



Mentouri University Partnership for Workforce Development in Algeria

Associate Award Report

Mentouri University Partnership for Workforce Development in Algeria

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List of Acronyms

ACE	American Council on Education
CC	The Career Center at Mentouri University Constantine
ELI	The English Language Institute at the University of Michigan
ERC	Eastern Regional Conference of the Algerian Ministry of Higher Education and Scientific Research
ESP	English for Specific Purposes program
FEMS	Faculty of Economics and Management Sciences
HED	Higher Education for Development
MET	Michigan English Test
MoHE	Ministry of Higher Education
MoU	Memorandum of Understanding
RESUME	Recruiting Employable Students at the University with Management Education
RFA	Request for Applications
UMC	Mentouri University Constantine
UofM	The University of Michigan
USAID/ED	United States Agency for International Development's Office of Education (now USAID/E3)
USAID/OMEP	United States Agency for International Development, Office of Middle East Partnerships
US EMB	United States Embassy to Algeria
WDI	William Davidson Institute

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Executive Summary

In February 2009, with support from the U.S. Embassy in Algeria (US EMB Algiers), USAID's Office of Middle East Programs (USAID/OMEPE) initiated an Associate Cooperative Agreement with Higher Education for Development (HED) to strengthen higher education preparation for the Algerian workforce through a higher education partnership titled, "The Mentouri University Partnership for Workforce Development" program.

As part of the Associate Cooperative Agreement, HED awarded the William Davidson Institute (WDI) at the University of Michigan (UoM) \$599,960 for a higher education partnership with Mentouri University Constantine (UMC) in Algeria in October 2009. The partnership was extended for the first time in June 2012, from the original project end date of June 30, 2012 to September 30, 2012, with an increase in funding of \$49,701. The partnership was extended a second time in September 2012 for one additional month, through October 31, 2012, with an increase in the funding of \$24,934.14. Therefore, the total amount of funding awarded to the partnership was \$674,595.12 over the October 9, 2009 – October 31, 2012 period of performance.

The goal of this three-year partnership was to increase the employability of UMC students. To achieve this goal, the partnership focused on the following: improving the quality and effectiveness of English teaching and learning, improving UMC's Management curriculum, and establishing a Career Center at UMC. Direct results included the creation of two master's programs, the launching of an English for Specific Purposes (ESP) program, the creation of linkages between the university and the workforce, and the development of job skills programs to effectively prepare students for professional success.

This report highlights the results and associated activities of the higher education partnership implemented under the Associate Cooperative Agreement.

Background

When the Mentouri University Partnership for Workforce Development was launched in 2009, 70 percent of Algeria's population was under age 30. Algerian higher education also was experiencing a massive increase in undergraduate enrollments with 1.05 million Algerian undergraduate students attending its universities and that number expected to reach 1.5 million by 2010. To meet the education needs of this large student population, Algeria's higher education system faced an imminent need to recruit and train university faculty.

In addition to keeping up with the classroom instruction needs of a growing university population, Algerian higher education was grappling with the issue of unemployed graduates resulting in part from inadequate job skills preparation prior to graduation. University graduates were facing high unemployment rates, nearly 70 percent in some regions. Meanwhile, private sector employers reported difficulty identifying young Algerians who were able to demonstrate English language proficiency in workplace situations, basic management and computer skills, and the "soft skills" for workplace success such as communications, writing, adaptability, teamwork, and problem-solving.

The Mentouri University Partnership for Workforce Development was launched to help close these gaps by creating a higher education partnership between UMC and a U.S. institution that would enhance UMC's English language and business management curricula and establish a Career Center to help provide UMC graduates with the soft skills needed to transition to the workplace.

Associate Cooperative Agreement Goal, Activities and Desired Results

The Mentouri University Partnership for Workforce Development program was created to design and implement at least one higher education partnership between a higher education institution in the United States and Mentouri University Constantine in Algeria to be managed through HED. This program was supported through an Associate Cooperative Agreement between the American Council on Education (ACE) Office of Higher Education for Development (HED) with USAID/OMEP that was effective February 2009 and ended December 2012. The goal was to increase student employability by improving teacher training in English and Management, upgrading the curricula, and increasing employment opportunities for university graduates.

Performance Targets

Under the Associate Cooperative Agreement's work description, USAID/OMEP and ACE/HED agreed to a set of 8 performance targets related to the launch and implementation of the higher education partnership, including the design of a Request for Applications, selection of a U.S. higher education institution partner through a merit-based competition, and management of a partnership sub-cooperative agreement. The performance targets, all of which were met, are listed below.

- 1. The U.S. Embassy, Algiers and USAID/OMEP will establish the broad strategic vision with USAID's Office of Education (USAID/ED) to ensure that the proposed partnership program supports USAID's strategic objectives in key programmatic areas.*
- 2. The Recipient (ACE/HED), the U.S. Embassy/Algiers, and USAID/OMEP, will share joint responsibility for initial design of a Request for Applications (RFA) for at least one (1) award.*
- 3. The Recipient will have responsibility for organizing an open competition to select partners to receive an award and implement a partnership program. HED, the U.S. Embassy/Algiers and USAID/OMEP will jointly determine the content, scope and timeline for issuance of the Request for Applications (RFA) for an award of up to \$600,000 USD.*
- 4. The Recipient will issue the RFA to the U.S. higher education community through the higher education associations and appropriate academic and professional associations and contacts; receive and process applications; select and convene a panel of experts for review of applications, provide applications and guidelines to the reviewers. USAID will be invited to participate in the review of applications as a full member of the review team. Based on the results of the peer review, the Recipient will submit a recommendation memorandum to The U.S. Embassy/Algiers and USAID/OMEP. The U.S. Embassy/Algiers and USAID/OMEP will select an awardee and approve proposed implementation plans as presented in the application. The Recipient will jointly issue a letter of award to the academic institution selected by The U.S. Embassy/Algiers and USAID/OMEP.*

5. *The Recipient will draft a sub-agreement for the partnership award to the U.S. institution, and manage the sub-agreement process in consultation with the U.S. partnership directors and university sponsored projects offices. The Recipient will provide one original copy of the sub-agreement to the Cognizant Technical Officer at USAID/OMEF.*
6. *The Recipient will ensure that subawardees are aware of and adhere to USAID policies and procedures. In particular those subawardees must follow USAID policy for Training in Development (ADS 253) and Visa Compliance for Exchange Visitors (ADS 252) to include utilization of USAID's TraiNet system to track all participant training and to request USAID-sponsored J-1 visa forms.*
7. *The Recipient will conduct one post-award signing meeting via teleconference with both partners to review reporting guidelines, USAID regulations, monitoring and evaluation processes, and administrative management.*
8. *The Recipient will monitor and manage the partnership award, providing quarterly financial reports and semi-annual progress reports using the [performance objectives] and the indicators agreed upon between the Recipient and USAID/OMEF.*

Request for Applications and Peer Review Process

Through a series of discussions and email communications, USAID/ED, the U.S. Embassy, Algiers, and USAID/OMEF agreed to fund a higher education partnership with Mentouri University Constantine focused on increasing student employability by improving teacher training in English and business management, upgrading the curricula, and increasing employment opportunities for university graduates.

In collaboration with the U.S. Embassy in Algiers, USAID/ED, and USAID/OMEF, HED organized an open competition for the selection of U.S. partner(s) to receive an award to establish a higher education partnership with Mentouri University Constantine focused on increasing student employability. In April 2009, HED released a Request for Applications (RFA) with a June 15, 2009, deadline. The announcement was sent to more than 12,000 faculty members, the six major U.S. higher education associations for distribution to their members, numerous academic networks, and the nation's top 25 business schools.

HED also organized an online information session during April 2009, in which interested applicants could submit questions concerning the RFA to representatives of Mentouri University, the Algerian Ministry of Education, USAID/OMEF, USAID/ED, and the U.S. Embassy in Algiers through a web-based forum. Questions and answers from this session were posted to the Frequently Asked Questions section of the RFA. More than 20 people representing 15 U.S. universities participated in the call.

Table 1
REQUEST FOR APPLICATIONS TIMELINE

Algeria Mentouri University Partnership for Workforce Development	
Release RFA	April 2, 2009
Information Session	April 29, 2009
Applications due	June 15, 2009
Peer Review Meeting	July 1, 2009
Number of panels	1
Number of applications	4

HED received 4 applications in response to the RFA and convened a peer review panel of five academics with expertise in management, English for Specific Purposes, and workforce development in the region to review the applications on July 1, 2009. The peer review panel strongly recommended the application from the William Davidson Institute (WDI) of the University of Michigan (UofM) titled, “Recruiting Employable Students at the University with Management Education (RESUME),” for the award.

HED submitted a memorandum for a recommendation of funding to USAID/OMEP on July 1, 2009. On July 24, 2009, HED received confirmation that USAID/OMEP and the U.S. Embassy, Algiers concurred with the peer review committee’s recommendation to fund the WDI application.

Partnership Implementation

In August 2009, WDI was informed that their application had been selected for funding. Additional notification letters were express mailed to the Ministry of Higher Education and the University of Mentouri in Algeria announcing the WDI as the winner. At that time, HED began negotiating a sub-cooperative agreement with WDI.

HED finalized and executed a sub-cooperative agreement and conducted a post-signing teleconference with WDI in October 2009 to review reporting and compliance requirements. HED issued a press release announcing WDI as the winner, collaborated with USAID/ED and USAID/OMEP to establish a procedure to process visas through TraiNet, and initiated regular, monthly teleconferences with WDI, Mentouri University, the U.S. Embassy in Algiers, and USAID/OMEP to discuss implementation of the program. HED also collaborated with WDI to revise and finalize the partnership monitoring and evaluation plan based on feedback from USAID/OMEP and the U.S. Embassy, and negotiated with USAID/OMEP to gain approval to include a Master’s in Tourism Management in the Associate Award’s program description.

Throughout the duration of RESUME, HED conducted monthly teleconferences with WDI, USAID/OMEP, and the US EMB in Algiers to discuss implementation of the program. HED also monitored implementation of the partnership to ensure program objectives and activities were on target to be met, periodically reviewed data and results reported by WDI for consistency and accuracy, and reported on the data and results to USAID and the US EMB on a quarterly and semi-annual basis. In addition, HED worked with USAID staff on the development of an article in the

September/October 2011 issue of USAID's *Frontlines* that highlighted the work of several HED partnerships, including the WDI and UMC partnership. The article is online and can be found here: http://www.usaid.gov/press/frontlines/fl_sep11/FL_sep11_EDU_HIGHERED.html.

HED Deputy Executive Director Jeanne-Marie Duval and Senior Program Specialist Marilyn Crane conducted a May 12-15, 2012, site visit to Algeria. They met with officials from the US EMB in Algiers, USAID/OMEP, and the Ministry of Education as well as representatives from WDI and UMC.

The purpose of the site visit was to review the progress of the Career Center to determine whether an extension would be warranted. The partnership was nearing the end of its third year and was experiencing difficulties with the sustainability of the Career Center. Specifically, the lack of integration of the Career Center into the university's structure and the loss of key personnel were challenges. While there were not a lot of funds remaining in the partnership award, USAID/OMEP, HED, WDI, the US EMB Algiers, and UMC agreed to meet in Constantine, Algeria to determine if an extension or another type of intervention would be merited to increase partnership impact and support the Career Center's sustainability.

As a result of these discussions, HED requested a three-month extension of its Associate Cooperative Agreement, from June 30, 2012 to September 30, 2012, and asked for approval to reprogram indirect costs to direct costs in support of the extension. In addition to supporting HED program administration costs, the reprogramming of funds also allowed HED to extend its sub-cooperative agreement with WDI by three-months and allocate an additional \$49,701 to WDI to deploy a Senior Field Coordinator, Nabil Almasri, to UMC to develop an Action Plan for the formal integration of the Career Center into UMC's official university structure. USAID/OMEP approved this request, and HED subsequently extended the partnership for three months with a \$49,701 increase in funding.

During the three-month extension period, USAID/OMEP, the U.S. Embassy, HED and WDI explored the possibility of extending the program for an additional year and obligating additional funding to rebuild the capacity of the Career Center to function at a high level, including the full integration of the Career Center into the university structure. In September 2012, the US EMB and USAID/OMEP made a decision not to fund the additional year. Instead, HED received approval for a second, three-month extension of its Associate Cooperative Agreement, through December 31, 2012, to close activities. This second extension allowed HED to extend the WDI/UMC partnership for an additional month, through October 31, 2012, in order to permit WDI time to complete the Action Plan and conduct a final partnership evaluation. HED obligated a final \$24,934 to WDI in support of the one-month extension for a partnership total award amount of \$674,595.

Planned Partnership Performance Objectives and Desired Results

Under the Associate Cooperative Agreement, USAID/OMEP and ACE/HED agreed to a set of six performance objectives for the planned partnership between Mentouri University and a U.S. university under the associate cooperative agreement. These performance objectives are listed in the chart below along with the corresponding RESUME partnership objectives and their outcomes.

