitted a proposal to GOVTEC of Saudi Arabia but it was not funded. The political climate is a major barrier to working with some of these countries.
NOCTI	We have been contacted by a few companies in this region, the major barriers were developing a relationship, time invested, and return on investment for a firm our size. We have supplied one of our folks to Iran via a project with the World Bank.
Academy for Educational Development	<p>Generally, AED does become involved in these HR development investments when feasible. Much of our work, as noted above, is based on donor and host country government demand. For example, in partnership with the Government of Botswana, we administered scholarships for hundreds of leading professionals to pursue graduate degrees in the US, paid for by the GOB. For Saudi Arabia, we are providing similar services for the government to bring hundreds of medical students to the US for long-term medical degree training.</p> <p>Barriers to becoming more deeply involved include a perception that US experts are expensive and the cost of funding US academic studies is even moreso. Furthermore, in some cases host country cooperating institutions and individuals would prefer to use less costly and often more contextually relevant regional expertise.</p>
League for Innovation in the Community College	The League is not currently involved in this market. See above for barriers.

Issue 6:	Middle East: Many of these countries are investing in massive expansion and diversification of their economies and making parallel investments in human resource development. Is your organization involved in this market, and what do you see as the barriers to become more deeply involved?
Lab-Volt Systems, Inc.	<p>Some of this answer is above in regards to expense. Just like the rest of the world, the Middle East is buying a lot of Chinese goods, and western goods start to look very expensive. However, with the current budgets, this should not be a major problem as they clearly know the difference in quality. The main barriers for me are the countries mentioned below in point 8.</p> <p>The effect is not just their current initiatives; it is also the residual effects of having done this for years. By “managing” the GOTEVT colleges from the beginning, the Germans set up the curriculum matched to the equipment they specified without tender. The advisors published specifications for purchase which are still used today for tenders, because of two reasons really: a general laziness (why redo what has already been done by an “expert”), and a belief in the quality of German products and therefore German technology and technical education. A surprising number of professors in the region have their degrees from Germany. So the advisors are gone, but their specs are still rigidly adhered to, and the equipment must match the curriculum which is in place. Really, they do need assistance. The curriculum is 20-25 years old, and they now realize it, and are eager for someone to come in and assist and we are not offering anything. It’s like being on the field with no offense, and only a weak defense! We saw the Libyan’s desire to send people to the US, rather than UK or Australia, and the difficulties (not only in forming the necessary organization, but also the lack of PhD openings, the difficulty of visas, etc). Another problem we have encountered has been the lack of support from the U.S. diplomatic missions. For instance, opomatsem was displayed by the US embassy in Kuwait when Eisa Al-Refai, as ex Director General of PAAET in Kuwait, complained the specs written by GTZ were too specifically German, and we contacted the U.S. Ambassador, there was no response. Was it just lack of interest by the ambassador, or did he take an interest but was told that every “friend” must get a share, and as the US gets all the military sales, the Germans should get something? It was a refusal by the teachers to accept the German specs for their labs that stopped our section of the tender, but it was a huge tender, and all supplied by German companies except our small percentage of the budget. Germany is definitely a major player in the region. They are widely regarded as having the highest level of technology and quality, equal to anyone. I saw a prof that studied in Germany shocked when his Leybold Antenna Trainer didn’t work. He couldn’t imagine that a German product would not work well. (Interesting, I recently read an article about how much the quality of Mercedes Benz has declined). Germany also has an advantage in that they have played the Israel - Arab game reasonably well. Constantly apologizing to Israel, but fully supportive of Palestine and the Arab world. Canada and Australia are blameless, the UK is blamed for the Balfour agreement, and the US is seen as totally one-sided.</p> <p>UK - it’s odd that previous colonies seem to have a love-hate relationship with their former masters. The Libyans have endless tales of evil about the Italians, but most of their business is with Italy. Just the number of ex-British colonies gives the UK a huge advantage. Before Mucemi Gakuru came to the US, he thought London was the center of the World. When he travelled the US, he said that in comparison, England was a tiny and dated country. The proximity of the UK makes it easier for teachers to take jobs in my region. It is only 5-7 hours to get home, not 20 hours. Until a few years ago, the UAE and Bahrain did not require visas for UK citizens only. All others needed visas. To me, the smartest thing that the British do, equivalent to GTZ, is the British Council. It is a presence that demonstrates an interest in the country, and an interest in teaching the country about Britain. In a non-English speaking country, it is the place to go for English language courses, and once there, of course they can guide the rest of the student’s education.</p>