Table 2
ASSOCIATE COOPERATIVE AGREEMENT PERFORMANCE TARGETS

Performance Objectives as Reflected in the Associate Cooperative Agreement	Corresponding RESUME Partnership Objective(s)	Desired Results
Improved <u>curriculum in English and Management</u> will better prepare students for employment through revised content developed in consultation with local employers	Objective 1: Improve the quality and effectiveness of English learning and teaching at UMC. Objective 2: Improve the Management curriculum at UMC.	Improved level of English of business students will enhance their prospects for finding employment UMC business management students will graduate with knowledge, skills, and abilities that are in demand in the labor market Business curriculum will be improved in accordance with international standards
Mentouri university <u>faculty</u> will have the requisite skills and knowledge to teach the collaboratively developed English and management courses, so that the benefit of the new curriculum is extended to the greatest number of students	Objective 1: Improve the quality and effectiveness of English learning and teaching at UMC. Objective 2: Improve the Management curriculum at UMC.	UMC faculty will improve their ability to design, develop and teach curriculum modules UMC students will improve their linguistic skills UMC graduates will better meet the demands of international employers and the changing global marketplace
Training of a cadre of <u>graduate students</u> to deliver elements of the revised curriculum will increase the capacity of Mentouri University to provide high quality instruction in English and Management	Objective 1: Improve the quality and effectiveness of English learning and teaching at UMC. Objective 2: Improve the Management curriculum at UMC.	UMC graduates will become better qualified in English instruction The business department will benefit from Improved training and research skills
Collaboration of the higher education partners with the private sector will result in <u>greater relevance of the curriculum</u> , and opportunities for experiential learning for students	Objective 2: Improve the Management curriculum at UMC. Objective 3: Establish a Career Center at UMC.	The link between the UMC and the private sector will be strengthened There will be improved employability of UMC graduates and a better trained workforce will be created There will be increased opportunities for internships and employment with employers in the region.
A <u>career development center</u> will provide career counseling and job skills training so that Mentouri University students are better prepared to secure employment upon graduation	Objective 3: Establish a Career Center at UMC.	Students will make better informed decisions about their careers Students will learn job search techniques and skills The employability of UMC students will increase as a result of Career Center activities Employment needs of the private and public sector will be better met
A <u>sustainability plan</u> for the career development center, involving the private sector, will ensure that Mentouri University career counseling and job skills training are continuously reviewed to maintain relevance to the needs of employers.	Objective 3: Establish a Career Center at UMC.	An Action Plan will be developed to ensure the long-term sustainability of the Career Center and quality of its services Employers will be able to fill vacancies with qualified candidates

RESUME Partnership Overview

The William Davidson Institute at the University of Michigan, in partnership with the Stephen M. Ross School of Business and the University of Michigan English Language Institute (ELI), brought real-world and academic experience together to enhance the University of Mentouri Constantine's capacity to provide effective teaching, curriculum, and research in English and Management. Using a strategy that combined experiential learning, knowledge creation, and real-world experience, partners created a Career Center, developed an English language training curriculum, and enhanced the capacity of the faculty to develop and teach a modern Management curriculum that actively engages the private sector to integrate key skills and knowledge that are needed to succeed in the workplace. WDI also conducted a faculty exchange program, where the priority of the visit agendas corresponded with the specific needs of Algerian faculty.

Partnership at a Glance

Partner Institutions:

William Davidson Institute at the University of Michigan; Mentouri University Constantine

Region:

Middle East & North Africa

Dates:

Oct 2009–Oct 2012

Funding Level:

\$674,595

Cost Share:

\$370,653

RESUME's Cumulative Accomplishments

With an overall goal of increasing the employability of UMC students, a number of notable outcomes were accomplished in support of RESUME partnership's three objectives outlined below:

1. Improve the quality and effectiveness of English learning and teaching at UMC.
2. Improve the Management curriculum at UMC.
3. Establish a Career Center at UMC.

Objective 1: Improve the quality and effectiveness of English learning and teaching at UMC.

The first component of RESUME was to improve the quality and effectiveness of English learning and teaching at UMC. RESUME created UMC's first ESP program at the Faculty of Economics and Management Sciences in collaboration with the Department of Foreign Languages. Through the train-the-trainer model utilized by RESUME, the capacity of UMC faculty and PhD students to develop new curricula and teach with interactive methods was increased.

To enhance the English curriculum at UMC, English Language Institute (ELI) experts from UofM worked with the Faculty of Economics and Management Sciences (FEMS) to launch an English for Specific Purposes (ESP) program within the FEMS. In collaboration with UMC faculty members, ELI experts developed a curriculum aimed at providing English language training to prepare students to enter the workforce. UMC faculty and students piloted the revised curriculum materials and provided feedback, allowing further customization of the materials and instruction. Syllabus and material design was completed for years 1, 2, and 3 of the ESP courses. Year 1 of ESP courses was taught during the 2010-2011 school year, and Year 2 was taught during the 2011-2012 school year. Year 3 of the ESP courses was launched in the fall of 2012.

The large number of students who have taken ESP courses is a great success for RESUME. Since the launch of the ESP program, 2,903 students were enrolled in ESP courses. One reason for the high enrollment is that taking ESP courses is now a requirement for obtaining a degree from the FMES.

Another success of RESUME has been its impact on teaching pedagogy within the ESP program. During the first year of the program, 10 teachers were trained to use more interactive teaching methodology through informal training sessions with ELI experts conducted via videoconferences and during an October 2012 site visit. The second training took place in April 2012. During the April training, ELI experts from UofM also were able to meet with ESP faculty to evaluate progress with the implementation of the ESP curriculum. 100 teachers attended the second training.

Following the April 2012 visit to UMC, ELI experts continued to work with UMC to improve the English for Specific Purposes Manual, a tool used by ESP faculty to bolster their English language instruction. Using the training and support they received from the ELI experts, UMC faculty members plan to continue to review and edit the manual on their own as the need arises.

Utilizing a train-the-trainers approach, ELI experts also regularly used Skype to set up videoconferences with 20 faculty members for teacher training and materials development workshops. As a result of this approach, 3 faculty members of the Department of Foreign Languages organized two workshops for 80 UMC faculty members. As UMC teachers continue to organize additional trainings, this training will allow them to better prepare UMC graduates for the demands of international employers and the changing global marketplace.

RESUME initially planned to proctor the Michigan English Test (MET) twice, once as a baseline assessment and once to evaluate the improvement of student's language skills over the three years of RESUME. The MET is an examination for candidates who want to evaluate their general English language proficiency in social, educational, and workplace contexts. UMC did not procure the necessary testing equipment in time to conduct the baseline assessment. UMC faculty, UofM ELI experts, and WDI later jointly decided that the Cambridge Michigan Language Assessment English Placement Test would be more beneficial in the Algerian context. This test is used to group students into homogeneous ability levels: Beginning, Intermediate, and Advanced.

The test was administered to 39 business students in April 2012. Based on the test score, most of the students were in the Beginner category, two students were in the Intermediate category, and one student was in the Advanced category. These low scores signal that students are in need of a more intensive English curriculum if they are to reach the proficiency level required to participate in the global job market. Although faculty members have improved materials as a result of RESUME, the final evaluation report notes that "progress in raising students' proficiency in English will only be attained through dedicating more class time to English, and fostering a much more positive attitude toward the learning of English... Presently English teachers are viewed as outsiders to the Faculty of Economics and Management Sciences and few of the content teachers acknowledge the importance of English as a language of international business. We anticipate that this may change as a younger generation who are not so fluent or attached to French language and culture will be moving into the workforce."

Table 3
CUMULATIVE TARGETS AND RESULTS: FY10-FY12
OBJECTIVE 1: IMPROVING THE QUALITY AND EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING

Indicator	Target	Result	Variance: Result to Target
Number of students with improved English language skills as a result of taking ESP courses	200 students	2903 students	1,451%: The result vastly surpassed the target because UMC decided to make ESP courses a requirement for obtaining a degree from the FEMS.
Agreement on the major need to align the English Curriculum to labor market needs	Strategy for ESP established	Strategy developed	100%: UMC, WDI, and ELI co-designed a strategy to develop ESP courses in accordance with labor market needs.
Number of teachers who teach with new interactive methodology	20 teachers	22 teachers	110%: During year two, RESUME decided to train all 22 ESP instructors.
Number of books provided	20 books	30 books	150%: Additional books were provided based on a list provided by the head of the Department of Foreign Languages.
Syllabus and material design for language program created	14 units	14 units	100%: Although syllabus and material design was completed for all 14 ESP units, supplemental materials had yet to be finalized for the third year courses.
Number of teacher trainers who are involved in the training of other teachers	10 teachers	3 teachers	-30%: Three English teachers organized 2 workshops for 80 UMC instructors. UMC now has the capacity to develop further training opportunities, and it is anticipated that more English instructors will organize future teaching workshops.
Number of teachers trained through workshops organized by the UMC English Department	30 teachers, 10 annually	200 teachers	667%: There was stronger interest in participating in the training workshops than originally anticipated, so RESUME opened the training to the entire Foreign Languages Department.

Objective 2: Improve the Management curriculum at UMC.

The second component of RESUME was to build the capacity of UMC faculty to develop and teach a modern management program. RESUME designed and developed two new degree programs in business at UMC. The first is the Master in General Management, which was approved by the Eastern Regional Conference of the Ministry of Higher Education in Algeria, and is currently being taught at UMC. Eighty-eight students completed the first year of the Master in General Management program during the 2011-2012 school year. These 88 students advanced to the second year of the program in the fall of 2012. Fifty-nine additional new students registered to begin the Master in General Management program, starting in the fall of 2012.

Based on the success of the business management curriculum, WDI and UMC agreed that RESUME would develop a Master in Tourism Management program at UMC. While the Tourism Management program was not initially part of RESUME’s design, the President of UMC specifically requested the design and development of the tourism program due to a need for increased tourism management skills on a national scale and tourism’s important role in Algeria’s economic development. As a result, WDI requested that the business component be expanded to include the creation of a Tourism Management program in early 2010, and OMEP, the US EMB, and HED subsequently approved WDI’s request to establish a Tourism Management degree program.

Although the Ministry of Higher Education and Scientific Research had not yet approved the Tourism Management program, UMC decided to offer the program during the fall of 2012. As of September 2012, UMC had offered 25 students admission to the Tourism Management program.

Table 4
Cumulative Targets and Results: FY10-FY12
OBJECTIVE 2: IMPROVING THE MANAGEMENT CURRICULUM

Indicator	Target	Result	Variance: Result to Target
Number of degree programs to be created and/or revised	1 new degree program	2 new degree programs	200%: RESUME developed an additional Master in Tourism degree.
Number of UMC faculty members trained in the U.S.	4 UMC faculty members	4 UMC faculty members	100%: 4 UMC business faculty members traveled to the United States for training in year one.
Number of teachers involved in the design of course material	12 teachers	25 teachers	208%: More faculty were needed to develop lesson content due to the addition of the Master in Tourism Management.
Number of courses developed and implemented for the two new degree programs	16 courses	16 courses	100%: The Master in Management and the Master in Tourism Management each developed and implemented 8 courses.
Number of students who took the new courses	90 students	88 students	97%: 88 students successfully completed the first year of the Master in Management.

To prepare UMC faculty to effectively teach the new business management curriculum at UMC, WDI used a train-the-trainer model. First, 4 UMC faculty members from the Faculty of Economics and Management Sciences were trained in the United States. Two faculty members were trained to develop the Master in General Management, and two faculty members were trained to develop the Master in Tourism Management. Next, 25 UMC business faculty members participated in the design of the two master’s degree programs and developed 16 new courses. Teacher training modules also were developed collaboratively with UMC faculty members, UofM management experts, and other U.S. experts. RESUME therefore not only resulted in the creation of two long-term training programs, but the partnership also developed UMC’s institutional capacity to develop new curriculum and training programs.

Objective 3: Establish a Career Center at UMC

RESUME’s third and final component included the creation of a Career Center (CC) that recognizes the employment skills required of Algeria’s job market, informs UMC faculty of the curricula required to attain these employment skills, coaches students and alumni to utilize and exhibit these employment skills, and connects skilled students and alumni to employers. Some notable targets and results are below.

Table 5 Cumulative Targets and Results: FY10-FY12 OBJECTIVE 3: ESTABLISHING A CAREER CENTER			
Indicator	Target	Result	Variance: Result to Target
The number of students who registered at the Career Center	7.5%	7.1%	5%: Since the total number of students registered at UMC’s Career Center over the course of RESUME was 6,390, with a student body of about 90,000 students in September 2012, approximately 7.1 percent of UMC’s students registered with the Career Center. Over the three years of implementation, the student population increased from 80,000 to 90,000. If the percentage was calculated based on the number of students who were enrolled when the target was set in 2009, then RESUME would have registered 12 percent of the student population and surpassed its original target.

Indicator	Target	Result	Variance: Result to Target
The number of students who found jobs as a result of RESUME activities	225 full-time jobs	54 full-time jobs offered 39 full-time jobs accepted	-24%: In some cases, WDI only had information regarding the number of accepted positions. The number of offered full-time positions was not included in the reports from Year 2, Quarter 3 and Quarter 4. Therefore, the actual number of jobs offered is likely to be higher than reported here.
Number of students who developed new skills for their employment search	96 workshops, 1,800 attendees	208 workshops, 3,214 attendees	216%: Based on higher than anticipated demand, UMC's Career Center decided to offer additional workshops. 178%: Due to student interest, UMC decided to open Career Center activities to the entire university and not just FEMS students as original planned.
The number of students who participated in Career Center informational sessions	30 informational sessions, 3,000 attendees	34 informational sessions, 3,714 attendees	113%: Based on higher than anticipated demand, UMC's Career Center decided to offer additional workshops. 124%: Due to student interest, UMC decided to open Career Center activities to the entire university and the wider Constantine community-- and not just FEMS students as original planned.

Year One Activities (October 2009 – September 2010)

During its first year, RESUME established a Career Center and initiated Career Center activities and services, including the hiring and training of 6 full-time Career Center staff members, hosting the first Employers Forum at UMC, launching the Career Center's website, and organizing and hosting the first annual Career Fair for students, employers, faculty and media outlets.

The Career Center first opened its doors on November 25, 2009, with a regular staff of 6 plus 7 student peer counselors. To provide guidance and support to the staff, student and employer advisory boards were established. UMC leadership also ensured that the necessary infrastructure was put in place by providing needed office space (4 offices and one conference room) and office equipment.

Starting in January 2010, the Career Center began holding information sessions to introduce UMC students to the Career Center. Three informational sessions were held between January and March 2010. In addition, efforts were made by the Student Peer Counselors to promote the Career Center among all of UMC's campuses. The Career Center staff also developed a number of workshops to help the student community at UMC acquire some basic job search skills to improve their employability. The themes of the workshops were:

- How to prepare a CV
- How to prepare a cover letter
- How to prepare for an interview
- How to handle a job interview

The Career Center's most prominent event during the first year was the Career Fair. UMC President, Professor Abdelhamid Djekoun, officially inaugurated the Career Fair on June 2, 2010. UofM officials, Algerian employers, UMC students, UMC faculty, the President of the Université de Metz in France, and French business owners attended the inauguration. The Career Fair was held in conjunction with an international conference on increasing links between universities and professional industries. Thirty-one companies attended the two-day Career Fair. Attendants represented government agencies, domestic and international private companies, and public organizations. A total of 612 students registered at the Career Fair, but it is estimated that a significantly higher number of students attended the event.

Number of students who registered with the Career Center	612
Number of student CVs collected by employers	2081
Number of recent graduate CVs collected by employers	1042
Number of internships offered by employers	47
Number of jobs offered by employers	22
Number of students offered internship interviews	173
Number of students offered job interviews	179

The Career Center staff also had the opportunity to attend training in the United States during year one. The training consisted of one-on-one discussions with the U.S. Career Center counterparts, participation in committee meetings, and classroom presentations. UMC Career Center staff also were introduced to general Career Center operations and administration, the role of the Career Center in the university and economic community, the career development process, the self-directed job search, and career counseling services.

Year Two Activities (October 2010 – September 2011)

During year two, the Career Center continued to expand. Career Center activities included: organizing the First Anniversary Forum, holding the Mechanical Industry Forum, hosting a forum for employers to provide feedback on the Master in General Management, hosting training sessions conducted by Career Center management expert Kathy Simms, and organizing the second annual Career Fair. The following table outlines the accomplishments of the Career Center during year two in greater detail.

Similar to year one, the most popular event was the Career Fair. When compared to the 2010 Career Fair, the number of student attendees expanded and twice the number of permanent jobs was offered to the UMC students.

Number of Students Attendees	5,063
Number of Internships Offered by Employers	24
Number of Jobs Offered by Employers	46

As noted in the timeline of activities, Kathy Simms, WDI Consultant and Career Center management expert, conducted training at UMC in November, 2010. In a Preliminary Findings Report submitted to WDI after her visit, she articulated the Career Center’s progress as “significant and impressive.” However, the Career Center began encountering significant challenges shortly thereafter, at the end of year two of RESUME, when the contracts of the Career Center employees were scheduled to transfer from WDI to UMC.

Year Three Activities (October 2011 – October 2012)

The number of UMC students participating in Career Center activities declined significantly from year two to year three. UMC attributes this decline to a change in the outreach strategy from



Photo: Maellem Dekhil

Boutadjine Bilel, an engineer and former University of Mentouri Constantine (UMC) student, is pictured at his job at KIS Company. Bilel credits the UMC Career Center for helping him find the job.

quantity to quality—thereby providing more effective services to fewer students. UMC also explains this shift in strategy as evidence that the Career Center is dynamic and willing to make operational changes to better serve the needs of UMC students.

For its part, WDI attributes the decline in student participation to the inability of UMC to retain qualified Career Center staff. RESUME’s implementation plan called for WDI’s management of the Career Center during years one and two with a timed transfer of management, staff and operations to UMC during year three. Given the substantial investment in the Center’s human resources, a Memorandum of

Understanding (MoU) was signed between WDI and UMC that required the integration of the Center's management, administration and budget into those of UMC during year three. The MoU stipulated that staff would be remunerated competitively. This transfer did not take place, as UMC's division into three campuses demanded the attention and resources of UMC leadership during the period in which the Career Center was scheduled to transition. Some employees, such as the Career Center Director and the Employer Relations Manager, chose to leave their positions at the Career Center. Other Career Center employees were forced to accept minimum wage compensation from the Algerian National Employment Agency.

Lessons Learned

In spite of achievements in many areas, the Mentouri University Partnership for Workforce Development program experienced challenges that provide the basis for lessons learned and recommendations for future programming, including interruptions and delays caused by:

- Leadership turnover at the Department of Foreign Languages (Objective 1)
- The Ministry of Higher Education's failure to approve the Master in Tourism Management program for implementation in spring 2012 (Objective 2)
- Political unrest, periodic strikes, and changes to the national education system (Objective 3)
- Need for a greater on the ground presence and/or monitoring and evaluation specialist (Objective 3)
- The lack of integration of the Career Center into UMC's organizational structure and budget (Objective 3)

Objective 1

The English component of RESUME (Objective 1) was challenged by a high turnover rate for the head of the Department of Foreign Languages, particularly during the third year. For example, during the first quarter alone of year 3, three different people held the position of head of the Department of Foreign Languages. This rapid turnover of leadership resulted in a vacuum of support for the further development of the ESP program. This problem became acutely evident when examining the development of supplementary material for the ESP curriculum. Curricula for years one and two were finalized in advance of the school year with widespread support from UMC faculty and leadership. While the year three curricula was finalized, supplementary materials such as the English for Specific Purposes Manual were not finished in time for the school year to begin.

Objective 2

RESUME also encountered delays caused by an inability to launch new degree programs at UMC without the approval of the Eastern Regional Conference of the Ministry of Higher Education. WDI, UMC, and Algerian employers worked collaboratively to develop long-term training programs that served Algeria's national economic interests. Even so, the Eastern Regional Conference initially announced that it would deny UMC's request to create the two new long-term training programs. After delaying the decision for several weeks, the Eastern Regional Conference eventually announced that it would approve the decision to create a Master in General Management. The Master in Tourism Management was launched in the fall of 2012, despite the fact that the Eastern Regional Conference had not yet approved the program. This lack of approval could ultimately affect the program's long-term sustainability.

Objective 3

RESUME's activities were occasionally disrupted by political unrest, strikes, and changes to the national education system. For instance, between December 2010 and May 2011, a number of student demonstrations and strikes were held on campus during which time classes were not conducted and access to administrative buildings was limited. Phone cables were stolen from the Career Center during the demonstrations, leading to significantly slower communication between faculty, students, Career Center staff, employers, and WDI. Similar strikes took place again in September and October of 2012. Additionally, during the first quarter of year three, UMC received a decree from the MoHE to split UMC into three separate universities. The future of the Career Center was uncertain as UMC leadership worked out the details, and the UMC administration's focus turned to implementing the decree rather than formally integrating the Career Center into the university structure.



Photo: Regina Coco

Career Center staff are pictured registering students for Career Center services at the June 2012 Career Fair. Over 600 students and 20 employers attended the event.

Acknowledging that most of the delays were unexpected and/or could not have been readily anticipated, WDI suggested in its final report that project timelines should be developed with the awareness that such events are likely to occur and, as such, project activities should be planned in ways that could accommodate such situations.

RESUME did not assess the satisfaction of Algerian employers who received job applicants from UMC as outlined in its performance management plan. Citing too little staff and funding in its final report, WDI suggested that a part-time monitoring and evaluation specialist housed at UMC would have been helpful in addressing this issue. In fact, the need for a more significant on-the-ground presence who could serve as an intermediary between partners, the US EMB Algiers, USAID/OMEP, and HED and help gather the data needed for reporting is something that was raised by the US EMB Algiers mid-course into the second year of implementation, when it was not programmatically feasible due to budget constraints. Given the complexities and political instabilities currently facing the region, appointing such an intermediary should be considered in advance in the future design of activities in the region. Had this partnership had a more significant and consistent presence in-country, the challenges facing the integration of the Career Center into the university structure during year three likely may have been identified and rectified earlier in implementation.

Finally, the limitations UMC faced when exploring the hiring of non-faculty staff, accepting private sector contributions, and integrating the Career Center into the university structure are likely to be faced by programs in other countries. As a best practice, HED should take these limitations into consideration when considering the feasibility of this type of model/implementation approach in other countries and contexts.

Financial Snapshot

The Associate Cooperative Agreement had a budget of \$811,000, against which \$797,725 was expended and \$13,275 remained.

The table below provides the total cost share and financial expenditure amount reported by the partners through the sub-cooperative agreement’s end date of October 31, 2012. William Davidson Institute reported \$674,595 in expenditures out of the total award of \$674,595 and \$370,653 in cost share out of the originally proposed \$352,674.

Table 8
Partnership Level Expenditures and Cost-Share

Amount Reimbursed		
Expenditures (USD)	Award Amount (USD)	% of Total Award
\$ 674,595	\$ 674,595	100%
Cost Share		
Expenditures (USD)	Cost Share Commitment (USD)	% of Total Proposed Cost Share
\$370,653	\$ 352,674	105%

Please note: ACE is currently undergoing an A-133 audit for FY12, which should be completed by April 30, 2013. As a result, ACE has not started the negotiation process for its FY12 final indirect cost rates— a process which will commence at the completion of the A-133 audit. Therefore, ACE will not be able to submit the following reports within ninety (90) days of the completion of the award:

- Final SF-425 report;
- Completed “Indirect Rate Certification” and “Audit Certification” form; and
- A copy of the final audit report (A-133) for FY12.

An interim final financial report for the Associate Cooperative Agreement, however, can be found in Appendix A.

Overall Program Impact and Sustainability

In addition to keeping up with the classroom instruction needs of a growing university population, Algerian higher education also is combatting the issue of unemployed graduates resulting, in part, from inadequate job skills preparation prior to graduation. In spite of the large number of unemployed university graduates, private sector employers report often difficulty identifying young Algerians who can demonstrate English language proficiency and other “soft skills” needed for workplace success. Consequently, increasing student employability continues to be a critical issue facing Algeria.

Changes made through this partnership helped to increase the level of preparedness that students have when they graduate from the university and enter the job market. Using a strategy that combined experiential learning, knowledge creation, and real-world experience, RESUME created a Career Center and developed an English-language training curriculum. Together, the partners also launched two new master’s degree programs and enhanced the capacity of faculty members to



Photo: Lakhdar Boukerrou

Dr. Lehout and Dr. Moussaoui from UMC meet with Dr. Jay Schrock of USF-Sarasota, Florida for training in Tourism Management.

develop and teach a modern Management curriculum that actively engages the private sector to integrate key skills and knowledge that students need to succeed in the workplace.

UMC now has a new curriculum for English instruction that UMC's Faculty of Economics and Management Sciences has adopted as a degree requirement. Additionally, ESP teachers have received training in interactive teaching methodologies as well as curriculum development. Due to RESUME's train-the-trainer approach, moreover, the English Language Department has developed the capacity to continue

developing trainings and revising the curriculum to align with labor market needs.

The future sustainability of the Career Center appears promising. For example, both UMC administration and UMC students have expressed strong appreciation for the Career Center. During the first two years of RESUME, Career Center events were highly attended. There also was strong demand for student Career Counselor positions and a waiting list for student volunteer positions. Additionally, the Senior Field Coordinator's onsite interviews indicated strong levels of enthusiasm and appreciation for the linkage between the students, employers, and faculty established by the Career Center—something which had not existed prior to RESUME.

Although it is still too soon to come to a firm conclusion as to whether or not the challenges faced by RESUME will ultimately undermine the sustainability of its achievements, several project deliverables were designed to offset these challenges and increase the sustainability of RESUME's impacts. It is expected that the Action plan will help prepare the Career Center to take the steps necessary to become fully sustainable in the future. In addition, as a result of the train-the-trainers workshops, UMC faculty are now in a position to organize and conduct trainings for instructors on their own, which will allow UMC faculty to better prepare UMC graduates to meet the demands of international employers and the ever changing needs of the global marketplace.