Issue 7:	Access to Funds: Has your organization accessed international career/technical funding from US agencies from the US (USAID, Millennium Development Corp), or from other major donors (i.e. World Bank, Asian Development Bank, International Development Bank for Latin America)?
Center on Education and Training for Employment Ohio State University	Very little in recent years. We have worked on some USAID, World Bank, ILO, and Asian Development Bank supported projects. We have also worked on some GTZ supported projects in Latin America.
NOCTI	We have not.
Academy for Educational Development	<p>Yes – AED has contracts, cooperative agreements and grants from a number of USG and international donors, as well as private funders. Our USG/international donors include:</p> <ul style="list-style-type: none"> • Asian Development Bank • Inter-American Development Bank • The World Bank • UK Department for International Development • UNICEF • United Nations Population Fund • World Health Organization • Open World Leadership Center • U.S. Agency for International Development • U.S. Department of Agriculture • U.S. Department of Commerce • U.S. Department of Education • Office of Disability Employment Policy • Office of Special Education Programs • U.S. Department of Health and Human Services • Agency for Healthcare Research and Quality • Centers for Disease Control and Prevention • Head Start Bureau • Health Resources and Services Administration • National Institutes of Health • US Department of Justice • US Department of Labor • US Department of State • Bureau of Educational and Cultural Affairs • Office of International Visitors • US Department of Transportation
League for Innovation in the Community College	The League does not currently have any project funded by the funders listed. There have been attempts in the past to get World Bank funding for projects but were not funded. (This is not recent).
Lab-Volt Systems, Inc.	None submitted.

Issue 8:	Competition: Other developed countries (i.e. Germany, Australia, Ireland, and UK) have aggressive HRD marketing initiatives in the field of career and technical education to both developed and developing countries. Should we develop similar initiatives, or keep the status quo?
Center on Education and Training for Employment Ohio State University	We should definitely be developing similar marketing initiatives as we have a lot of career and technical education expertise in areas such as job/occupational analysis, curriculum development, assessment, evaluation, leadership development and teacher education.
NOCTI	As mentioned above, having seen the aggressive nature of these and other country's initiatives, we do believe a marketing initiative is in order.
Academy for Educational Development	The US has many advantages and is the leader in demand driven workforce approaches, career awareness and technical education, modern education and training methodologies. Lessons learned and best practices should be utilized to promote US products and services utilizing more aggressive marketing methods.
League for Innovation in the Community College	Many of our member colleges are becoming more global in their services through use of distance technology. It makes sense to develop initiatives in this area.
Lab-Volt Systems, Inc.	<p>I don't believe it is a status quo, I think we are losing. Other countries are begging for students, we are shunning them. Our strong support generally comes from professors who studied in the US - they are eager to continue a relationship with the US, and as less come for their PhD's, this will be a declining resource, not only for companies like ours, but for pro-US support in the region.</p> <p>Of course, I feel that the US educational system is not a federal system is a fundamental problem. The Arabs love the clearly defined British system of technician ratings, and that implementing that system allows their students to move seamlessly into British institutions. It is now so entrenched, that although they see the benefits of the Canadian technician/technologist programs, they can't move into our programs as easily. I never hear anyone discuss going to the US for career and technical education, only for university education. If there is a US "system", it is not well known.</p> <p>I believe you have to present an option to the region - the British are presenting theirs, the Germans theirs, etc....but we don't seem to be presenting ours. People wanting a technical "relationship" with the US generally seem to have to find their own way, rather than having a plan presented to them. I believe there is a new American English language school being built in Libya. To me that is a great initiative - it mimics the British council by indicating an interest in the country, and opening a path to the US system. Perhaps 30 years ago British English language was seen as superior to American English, however with PC's and software, I think the world now speaks American English, and therefore an American English school is desirable.</p>

Issue 9:	Moving Forward: What concrete suggestions would you have to improve the marketing of US HRD goods and services in the short run (up to 6 months) and medium term (6-24 months), and what could you contribute to this effort?
Center on Education and Training for Employment Ohio State University	Funding from a US sponsor (governmental or foundation) to facilitate this international work would be valuable. This work could include assembling a coalition of U.S. experts to provide technical assistance, as well as the development of a marketing plan and materials. This work could include the development of packets of information about the many products and services available from US colleges, universities, and other educational agencies to share with the ministries of Education and Labor and Embassies and Consulates in developing countries. The USAID and other US sponsors of projects should make their RFP's available to all potential providers. Our Embassies and Consulates should be charged with some responsibility for marketing our services and available funding.
NOCTI	If this is to be a consolidated effort, a clear plan of approach and funding would need to be established. It is difficult to project out to 2 years, not knowing what the interest of others in the group might be. Generally, we have been in the process of translation efforts and have established an IT format for international delivery of our product. We would be interested in "team visits" to other targeted regions in order to present a unified front of complete offerings (and establish working relationships). Our business is people intensive, and we have access to facilitators and SMEs who could help in a variety of development aspects. We would also be in the position to administer assessment-based types of projects.
Academy for Educational Development	<p>Improve collaboration and coordination efforts between domestic and international practitioners and engage international practitioners to both develop contextually sensitive products and use them to market products. Leverage existing professional HRD portals to integrate the international WFD arena. Integrate conferences to include the two professional groups i.e. domestic and international.</p> <p>Long term: Need to improve professional learning platforms for practitioners. ICT enabled community of practice portal to share best practice, develop research, etc. International implementations tools and methodologies need to tweak and integrate the US domestic experience.</p>
League for Innovation in the Community College	We need more information (hopefully from the meeting) to comment on this issue.
Lab-Volt Systems, Inc.	<p>I think the greatest problem in encouraging students to come to the US for career and technical education is the cost, and distance. Rich parents will send their children to the US for a university degree, but technicians/technologists are not highly regarded in the region, so the pay is not very good, and the cost then of sending a student to the US to become a technician is prohibitive. In the oil rich countries, the technician programs are a "keep the youth out of trouble" expense. The technical work is done by poorly paid Filipinos and other Asians.</p> <p>I think part of the problem is the low level of the universities, especially in Saudi where students are paid to go, and in any country with important families where student cannot be failed. It is so easy for them to get an engineering degree, why would they actually work hard to learn how to become only a technician. They see Asian technicians being paid poorly and living terribly.</p> <p>However the regional leaders are now realizing that they are incapable of maintaining the western communications and defense systems they are purchasing. Libya in particular has expressed that they have no competent technicians.</p>