Appendix A: Fiscal Report

AMERICAN COUNCIL ON EDUCATION
Mentouri University Partnership
Budgets & Expenditure: Accrued Basis
INTERIM FINAL FINANCIAL REPORT
Prepared on March 27, 2012

Cost Element	Award Budget 09/30/2008	Total Expended as of 02/28/2013	Balance on Budget	Balance % on Obligation
Direct Costs	74,395	68,114	6,281	8%
Partnership Award	674,702	674,595	107	0%
Indirect Costs	61,903	55,015	6,888	11%
<i>Total</i>	\$ 811,000	\$ 797,725	\$ 13,275	2%

Appendix B: Activities and Outcomes Related to Objectives

Timeline of Activities

OBJECTIVE 1: IMPROVING THE QUALITY AND EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING

Year 1, Quarter 1 Oct 1 – Dec 31, 2009	UofM ELI representatives visited UMC to begin collaborating on the development of new classes and instructional materials
Year 1, Quarter 2 Jan 1 – March 31, 2010	Three faculty members for the Department of Foreign Languages, 1 faculty member from the Faculty of Economics and Management Sciences, and 1 PhD student from the Department of Foreign Languages attended 7 days of workshops and educational events at UofM.
Year 1, Quarter 3 April 1 – June 30, 2010	Faculty and students from the UMC English department traveled to the UofM for training on curriculum and material development
	Syllabi and materials were finalized for the first year of the ESP program, which served approximately 2,000 students who entered UMC during the fall of 2010.
	The students who began taking classes in the Faculty of Economics and Management Sciences in the fall of 2010 were the first cohort to receive an English workplace curriculum in place of the general English curriculum.
Year 2, Quarter 1 Oct 1 – Dec 31, 2010	This quarter marked the launch of UMC’s new ESP program, which utilizes international best practices to improve English language ability in the following: listening, speaking, pronunciation, reading, writing, and interactive business communication skills.
	UofM ELI consultants conducted training at UMC on interactive teaching methods, assessment and implementation.
Year 2, Quarter 3 April 1 – June 30, 2011	WDI and UofM hosted 4 PhD students for a one-month train-the-trainers program. Training focused on curriculum development, interactive teaching methodologies, and use of technology in the classrooms.
	The 4 PhD students prepared to conduct training sessions for the ESP teachers in order to effectively disseminate the knowledge they gained as a result of the training at UofM.
Year 2, Quarter 4 July 1 – Sept 30, 2011	The second year of ESP courses were launched, allowing the students who completed the first year of ESP courses to cover more advanced material further preparing them to meet the language skill demands of employers.
Year 3, Quarter 1 – 2 Oct 1, 2011 – Mar 31, 2012	UofM ELI experts continued to provide long distance on the development of curriculum for the third year of ESP courses.
	The high turnover rate for the head of the Foreign Language Department created challenges. During the first quarter of year 3, three different individuals held the head of department position. None were able to procure necessary equipment for classes.
Year 3, Quarter 3 April 1 – June 30, 2012	UofM ELI experts from UofM traveled to UMC to meet with ESP faculty and representatives from the Faculty of Economics and Management Sciences to evaluate progress with implementing ESP curriculum as well as the satisfaction level of all stakeholders.
	Following their visit to UMC, the ELI experts continued to work with UMC to improve the ESP Manual, a tool used by ESP faculty to bolster their English language instruction.

Timeline of Activities	
OBJECTIVE 2: IMPROVING THE MANAGEMENT CURRICULUM	
Year 1, Quarter 1 Oct 1 – Dec 31, 2009	WDI's Senior Field Coordinator conducted a baseline of UMC's existing Business Management program. Concerns were raised that RESUME might duplicate the efforts of a program conducted in 2006 by the University of Grenoble in France.
Year 1, Quarter 2 Jan 1 – March 21, 2010	WDI's Senior Field Coordinator visited UMC to further assess the existing business curriculum and outcomes of the project conducted with the University of Grenoble.
Year 1, Quarter 3 April 1 – June 30, 2010	It was decided that RESUME would create a Master in Business Management and a Master in Tourism Management. Four UMC business faculty members attended training in General Management and Tourism Management in the United States.
Year 2, Quarter 1 Oct 1 – Dec 31, 2010	The Master's in General Management and Tourism Management curricula were completed and prepared for presentation to the Eastern Regional Conference.
Year 2, Quarter 2 Jan 1 – March 31, 2011	UMC submitted syllabi and course materials to the Eastern Regional Conference (ERC) to obtain approval for the two new master's programs. Meeting between the Faculty of Economics and Management Sciences and Algerian employers to hear their perspectives on the strengths and weaknesses of the proposed new degree programs hosted by CC.
Year 2, Quarter 3 April 1 – June 30, 2011	The ERC of the MoHE communicated a preliminary decision to reject both master's programs.
Year 2, Quarter 4 July 1 – Sept 30, 2011	The ERC reversed the preliminary decision and approved the Master in General Management. UMC determined which students would receive an offer of admission to the Master in General Management program by holding an admissions competition.
Year 3, Quarter 1 Oct 1 – Dec 31, 2011	The Master in General Management was launched, with 88 students enrolled for the 2011 – 2012 academic year.
Year 3, Quarter 2 Jan 1 – March 31, 2012	Second semester of courses in the Master in General Management program began.
Year 3, Quarter 3 April 1 – June 30, 2012	WDI's curriculum development and management expert traveled to UMC, evaluated the progress made with the Master in General Management, assessed the program's sustainability over time, and made recommendations.
Year 3, Quarter 4 July 1 – Sept 30, 2012	The Faculty of Economics and Management Sciences launched the Master in Tourism Management without approval from the ERC.

Year One Timeline of Activities
OBJECTIVE 3: ESTABLISHING A CAREER CENTER (CC)

<p>Year 1, Quarter 1 Oct 1 – Dec 31, 2009</p>	<p>The CC Steering Committee was established to take the lead on hiring staff and procuring equipment for the CC.</p> <p>The following positions were advertised both within the UMC and throughout the private sector: Staff Director, Employer/IT Manager, IT Technician, and Career Advisors. Student Peer Counselors were also recruited during this time.</p> <p>WDI Senior Field Coordinator provided the first in a series of guidance and support deployments for Career Center capacity development.</p>
<p>Year 1, Quarter2 Jan 1 – March 31, 2010</p>	<p>Six staff members were recruited and had the opportunity to attend workshops carried out by WDI’s experts. 7 students were also recruited to serve as Peer Counselors or as CC volunteers. Students formed a waiting list for volunteer positions at the CC.</p> <p>Multiple leaders of other universities approached WDI’s Senior Field Coordinator to discuss starting similar initiatives at other schools.</p> <p>262 students attended three CC informational sessions held on January 25, February 28, and March 9.</p> <p>202 students attended 16 career development workshops on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</p> <p>On March 11, the CC held the first Employers Forum to bring employers to UMC’s campus and give students the opportunity to learn firsthand about private and public sector hiring strategies. 272 students and 10 employers attended the Forum.</p>
<p>Year 1, Quarter 3 April 1 – June 30, 2010</p>	<p>The first Career Fair was conducted. 31 companies attended, 617 students registered, and an estimated 2,157 students attended the fair. Employers offered 47 internships and 22 jobs to students.</p> <p>The CC website was launched.</p> <p>The CC Employers Relations Manager contacted 19 private sector companies.</p> <p>32 career workshops were held for students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</p>

Year Two Timeline of Activities
OBJECTIVE 3: ESTABLISHING A CAREER CENTER

<p>RESUME Year 2, Quarter 1 Oct 1 – Dec 31, 2010</p>	<p>The CC celebrated its first anniversary with an Anniversary Forum. 24 companies and 420 students attended the forum to network, create partnerships, and learn about the services offered by the CC.</p> <p>32 workshops were held for students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</p> <p>The CC organized 4 informational sessions. 1,210 students attended the sessions.</p> <p>Kathy Simms, an expert in CC management, conducted an evaluation to assess CC progress and make recommendations for future CC operations, carried out workshops on CC best practices, and communicated with CC staff individually to answer questions.</p>
<p>RESUME Year 2, Quarter 2 Jan 1 – March 31, 2011</p>	<p>The CC hosted a meeting between employers and the Faculty of Economics and Management Sciences. This meeting allowed employers to give UMC feedback on the Master in General Management program.</p> <p>The CC organized 37 workshops for 446 students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</p> <p>The CC held two informational sessions to increase awareness of the CC within the student body.</p> <p>By March 31, 2011, the CC had built relationships with a total of 275 companies, 235 students had been placed in internships, and 15 students had been placed in permanent full-time positions.</p>
<p>RESUME Year 2, Quarter 3 April 1 – June 30, 2011</p>	<p>The CC hosted its second annual Career Fair. 31 companies and 5,063 students attended the Career Fair. 24 internships and 46 permanent positions were offered by employers at the Career Fair.</p> <p>The CC hosted the Mechanical Industry Forum in order to create greater links to the mechanical industry. 19 employers, 21 faculty members, and 116 students attended this event.</p> <p>The CC organized 38 workshops for the 659 students who attended the sessions on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</p> <p>The CC held 3 informational sessions to increase awareness of the CC within the student body. 253 students attended these sessions.</p>
<p>RESUME Year 2, Quarter 4 July 1 – Sept 30, 2011</p>	<p>According to the MoU signed between UMC and WDI, WDI agreed to pay the salaries of CC staff for two years. After the contracts with WDI expired, UMC was to transfer the CC staff to the university's payroll. UMC was not able to guarantee compensation for CC staff, as the CC had not been incorporated into the university's organizational structure. Due to the uncertainty regarding his salary, the Director chose to leave the CC during this period.</p>

Year Three Timeline of Activities
OBJECTIVE 3: ESTABLISHING A CAREER CENTER

<p>RESUME Year 3, Quarter 1 Oct 1 – Dec 31, 2011</p>	<p>WDI, UMC, and the US EMB attempted a two-pronged approach to working with the MoHE to expedite the process of incorporating the CC into the UMC’s organizational structure.</p>
<p>RESUME Year 3, Quarter 2 Jan 1 – March 31, 2012</p>	<p>A Second Anniversary event for the CC was held. 234 students attended, networked, and watched presentations from 5 employers.</p> <p>The vacant CC director position was filled. The sustainability of this appointment was discussed by WDI, HED, USAID/OMEP, and the US EMB.</p>
<p>RESUME Year 3, Quarter 3 April 1 – June 30, 2012</p>	<p>A new WDI Senior Field Coordinator was deployed to Constantine from April 29 to May 5. He carried out an assessment of the status of the CC, its integration into UMC’s organizational structure, and its plan for sustainability.</p> <p>The third annual Career Fair was held. Over 600 students and 20 employers attended the event. The event resulted in better linkages between local employers and UMC students.</p>
<p>RESUME Year 3, Quarter 4 July 1 – September 30, 2012</p>	<p>Nabila Aouabdia was appointed as the new Director of the CC.</p> <p>WDI’s Senior Field Coordinator was deployed to Constantine from September 2 – October 25. Initially, the Senior Field Coordinator was supposed to create an Action Plan and prepare UMC and the CC for a 9-month extension. After a decision by the US EMB in Algiers and USAID/OMEP not to fund the extension, the Senior Field Coordinator shifted his entire focus to creating an Action Plan for the CC.</p>

Appendix C: Final Partnership Report



William Davidson Institute
AT THE UNIVERSITY OF MICHIGAN

FINAL PARTNERSHIP REPORT ON RECRUITING EMPLOYABLE STUDENTS AT THE UNIVERSITY WITH MANAGEMENT EDUCATION

Cooperative Agreement AEG-A-00-05-00007-00

Associate Cooperative Agreement Number 263-A-00-09-00011-00

Submitted to: Higher Education for Development

Submitted by: The William Davidson Institute at the University of Michigan

Submission Date: November 30, 2012

Acknowledgement

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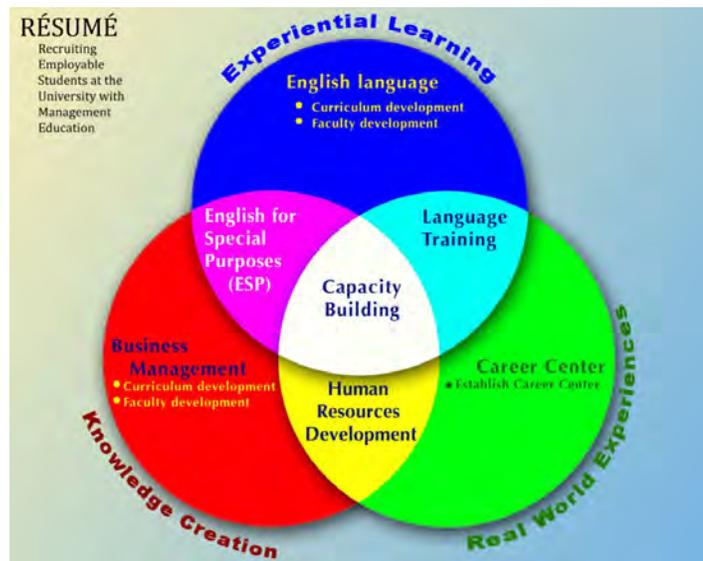
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Acronym List

WDI	The William Davidson Institute at the University of Michigan
UofM	The University of Michigan
RSB	The Stephen M. Ross School of Business at the University of Michigan
ELI	The English Language Institute at the University of Michigan
RESUME	Recruiting Employable Students at the University with Management Education
UMC	Universite Mentouri de Constantine
HED	Higher Education for Development
CC	The Career Center at Universite Mentouri de Constantine
ESP	English for Specific Purposes program
DCS	Development Consulting Services at the William Davidson Institute
USAID/OMEPP	United States Agency for International Development, Office of Middle East Partnerships
US EMB	United States Embassy to Algeria
MET	Michigan English Test
CaMLA EPT	Cambridge Michigan Language Assessment English Placement Test
MoU	Memorandum of Understanding
ERC	Eastern Regional Conference of the Algerian Ministry of Higher Education and Scientific Research

1.1 Partnership Overview

The William Davidson Institute (WDI) at the University of Michigan (UofM), in partnership with the Stephen M. Ross School of Business (RSB) and the University of Michigan English Language Institute (ELI) designed Recruiting Employable Students at the University with Management Education (RESUME) in order to increase the employability of students at the Université Mentouri de Constantine (UMC) in Constantine, Algeria. RESUME utilized a three-pronged approach combining: 1) experiential learning; 2) knowledge creation; and 3) real world experience. This strategy was designed to close the gap between



the skills demanded by the labor market and the skills acquired in higher education. This partnership was intended to bring together real-world and academic experience to enhance UMC's capacity to provide effective career services as well as teach, develop curriculum, and conduct research in the fields of Business Management and English Instruction.

RESUME was awarded to WDI by Higher Education for Development (HED) in October 2009, for a period of 3 years. The total amount of the award was five hundred ninety-nine thousand nine hundred and sixty dollars (\$599,960). RESUME was extended from the project end date of June 30, 2012 to September 30, 2012, with an increase in funding of \$49,701. RESUME was subsequently extended for 1 additional month through October, 2012, with an increase in the funding of \$24,934.14. Therefore, the total amount of funding provided for RESUME's was \$674,595.17.

RESUME's program design aligns with USAID's goal of expanding democracy and economic freedom throughout the Muslim world. Recently, an unprecedented number of Algerians have enrolled in university training programs. However, the markets were plagued by a deficiency of skilled graduates with strong English and Business Management skills. RESUME intended to help close this gap by encouraging collaboration between UofM and UMC. Three components comprised RESUME's approach: 1) the enhancement of the English language curriculum, 2) the enhancement of the business management curriculum, 3) the development of a Career Center at UMC.

In order to enhance the English curriculum at UMC, ELI experts from UofM introduced the Faculty of Economics and Management Sciences to the English for Specific Purposes program, a methodology for English Language Instruction that has been proven effective in multiple cross-cultural situations. With input and guidance from UMC, ELI experts began the development of innovative language curricula, aimed at providing English language that sufficiently prepares

students to enter the workforce. UMC faculty and students piloted the revised curriculum materials, and provided feedback, allowing further customization of the materials and instruction.

The second component of RESUME was building the capacity of UMC faculty to develop and teach a modern management program. In order to effectively enhance the Business Management curriculum at UMC, WDI proposed using a train-the-trainer model, a model which has been shown to be an efficient and cost-effective knowledge dissemination tool. The teacher training modules were developed collaboratively with UMC faculty members, UofM management experts, as well as other US experts. The enhanced business management curriculum now covers topics such as leadership; business plan development; coaching; teams; skills evaluation; career management; and entrepreneurship. Courses in leadership and business plan development build on student's analytical skills while courses on coaching and teams teach them team building and team performance skills. Students are also learning how to leverage their skill set to become successful professionals through courses in skills evaluation and career management. As a result of collaboration between UMC and WDI it was decided that RESUME would also develop a Tourism Management program at UMC. While the Tourism Management program was not initially part of the RESUME's design, the President of UMC requested the creation of the tourism program due to a need for increased tourism management skills on a national scale and the important role for tourism in Algeria's economic development. On January 20, 2012, WDI requested that business component be expanded to include the creation of a Tourism Management program. On June 16, 2010, the USAID Office of Middle East Programs (USAID/OMEP), the U.S. Embassy in Algiers (US EMB), and HED approved WDI's request to establish a Tourism Management degree program to further enhance the management curriculum at UMC.

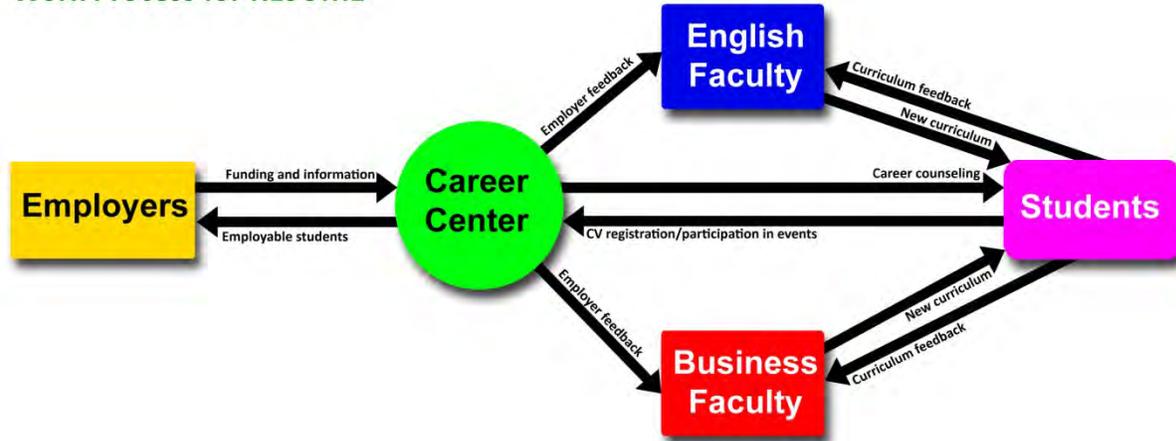
RESUME's final component included the development of a Career Center that: 1) recognizes the employment skills required of Algeria's job market; 2) informs UMC faculty of the curricula required to attain these employment skills; 3) coaches students and alumni to utilize and exhibit these employment skills; and 4) connects skilled students and alumni to employers. The CC's Strategic Plan from 2010-2013 articulates the CC's mission as, "helping students succeed in the transition from university to professional employment and to better the employability of graduates from the University of Mentouri, Constantine." In order to fulfill this mission, the Strategic Plan outlines the 7 distinct objectives for the CC:

1. Help students plan, identify, refine and set into place their career search and employment objectives;
2. Create up-to-date information regarding job market statistics and the possibility for employment;
3. Create spaces for recruiting employers to interview students;
4. Create and maintain active partnerships with university departments to ensure communication between the C and university departments;
5. Build a functioning link between UMC and the Algerian socio-economic sector;
6. Improve the employability of UMC students; and
7. Match the strengths of students with the expectations of the market.

The Career Center was designed to serve as the gateway for: 1) employers to communicate their employment needs to UMC faculty; 2) faculty to precisely demonstrate how students and alumni

should present their skills for employers and 3) students and alumni to exhibit their skills to employers.

Work Process for RÉSUMÉ



Focusing on the above respectively, the Career Center was intended to result in 1) a forum for employers to describe the specific skill sets required of their companies, 2) comprehensive resources, programs, career counseling to students and alumni to help them make informed career decisions, and 3) UMC employment and internship linkages to private and public sector firms. The functional areas supporting these activities will include private sector feedback, career counseling and assessment, summer internships; and post-graduation employment placement.

1.2 Partnership Results

1.2.1 Component 1: English Curriculum Enhancement

Activities

RESUME created numerous accomplishments for the English program at UMC, namely the development of the ESP program at the Faculty of Economics and Management Sciences in collaboration with the Department of Foreign Languages. With the train-the-trainer model utilized by RESUME, there has also been significant investment in the capacity building of UMC faculty and PhD students to develop new curricula and teach with interactive methods.

<i>Timeline of Activities English Curriculum Enhancement</i>	
<i>Year 1, Quarter 1 Oct 1 – Dec 31, 2009</i>	1. <i>University of Michigan English Language Institute representatives visited UMC to begin collaborating on the development of new classes and instructional materials</i>
<i>Year 1, Quarter 2 Jan 1–March 31, 2010</i>	1. <i>Three faculty members for the Department of Foreign Languages, one faculty member from the Faculty of Economics and Management Sciences, and one PhD student from the Department of Foreign Languages attended 7 days of workshops and numerous educational and cultural events at UofM. These workshops and events were prepared and presented by 4 UofM ELI consultants.</i>
<i>Year 1, Quarter 3 April 1– June 30, 2010</i>	<p>2. <i>Faculty and students from the UMC English department traveled to the University of Michigan for training on curriculum and material development</i></p> <p>3. <i>Syllabi and materials were finalized for the first year of the English for Specific Purposes program, which served approximately 2,000 students who entered UMC during the fall of 2010.</i></p> <p>4. <i>The students who began taking classes in the Faculty of Economics and Management Sciences in the fall of 2010 were the first cohort to receive an English workplace curriculum in place of the general English curriculum.</i></p>
<i>Year 2, Quarter 1 Oct 1 – Dec 31, 2010</i>	<p>1. <i>This quarter marked the launch of UMC’s new English for Specific Purposes program, which utilizes international best practices to improve English language ability in the following: listening, speaking, pronunciation, reading, writing, and interactive business communication skills.</i></p> <p>2. <i>UofM ELI consultants conducted training at UMC on interactive teaching methods, assessment and implementation.</i></p>
<i>Year 2, Quarter 3 April 1– June 30, 2011</i>	<p>1. <i>WDI and UofM hosted 4 PhD students for a month long train-the-trainers program. The training focused on curriculum development, interactive teaching methodologies, and the use of technology in the classrooms.</i></p> <p>2. <i>The 4 PhD students prepared to conduct training sessions for the English for Specific Purposes teachers in order to effectively disseminate the knowledge they gained as a result of the training at UofM.</i></p>
<i>Year 2, Quarter 4 July 1 – Sept 30, 2011</i>	1. <i>The second year of ESP courses were launched, allowing the students who completed the first year of ESP courses to cover more advanced material further preparing them to meet the language skill demands of employers.</i>
<i>Year 3, Quarter 1 - 2 Oct 1, 2011 – Mar 31, 2012</i>	<p>1. <i>UofM ELI experts continued to provide long distance training on the development of curriculum for the third year of ESP courses.</i></p> <p>2. <i>The high turnover rate for the head of the Foreign Language Department created challenges. During the first quarter of year 3, three different individuals held the head of department</i></p>

	<i>position, but none were able to commit to the coordination of the procurement of the necessary equipment for classes.</i>
<i>Year 3, Quarter 3 April 1– June 30, 2012</i>	<ol style="list-style-type: none"> <i>1. UofM ELI experts from UofM traveled to UMC to meet with ESP faculty and with representatives from the Faculty of Economics and Management Sciences to evaluate progress with implementing ESP curriculum as well as the satisfaction level of all stakeholders.</i> <i>2. Following their visit to UMC, the ELI experts continued to work with UMC to improve the English for Specific Purposes Manual, a tool used by ESP faculty to bolster their English language instruction.</i>

Challenges

One of the challenges that the English Component of RESUME faced was the high turnover rate of the head of the Department of Foreign Languages. This was especially problematic during year 3 of the program. During the first quarter of year 3, three different people held the position of head of the Department of Foreign Languages. The rapid turnover of leadership resulted in a vacuum of support for further development of the ESP program. This problem becomes evident when examining the development of supplementary material for the ESP curriculum. Curricula for years one and two were finalized in advance of the school year with widespread support from UMC faculty and leadership. While the year three curricula is finalized, supplementary materials such as the English for Specific Purposes Manual were not finished in time for the school year to begin.

Additionally, ESP students were exposed to the materials developed as part of the collaborative program between WDI, UofM and UMC. However, it is clear that students were not provided with sufficient, consistent opportunities to use the materials as English was allotted only one and one half hours per week of class time. Therefore, the new materials were not being utilized to their full potential. Future language instruction programs in Algeria should not only focus on the development of new materials and training teachers, but also on ensuring that students have adequate class time devoted to English instruction.

Achievements

1. Number of Students with Improved English Language Skills as a Result of Taking ESP Courses

Target: 200 Students will have Taken ESP Courses

Actual: 2903 Students have Taken ESP Courses

One of RESUME's greatest successes is the vast number of the students who have taken ESP courses. ESP courses were launched in October 2010 and were carried out throughout the 2010-2011 school year. During this period, 894 female students and 814 male students were enrolled in the 1st year of courses (total: 1,708). In the second year of ESP courses, during 2011-2012, 895 female students and 566 male students were enrolled (total: 1,461 students enrolled in the second year of courses). There were 2,903 students enrolled total. Year 3 of the ESP courses will begin in the fall of 2012.

***2. Agreement on the Major Needs to Align the English Curriculum to Labor Market Needs
Target: Strategy for English for Specific Purposes Established
Actual: Strategy Developed***

During RESUME's first year, UMC, WDI, and ELI co-defined a strategy to develop ESP classes for business students in accordance with labor market demands. As a part of this strategy, UMC, WDI and ELI develop curriculum on:

- Business English
 - Greetings
 - Computers
 - Telephones
 - Handling Complaints
 - Interviewing Skills
 - Starting a Business
 - Applying for Bank Loans
 - Negotiations and Meetings
- Subject Matters within Business Management Education
 - Business & Environment
 - Waste Management
 - Tourism & Business Travel
 - Inflation
 - Management
 - Workplace and Culture

***3. Syllabus and Material Design for Language Program Created
Target: 14 Units Developed and/or Revised as Needed
Actual: 14 Units Developed***

Syllabus and material design is complete for all 14 units. Some supplementary materials such as the English for Specific Purposes Manual were still being finalized for the third year of ESP courses, scheduled to begin in the fall of 2012. The supplementary material has yet to be finalized for the following curriculum units:

- Company Functions
- Managerial Skills
- Marketing and Public Finance
- Management Information Systems
- Trading (International Commerce)

UMC faculty will continue to develop supplementary materials and revise existing materials, as labor market demands evolve.