Broader Middle East and North Africa (BMENA) Project

The Office of Vocational and Adult Education (OVAE) convened a small working group of education officials representing Qatar, Oman, Jordan, Egypt, Morocco, and Pakistan in June 2008 in Washington, DC, to initiate discussions about how to build strong community college infrastructures in the Broader Middle East and North Africa (BMENA) region. The purpose of the meeting was tri-fold: 1) to provide an introduction to the US community college system; 2) to discuss current challenges in the economic, social, and education landscape in the BMENA region and identify ways that the US community college model may provide potential solutions; and 3) to gather input on the optimal structure and content of a summit that will engage a larger number of BMENA nations in developing partnerships and strategies that will stimulate community and technical college development in the region.

The discussions that transpired over the course of the working group meeting reinforced the need to expand educational opportunities in the BMENA region in order to address soaring youth unemployment rates, match employer demand for high-skilled workers in high-growth industries, and better prepare students for success at the university level. The US community college system offers model programs and policies that may provide strategic solutions to these challenges, especially in the areas of career and technical education, business-education partnerships, two- to four-year transfer, developmental education, and workforce training.

OVAE is now collaborating with the Department of State's Middle East Partnership Initiative and United States Agency for International Development to plan follow-on activities that may include a community and technical college summit in Doha, Qatar this fall. The summit would create an opportunity for education officials to gain concrete strategies for launching education and workforce development programs that are aligned with labor market needs and have the potential to promote economic diversification in the BMENA region.

United Nations Educational, Scientific, and Cultural Organisation (UNESCO) – International Conference on Adult Education (CONFINTEA) Project

During the summer of 2008, the OVAE developed a report for UNESCO entitled, "National Report on the Development and State of the Art of Adult Learning and Education." This report will be presented for review and for consultation at the International Conference on Adult Education (CONFINTEA) to be hosted by Brazil in 2009.

This report was produced in response to UNESCO's Institute for Lifelong Learning international project aimed at examining adult learning and non-formal education as critical components of lifelong learning. OVAE's report supported UNESCO's stance that adult and lifelong learning represent key tools to addressing the global challenges of the 21st century including the relation to democracy, peace and human rights, respect for diversity and conflict resolution, economic and ecological sustainability and workforce development.

OVAE's report described the United States Department of Education's role as the primary agency of the United States government responsible for establishing policy for administering and coordinating much of the federal financial support for adult learning. The report explored the delivery, funding, impact, and outcomes of federal legislation supporting access in adult and lifelong learning. Towards these objectives, OVAE examined adult education issues of access, affordability, and accountability with regard to the need of increasing need-based aid, serving student and non-traditional learners, delivery of adult literacy services, developing workforce skills, and changing population demographics.

The report provided UNESCO with a rich and diverse portrait of adult education in the United States. The Department of Education will continue to support UNESCO's effort to support international momentum for adult learning and building world-wide support for best practices and strong partnerships with other countries to enhance teaching and learning in adult education. OVAE will offer consultation to UNESCO at the 2009 international conference in an effort to develop applicable benchmarks to measure progress, advocate, and create commitment in adult education and learning.

U.S.-Denmark Community College Faculty/Student Exchange

OVAE is working with the Danish Ministry of Education to develop new programs and partnerships under a cooperative agreement between the U.S. Department of Education and Denmark. The goal is to begin a faculty/student exchange within the community colleges that offer agricultural education teacher preparation courses. The student tour agenda will include an introduction to Danish vocational education and agricultural education that includes policies, facts, and figures related to the agricultural sector in Denmark plus the challenges and future workforce qualification requirements, international exchange activities in agriculture, and international collaboration in agricultural education.