4. Number of Teachers Trained Through Workshops Organized by the UMC English Department

Target: 30 Teachers Trained, (10 Annually)

Actual: 200 Teachers Trained

100 teachers attended training conducted by ELI experts in April, 2012. ELI experts also regularly used Skype to set up videoconferences with 20 faculty members for teacher training and materials development workshops. RESUME's train-the-trainer approach invested significantly in the capacity building of UMC faculty. As a result of this approach, 3 faculty members of the Department of Foreign Languages organized two workshops for 80 UMC faculty members. As UMC teachers continue to organize additional trainings, it will allow them to better prepare UMC graduates for the demands of international employers and the changing global marketplace.

There may be overlap between the faculty members who attended the workshops organized by UMC faculty, the workshops organized by UofM ELI experts, and those trained via videoconference.



UMC English Faculty Members visit UofM ELI

Sustainability

As a result of RESUME, UMC has a new curriculum for English instruction developed in collaboration with UofM ELI experts that UMC Faculty of Economics and Management Sciences adopted as a degree requirement. Additionally, ESP teachers have received training in interactive teaching methodologies as well as curriculum development. Due to RESUME's train-the-trainer approach, the English Language Department has developed the capacity to continue developing trainings and revising the curriculum to align with labor market needs.

1.2.2 Component 2: Business Management Curriculum Enhancement

Activities

RESUME resulted in the development of two new degree programs in business at UMC. The first is the Masters of General Management, which was approved by the Eastern Regional Conference of the Ministry of Higher Education (ERC) in Algeria, and is current being taught at UMC.

On January 20, 2012, WDI requested that business component be expanded to include the creation of a Tourism Management program as UMC expressed strong interest in developing an additional tourism program. On June 16, 2010, the USAID Office of Middle East Programs (USAID/OMEPE), the U.S. Embassy in Algiers (US EMB), and HED approved WDI's request to establish a Tourism Management degree program to further enhance the management curriculum at UMC. This program is currently being taught at UMC despite not having been approved by the ERC.

RESUME not only resulted in the creation of two long-term training programs, but also developed UMC's institutional capacity to develop new curriculum and training programs in the future through the train-the-trainer approach.

<i>Timeline of Activities</i> <i>Business Management Curriculum Enhancement</i>	
<i>Year 1, Quarter 1</i> <i>Oct 1 – Dec 31, 2009</i>	<i>1. WDI's Senior Field Coordinator visited UMC in order to conduct a baseline assessment of the existing Business Management program. Concerns were raised that RESUME might duplicate the efforts of a program conducted at UMC in 2006 by the University of Grenoble in France.</i>
<i>Year 1, Quarter 2</i> <i>Jan 1–March 31, 2010</i>	<i>1. WDI's Senior Field Coordinator was deployed to UMC in order to assess the existing business curriculum, and the outcomes of the project conducted with the University of Grenoble in order to ensure RESUME's approach was new, innovative and effective.</i>
<i>Year 1, Quarter 3</i> <i>April 1– June 30, 2010</i>	<i>1. The timeline and design for the development of two business masters programs were finalized. As a result of collaboration between UMC and WDI it was decided that RESUME would create a Masters in Business Management and a Tourism Management program. While the Tourism Management program was not initially part of the RESUME's design, the President of UMC requested the creation of the tourism program due to a need for increased tourism management skills on a national scale and the important role for tourism in Algeria's economic development. 2. Four business faculty members attended training in General Management and Tourism Management in a US based setting.</i>
<i>Year 2, Quarter 1</i> <i>Oct 1 – Dec 31, 2010</i>	<i>1. The Masters in General Management and Tourism Management curricula were both completed and ready to be presented to the Eastern Regional Conference for approval.</i>

Year 2, Quarter 2 Jan 1 – March 31, 2011	<ol style="list-style-type: none"> 1. UMC submitted the syllabi and course materials to the ERC to obtain approval for the two new masters programs. 2. UMC and WDI collaborated on a work plan, in order to clearly define the steps that need to take place before the fall launch of the masters programs. 3. The Career Center hosted a meeting between the Faculty of Economics and Management Sciences and Algerian employers to hear their perspective on the strengths and weaknesses of the new programs.
Year 2, Quarter 3 April 1– June 30, 2011	<ol style="list-style-type: none"> 1. ERC communicated a preliminary decision to reject both masters programs.
Year 2, Quarter 4 July 1 – Sept 30, 2011	<ol style="list-style-type: none"> 1. ERC reversed their preliminary decision by approving the Masters in Business Administration. 2. UMC quickly took action to determine which students would receive an offer of admission to the Masters in General Management program during the current year by holding an admissions competition.
Year 3, Quarter 1 Oct 1 – Dec 31, 2011	<ol style="list-style-type: none"> 1. The Masters in General Management was launched, with 88 students enrolled for the 2011-2012 academic year.
Year 3, Quarter 2 Jan 1 – March 31, 2012	<ol style="list-style-type: none"> 1. The second semester of courses in the Masters in General Management program began.
Year 3, Quarter 3 April 1– June 30, 2012	<ol style="list-style-type: none"> 1. WDI's curriculum development in management expert traveled to UMC from April 29 – May 3. She evaluated the progress made with the Masters in Management program, assessed the program's sustainability over time, and made recommendations to the Faculty of Economics and Management Sciences.
Year 3, Quarter 4 July 1 – Sept 30, 2012	<ol style="list-style-type: none"> 1. The Faculty of Economics and Management Sciences decided to launch the Tourism Management program even though they had not yet received approval from ERC.



WDI Senior Field Coordinator with Professor Bennamoun, Vice Dean of the Faculty of Economics and Management

Challenges

One of the limitations RESUME encountered, was the inability to launch new degree programs at UMC without the approval of the ERC's approval. WDI, UMC, and Algerian employers worked collaboratively to develop long-term training programs that served Algeria's national economic interests. Even so, the Eastern Regional Conference initially announced that it would deny UMC's request to create the two new long-term training programs. After delaying the decision for several weeks, the Eastern Regional Conference eventually announced that it would approve the decision to create a Masters in General Management. The Masters in Tourism Management program was launched in the fall of 2012, despite the fact that it was not yet approved by the ERC.

Achievements

1. Number of Degree Programs to Be Created and/or Revised

Target: 1 New Degree Program Created

Actual: 2 New Degree Programs Were Created

Two programs were developed: the Masters in General Management and the Tourism Management program. The Masters in General Management was approved in quarter four of year 2 and was launched in year 3 quarter 1. The Ministry of Higher Education and Scientific Research has not yet approved the Tourism Management program. However, UMC did decide to offer the program during the fall of 2012. As of September 30, 2012, UMC had offered 25 students admission to the Tourism Management program (15 male, 10 female). These programs bolster the breadth of business programs offered to UMC's students. Their rigorous curriculum will help to develop more qualified graduates who are better able to compete in the domestic and international labor market.

2. Number of UMC Faculty Members Trained in the US on the New Masters Programs

Target: 4 UMC Business Faculty Members Trained

Actual: 4 UMC Business Faculty Members Were Trained

This target was met during RESUME's first year when 4 UMC faculty members from the Faculty of Economics and Management Sciences were trained in the U.S. Two of the faculty members were trained to develop the Masters in General Management and two were trained to develop the Tourism Management program.

3. Number of Teachers Involved in Design of Course Material

Target: 12 Teachers Involved in the Creation of Lesson Content

Actual: 25 Teachers Were Involved in the Creation of Lesson Content

25 UMC business faculty members were involved in the design and development of the Masters in General Management and the Masters in Tourism Management.

Sustainability

All of the performance targets for the business management curriculum enhancement component of RESUME were met. The Masters in General Management program at UMC is fully viable and sustainable. The Eastern Regional Conference approved the program and the first class of students will graduate in the spring of 2013. As of September 30, 2012, a new cohort of 59 students had already registered to begin the program in the fall of 2012. Additionally, 25 faculty members took part in curriculum development, building UMC's capacity to adapt curriculum and to develop new classes or programs as necessary.

The ERC board has not yet approved the Tourism Management program. UMC's application materials are still with the Eastern Regional Conference. This lack of approval from the Eastern Regional Conference could affect the program's ultimate sustainability. Still, UMC has decided to begin offering the Tourism Management program to provide UMC business students with a greater array of programs.

1.2.3 Component 3: The Development of a Career Center

Activities

Year One

The CC accomplishments during its first year of operation include, but are not limited to: recruiting, hiring, and training 6 initial staff members, hosting the first Employers Forum at UMC, launching the CC's website, and organizing and hosting the first annual Career Fair for students, employers, faculty and media outlets. The following table outlines the accomplishments of the CC during year one in greater detail.

<i>Year 1 Activities Career Center</i>		
<i>RESUME Year 1, Quarter 1 Oct 1 – Dec 31, 2009</i>	<ol style="list-style-type: none"> 1. 2. 	<p><i>The CC Steering Committee was established to take the lead on hiring staff and procuring equipment for the CC.</i></p> <p><i>The following positions were advertised both within UMC and throughout the private sector: Staff Director, Employer/IT Manager, IT Technician, and Career Advisors. Student Peer Counselors were also recruited during this time.</i></p>
<i>RESUME Year 1, Quarter 2 Jan 1–March 31, 201</i>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p><i>Six staff members were recruited and had the opportunity to attend workshops carried out by WDI's experts. 7 students were also recruited to serve as Peer Counselors or as CC volunteers. Students formed a waiting list for volunteer positions at the CC.</i></p> <p><i>Multiple leaders of other universities approached WDI's Senior Field Coordinator to discuss starting similar initiatives at other schools.</i></p> <p><i>262 students attended three CC informational sessions held on January 25, February 28, and March 9.</i></p> <p><i>WDI Senior Field Coordinator provided guidance and support for Career Center staff.</i></p> <p><i>202 students attended 16 career development workshops on cover</i></p>

	<p><i>letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i></p> <p>6. <i>On March 11, the CC held the first Employers Forum to bring employers to UMC's campus and give students the opportunity to learn firsthand about private and public sector hiring strategies. 272 students and 10 employers attended the Forum.</i></p>
<p><i>RESUME</i> <i>Year 1, Quarter 3</i> <i>April 1– June 30, 2010</i></p>	<p>1. <i>The first annual Career Fair was organized and carried out with great success. 31 companies attended, 617 students registered, and an estimated 2157 students attended the fair. Employers offered 47 internships and 22 jobs to students.</i></p> <p>2. <i>The CC website was launched.</i></p> <p>3. <i>The CC Employers Relations Manager contacted 19 private sector companies.</i></p> <p>4. <i>32 career workshops were held for students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i></p>

The CC at UMC opened its doors November 25, 2009 with a staff of six and seven student peer counselors. Employer and Student Advisory Boards were installed to provide guidance and support to the CC staff. The UMC leadership also played an important role in initiating the CC by providing the necessary infrastructure for the CC. Adequate office space (four offices and one conference room) was put at the disposal of the project with all the necessary office equipment.



Attendants at the First Employers Forum

Starting January 2010, the CC began holding Information Sessions to introduce UMC students to the CC. Three informational sessions were held between January and March. In addition, efforts were made by the Student Peer Counselors to promote the CC among all of UMC's campuses. More than 260 students attended these informational sessions. As a result of these Informational Sessions and other CC marketing efforts, more than 870 UMC students had registered at the CC by March and more than 730 students had actually visited the CC.



The First Annual Employers Forum

The CC staff also developed a number of workshops to help the student community at UMC acquire some basic job search skills to improve their employability. Two hundred students attended 16 workshops organized by the CC staff. The themes of the workshops were:

- How to prepare a CV
- How to prepare a good cover letter
- How to prepare for an interview
- How to handle a job interview



Attendants at the first Career Fair

The CC's most prominent event during the first year was the Career Fair. UMC President, Professor Abdelhamid Djekoun, officially inaugurated the Career Fair on June 2 in presence of UofM officials, Algerian employers, UMC students, UMC faculty, the President of the Universite de Metz in

France, and French business owners. The Career Fair was held in conjunction with an international conference on increasing links between universities and professional industries.

Thirty-one companies attended the two-day Career Fair. Attendants represented government agencies, domestic and international private companies, and public organizations. A total of 2157 students registered at the Career Fair, but it is estimated that a significantly higher number of students attended the event.

<i>2010 Job Fair Stats at a Glance</i>	
<i>Number of Students who Registered with the CC</i>	612
<i>Number of Student CVs Collected by Employers</i>	2081
<i>Number of Recent Graduates CVs Collected by Employers</i>	1042
<i>Number of Internships Offered by Employers</i>	47
<i>Number of Jobs Offered by Employers</i>	22
<i>Number of Students Offered Internship Interviews</i>	173
<i>Number of Students Offered Job Interviews</i>	179

The CC staff also had the opportunity to attend training in the United States. The training consisted of one-on-one discussions with the US Career Center counterparts, participation in Career Center committees, meetings, and classroom presentations. UMC CC staff were introduced to topics such as: general Career Center operations and administration, the role of the Career Center in the university and economic community, the career development process, the self-directed job search, and career counseling services.



CC Staff Training in US

Career Counselor Sara Kenza describes her experience working at the CC during the first year of RESUME, “Not only did the CC allow me to have a small experience working in administration, it also gave me an incredible opportunity to make professional connections through my participation in various activities.” Imed Eddine Cherabi, one of Sara Kenza’s student employee coworkers, described his experience, “I am very proud of having been a member of the Career Center team” and explained “During this period I learned many things that I didn’t know before... it is the type of experience that changed my life for the better.” Like Imed Eddine Cherabi, student employees were given professional development opportunities such as running informational sessions and mentoring students who visit the CC.

The CC success was captured in a WDI article on one former UMC student who was helped by the CC named Bilel Boutadjine. He found his dream job working as an engineer. The former UMC student said, “thanks to the CC, I work as Engineer in KIS Company, one of the CC’s partners, an interesting and stimulating job, which I would not be able to find without the help of the Center.”



Bilel Boutadjine

Many of Bilel’s fellow students graduated with good grades only to enter a long period of unemployment. Fortunately, Bilel

learned about the new CC at UMC. He says the CC made him a better public speaker and helped him understand what local employers look for in new employees and how to increase his chances of getting a job. CC trainings helped Bilel present himself favorably to businesses and network effectively with employers. Working with the CC, he learned a sound job search strategy and developed a personal career plan. With help from the CC he was immediately hired upon graduating from UMC. Bilel is now working as an engineer for an industrial construction company. He is on the path to a successful and rewarding career. Bilel is one of many success stories.¹ The CC has linked UMC with Algerian employers, bolstering UMC’s ability to teach students marketable professional skills.

Year Two

During year two, the CC continued to build on the achievements of year one by expanding the CC’s operations. The achievements of the CC during year two include: organizing the Anniversary Forum, holding the Mechanical Industry Forum, hosting a forum for employers to give feedback on the Masters in General Management, hosting the center management expert Kathy Simms, and organizing the second annual Career Fair. The following table outlines the accomplishments of the CC during year two in greater detail.

<i>Year Two Activities Career Center</i>	
<i>RESUME Year 2, Quarter 1 Oct 1 – Dec 31, 2010</i>	<ol style="list-style-type: none"> <i>1. The Career Center celebrated its first anniversary with an Anniversary Forum. 24 companies and 420 students attended the forum to network, create partnerships, and learn about the services offered by the Career Center.</i> <i>2. 32 workshops were held for students during this time period on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i> <i>3. The Career Center organized 4 informational sessions during this period. 1210 students attended the informational sessions.</i> <i>4. Kathy Simms, a renowned expert in Career Center management, conducted an evaluation to assess Career Center progress, make recommendations for future CC operations, and collaborated with Career Center staff individually to address any outstanding issues..</i>
<i>RESUME Year 2, Quarter 2 Jan 1–March 31, 2011</i>	<ol style="list-style-type: none"> <i>1. The CC hosted a meeting between employers and the Faculty of Economic Sciences and Management. This allowed employers to give UMC feedback on the new Masters in General Management program.</i> <i>2. The CC organized 37 workshops for 446 students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i> <i>3. The CC held two informational sessions to increase awareness of the CC within the student body</i>

¹ A full article can be found at <http://wdi.umich.edu/news/announcements/career-center-helps-grad-find-dream-job/?searchterm=Bilel> .

	4.	<i>By March 31, 2011, the CC had built relationships with a total of 275 companies, 235 students had been placed in internships and 15 had been placed in permanent full-time position.</i>
<i>RESUME Year 2, Quarter 3 April 1– June 30, 2011</i>	1.	<i>The CC hosted its second annual Career Fair. 31 companies and 5,063 students attended the Career Fair. 46 permanent positions were offered by employers at the Career Fair.</i>
	2.	<i>The CC hosted the Mechanical Industry Forum in order to create greater links to the mechanical industry. 19 employers, 21 faculty members, and 116 students in attended this event.</i>
	3.	<i>The CC organized 38 workshops during this period for the 659 students who attended the sessions on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i>
	4.	<i>The CC held 3 informational sessions to increase awareness of the CC within the student body. 253 students attended these informational sessions.</i>
<i>RESUME Year 2, Quarter 4 July 1 – Sept 30, 2011</i>	1.	<i>According to the MoU signed between UMC and WDI, WDI agreed to pay the salaries of Career Center staff for two years. After the contracts with WDI expired, UMC was to transfer the CC staff to the university’s payroll. UMC was not been able to guarantee compensation for CC staff, as the CC had not been incorporated into the University’s organizational structure. Due to the uncertainty regarding his salary, the Director chose to leave the CC during this period.</i>

Similarly to year one, the CC held numerous events during year two. The most popular event was the Career Fair, which was an enormous success again. When compared to the 2010 Career Fair, the number of student attendees expanded and twice the number of permanent jobs were offered to UMC students.

<i>2011 Job Fair Stats at a Glance</i>	
<i>Number of Students Attendees</i>	5063
<i>Number of Internships Offered by Employers</i>	24
<i>Number of Jobs Offered by Employers</i>	46

SALON DE L'EMPLOI À L'UNIVERSITÉ MENTOURI DE CONSTANTINE

S'ouvrir aux réalités du terrain

● Il s'agit de mettre à la disposition des futurs diplômés une assistance pouvant adapter leurs compétences aux exigences du marché de l'emploi.

Abrité au hall du bloc des lettres de l'université Mentouri de Constantine, où une trentaine d'entreprises et autres institutions à caractère administratif et socio-économique ont été conviés, deux jours durant, à fournir un aperçu sur les réalités du monde du travail, le 2^{ème} salon de l'emploi a connu un rush révélateur de son impact envers la communauté étudiante. L'initiative est à mettre au crédit du centre des carrières dont le leitmotiv est, selon son directeur, Alchène Kabouche, de favoriser des partenariats actifs en mesure d'assurer des relais et passerelles entre le centre des carrières, les milieux universitaires et les employeurs potentiels. Et de là, améliorer l'employabilité des futurs diplômés en mettant à leur disposition une assistance pouvant adapter



La manifestation a drainé un grand nombre d'étudiants

leurs compétences aux exigences du marché de l'emploi et répondre aux attentes des organismes recruteurs du secteur socio-économique. Fruit d'un partenariat entre l'université Mentouri, l'insti-

tut William Davidson du Michigan et l'ambassade des Etats-Unis, d'Alger, le centre des carrières se donne pour objectif d'atteindre les 6 000 adhérents à l'horizon 2012. Ils sont actuellement 4 840

étudiants à avoir bénéficié des services de ce centre, dont 141 workshops, des visites et stages en entreprises, et le placement de plusieurs dizaines d'étudiants dans le cadre de CDI. Partenaire privilégié du centre des carrières dans le contexte actuel où les nouveaux diplômés sont le plus souvent confrontés à la cruelle réalité d'un terrain miné par le chômage, l'Ansej cristallise de plus en plus l'intérêt de la communauté étudiante. Directeur de cette institution, Tarek Benzili en appelle à deux chiffres pour souligner ce phénomène: 2 515 projets finalisés au jour d'aujourd'hui et 3 200 emplois créés dans le cadre de ce dispositif. En outre, ajoute-t-il, 300 petites entreprises ont souhaité augmenter leurs capacités de production et passer du statut de microentreprises à celles de PME/PMI.

A.B.

Newspaper Articles About the Career Center's Accomplishments During Year Two

Additionally, Kathy Simms, WDI Consultant and internationally renown Career Center management expert, assessed the CC's achievements and progress in November, 2010. In a Preliminary Findings Report submitted to WDI after her visit, she articulated the Career Center's progress as "significant and impressive." She expanded on her analysis, describing the CC's achievements over the first two years:

- "The well-qualified staff, led the Career Center Director, has expanded their own professional development and effectively delivered an organization that models the best practices of American university career centers. At the same time, they progressing with the adaption of selected services and programs to conform to the cultural and employment norms of Algeria.
- The CC staff implemented a strategic approach to employer development based on cultivating collaborative relationships for the University, understanding the enterprises' recruitment interests, needs, and expectations, and integrating this knowledge into their programming for and training of students.
- The opportunity to review two workshops, one under development and one with a live audience of students, revealed that the counselors have developed strong content expertise and are utilizing effective delivery skills that benefit the participating students.
- Meetings were conducted with three key enterprises. It is evident that the employment community is enthusiastic about the CC at UMC. The number and quality of internships offered, employer sponsorships of the Center, and professional employment opportunities and extraordinary and promise to expand. The importance of personal relationships with the Assistant Director for Employer Relations was emphasized, and the augmentation of

CONSTANTINE

L'Université se tourne vers l'industrie mécanique

Les participants au forum «Université Mentouri de Constantine-Industrie mécanique», organisé hier à l'auditorium Mohamed-Seddik Benyahia et consacré à la formation et à l'emploi à la lumière du développement de l'industrie mécanique dans la wilaya, sont parvenus à la conclusion qu'il faut réadapter la formation universitaire aux besoins de l'industrie.

A. Malle

Intervenant dans les débats, Mme Hobar, vice-recteur chargée des relations extérieures, de la coopération, de l'animation, de la communication et des manifestations scientifiques, a expliqué qu'il ne faut pas former pour former. L'enseignant universitaire doit établir des programmes en fonction des besoins de l'industrie et en faisant participer à leur élaboration les recruteurs potentiels. Il faut donc réadapter les programmes de formation pour répondre pleinement aux besoins de l'industrie, surtout que Constantine a la chance d'être un pôle d'excellence dans l'industrie mécanique. Et c'est le moment ou jamais de saisir cette chance. L'intervenante a appelé les enseignants pour réadapter l'enseignement qu'ils dispensent, en estimant que celui-ci est trop académique. Les sciences de l'ingénieur ne riment pas de l'académisme mais du professionnel », a conclu Mme Hobar.

Cette question de l'inadéquation entre la formation universitaire et les besoins des entreprises du secteur de la mécanique a été soulevée par M. Aïssaoui, directeur de l'Institut de développement et engineering (IDE) de l'ENMTP Al-Smara. L'orateur dira qu'il existe de grands écarts entre la formation reçue par les jeunes à l'Université ou dans les centres de formation et les besoins de l'industrie mécanique. «Il faut donc combler cette lacune par une formation spécifique que l'entreprise de la mécanique

peut donner dans ses centres, a-t-il dit. Si l'écart n'est pas grand et se situe au niveau des connaissances dispensées à l'Université, c'est cette dernière qui doit intervenir pour réadapter ses programmes de formation.

Sur la question de l'emploi, le directeur de la Bourse de la sous-traitance de l'Est, M. Bourkib, a mis en exergue les possibilités immenses en matière d'emploi offertes par le secteur de la sous-traitance. Selon lui, à travers la sous-traitance, on peut créer des milliers d'emplois, car des centaines de milliers de pièces entrant dans la fabrication des engins mécaniques peuvent être fabriquées en Algérie dans des petites unités de sous-traitance. Cela contribuera à régler le problème du chômage et d'économiser beaucoup d'argent à l'Algérie», a-t-il souligné.

Dans l'exposé préliminaire sur l'état des lieux du secteur de la mécanique dans la wilaya de Constantine, le directeur de la PME et de la promotion de l'investissement, M. Achout, a relevé que six entreprises emploient 4200 salariés, en indiquant que la part du secteur privé dans cette branche demeure dérisoire. Abordant les perspectives d'avenir dans ce secteur, l'exposant a cité l'annonce récente par les autorités de consacrer 44 milliards de dinars au développement de certains complexes de l'industrie mécanique dans les pôles de Sidi-Bel-Abbes, Constantine, Tيارت, Alger et Annaba, et ce, afin de booster ce créneau d'activité.

the Assistant Director de l’Observatoire des Formations has proved to be strategic and effective.

- The high-profile events, such as the career fair, are effective in connecting students with prospective employers as well as marketing the new offerings of the Center to the campus.
- The infrastructure of the CC relative to staff, student employees and volunteers, equipment and office space, is sufficient for the launch of career services for the campus. As the program continues to develop, all of these areas – especially the number of counselors and employer relations staff – will have to increase. This will be important to maintain quality as the demand for services by students, and the volume of enterprise relationships and expectations correspondingly grow.”

The CC began encountering significant challenges at the end of year two of RESUME when the contracts of CC employees were scheduled to transfer from WDI to UMC. These challenges and their effects are outlined in Section 1.3.

Year Three

The UMC CC was designed and jointly established by WDI and UMC under the RESUME Project. The implementation plan called for WDI’s management of the Career Center during years 1 & 2 with a timed transfer of management, staff and operations to UMC during year 3. Given the substantial investment into the Center’s human resources, a Memorandum of Understanding was signed between WDI and UMC that called for the integration of the Center’s management, administration and budget, into those of UMC during year three. The MoU stipulated that staff be remunerated competitively so as to retain them. This did not take place as UMC’s division into three campuses demanded the attention and resources of UMC leadership during the period in which the CC was scheduled to transition into one of the university’s operation units. Some employees, such as the CC Director and the Employer Relations Manager chose to leave their positions at the CC. Other CC employees were forced to seek minimum wage compensation from the Algerian National Employment Agency. This staff retainment challenge impeded CC activities during year three.

<i>Year Three Activities Career Center</i>		
<i>RESUME Year 3, Quarter 1 Oct 1 – Dec 31, 2011</i>	<i>1.</i>	<i>WDI, UMC and the US Embassy in Algiers attempted to take a two-pronged approach to working with the Ministry of Higher Education to expedite the process of incorporating the CC into the University’s organizational structure.</i>
<i>RESUME Year 3, Quarter 2 Jan 1 – March 31, 2012</i>	<i>1.</i>	<i>The Second Anniversary event for the CC was held. 234 students attended, networked, and witnessed presentations from 5 employers.</i>
	<i>2.</i>	<i>The long-vacant director position was filled. The sustainability of this appointment was discussed by WDI, HED, USAID/Cairo, and the US Embassy in Algiers.</i>
<i>RESUME Year 3, Quarter 3</i>	<i>1.</i>	<i>WDI’s Senior Field Coordinator, Nabil Al Masri, was deployed to Constantine from April 29th to May 5th. Al Masri carried out an in-</i>

<i>April 1– June 30, 2012</i>	<p><i>depth assessment of the status of the Career Center, its integration into UMC’s organizational structure, and its plan for sustainability.</i></p> <p><i>2. The third annual Career Fair was held. Over 600 students and 20 employers attended the event. The event resulted in better linkages between local employers and UMC students.</i></p>
<p><i>RESUME</i> <i>Year 3, Quarter 4</i> <i>July 1 – Sept 30, 2012</i></p>	<p><i>1. Nabila Aouabdia was appointed as the new Director of the CC. Ms. Aouabdia holds a PhD in Information Communications Technology and is well connected within the Ministry of Higher Education.</i></p> <p><i>2. WDI’s Senior Field Coordinator, Nabil Al Masri, was deployed to Constantine from September 2 – October 25, 2012. Initially Al Masri was supposed to prepare UMC and the CC for the extension. After the collaborative decision made by the US Embassy in Algiers, USAID, and HED not to pursue the 9-month extension, Al Masri worked on creating this Action Plan.</i></p>

Challenges

Overtime, the number of UMC students participating in CC activities declined significantly. UMC attributes this decline to a switch in outreach strategy. UMC has stated that the focus of their outreach strategy switched from quantity to quality, providing more beneficial and effective services to fewer students. This change in strategy shows that the CC is dynamic, diligently assessing the needs of students, and willing to make operational changes to better serve UMC students.

However, it is the opinion of WDI that the decline in student participation coincided with CC staff retainment challenges. For this reason, WDI expert’s assessments have concluded that three primary problems that have impeded the CC from reaching full sustainability. The problems are: 1) segregation of the Center’s management and operations from UMC’s organization framework and budget; 2) inability of the Center to retain qualified management and staff; and 3) the inexperience of UMC’s senior staff in incorporating an operating unit into UMC’s overall organizational structure and budget. These challenges are discussed in more detail below.

When RESUME’s Steering Committee met in Constantine during November 2009, the members concluded that that the management and staff of the new UMC CC needed intensive training and mentoring by WDI. The training was successfully conducted via a series of courses conducted in the United States and multiple workshops carried out by U.S. experts on location in Algeria. However, since its handover by WDI in October of 2011, the UMC CC has been stymied by a high turnover of Directors and other key operations staff. Additionally, UMC’s senior staff have been inconsistent in their time commitment and resource allocation. The staffing issues and lack of consistent leadership have had a detrimental impact on results. For example, between the 2010-2011 (year two of the Project) and 2011-2012 (year three of the Project) school years:

- The number of new registrations to the CC database dropped from 2,920 in the 2010-2011 school year to 538 in the 2011-2012 school year (81% decrease in new registrations);

- The number of students who registered at CC events dropped from 2,315 in 2010-2011 to 60 in 2011-2012 (97% decrease in new registrations);
- The number of new registrations by female students dropped from 1,838 in 2010-2011 to 354 in 2011-2012 (81% decrease in new registrations); and
- The number of new registrations by male students dropped from 1,084 in 2010-2011 to 182 2011-2012 (83% decrease in new registrations).

Although WDI is convinced that the drop in new registrations is due to the three challenges outlined above, the organization would nonetheless like to acknowledge that UMC attributes the drop in registration numbers to a switch in outreach strategy. UMC stated for the record that the focus of their outreach strategy switched from quantitative to qualitative, providing more beneficial and productive services to fewer students.

The staffing issues and lack of consistent leadership have also resulted in a programmatic decline in the number of students attending Career Center workshops or informational sessions with the number of workshops dropping. The number of students participating in the workshops also dropped by 73%, and the number of students attending information sessions dropped by 31% from 2010-2011 to 2011-2012. Most worrisome is that the number of students placed in internships, which was critical to the goals and objectives of RESUME, and extremely difficult to establish and grow, dropped by 59%.

In the absence of a strong and long standing Career Center director, the day-to-day management intervention by UMC's Vice Rector for International Relations has further discouraged strong candidates from applying for available posts. Furthermore, and mostly due to lack of career center management and operations knowledge, the poor selection of a series of under-qualified career center candidates during year three of project implementation has led to an increase in the high staff turnover rate and has further delayed sustainability.

In July 2012, WDI proposed that RESUME be extended for 9 additional months in order to address these challenges. During this time WDI would work with UMC to develop and implement a sustainability plan for the Career Center. WDI deployed Senior Field Coordinator, Nabil Al Masri to begin laying the groundwork for the extension. Instead, UMC, the US Embassy, HED, USAID, and WDI made the collaborative decision not to pursue a 9-month extension but to develop an Action Plan for the CC outlining the steps necessary for the CC to become fully sustainable including: 1) the materials and timeframe required for the Algerian Government to approve the integration of the Career Development Center into UMC's organizational structure and budget; 2) the new organizational structure for the Career Development Center, including a detailed description of all of the staff's roles and responsibilities; 3) a description of the lines of communications for the Career Development Center to provide employer feedback to UMC; 4) a description of recommended procedures for private sector involvement with the Career Development Center through direct financial & in-kind support; 4) instructions on creating training manuals for Career Development Center staff.

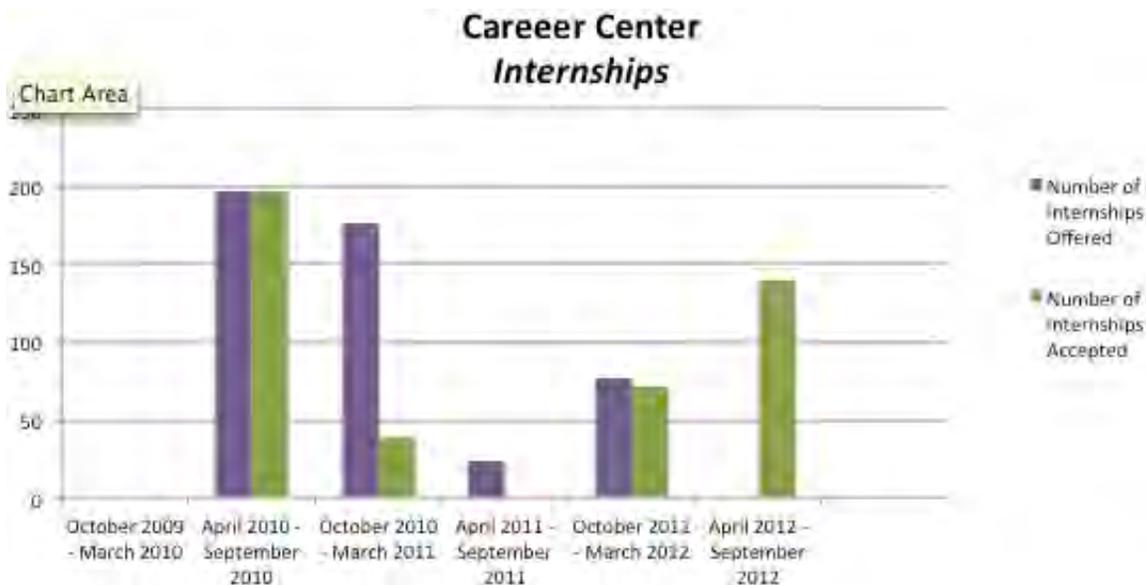
Achievements

1A. The Number of Students who Found Internship Opportunities as a Result of All RESUME Activities

Target: 300 Internships

Actual: 475 Internships

In total, 475 internships were offered to UMC students through RESUME's activities. Students in the Masters in General Management were given the opportunity to complete an internship with public and/or private sector employers. Additionally, the CC helped to facilitate internship placement for students. The Semi-Annual Progress Report from Y2 Q3&4 did not include the total number of accepted internships. Similarly, the Semi-Annual Progress Report from Y3 Q3&4 did not include the number of offered internships. Therefore, both the number of offered internships and the number of accepted internships are likely to be higher than reported here.



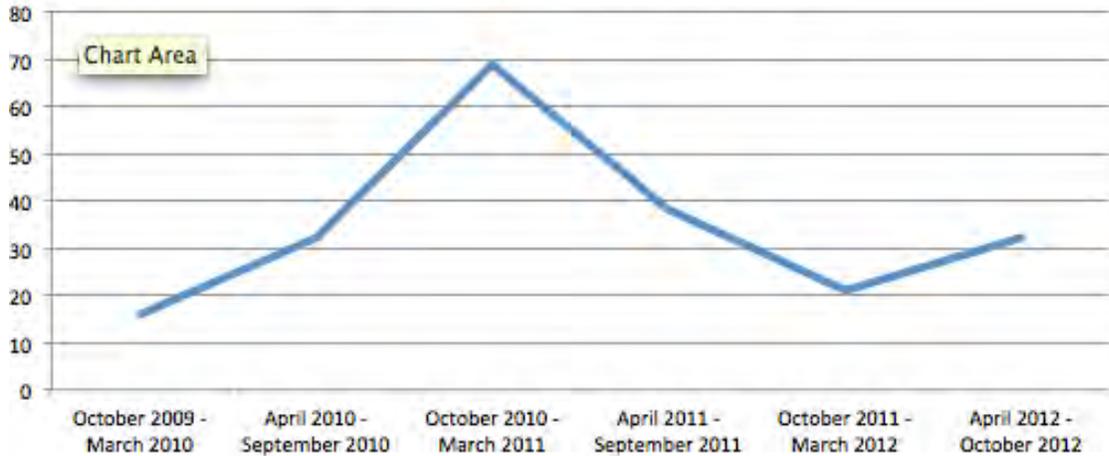
2. Number of Students Who Have Developed New Skills for their Employment Search

Target: 96 Workshops, 1800 Attendees

Actual: 208 Workshops, 3214 Attendees

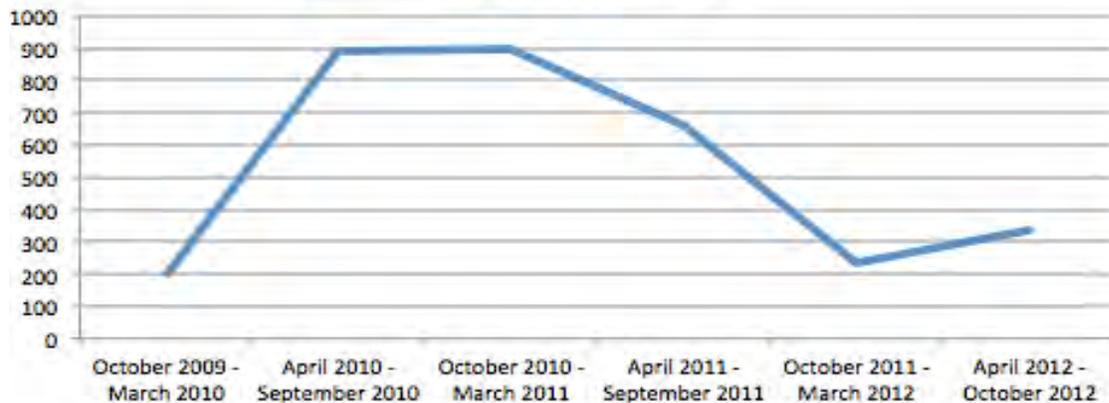
Over RESUME's three years of activity, the CC organized 208 professional development workshops. 3214 students attended these workshops on topics such as: how to prepare for an interview, writing a cover letter, employer recruiting, developing a professional resume, and public speaking.

Career Center Number of Workshops Held



It is evident from the graph that the number of workshops declined significantly at the end of RESUME’s second year when the CC staff contracts with WDI expired. A similar trend is noticeable in the following graph which portrays the number of students who attended the workshops over time.

Career Center Number of Students who ended Workshops



***4. The Number of Students Who Participated in Career Center Informational Sessions
Target: 30 Informational Sessions, 3000 Attendees
Actual: 34 Informational Sessions, 3714 Attendees***

The Career Center held 34 informational sessions over RESUME’s three years. 3741 students participated in these informational sessions, learning more about the Career Center services at UMC.

Sustainability

Both the UMC administration and UMC students have expressed strong appreciation for the CC. During the first two years of RESUME, CC events were highly attended. There was strong demand for student Career Counselor positions and even a waiting list for student volunteer positions. UMC valued the CC so highly that they considered opening a satellite office at their other campus. Additionally, the Senior Field Coordinator's onsite interviews indicate strong levels of enthusiasm and appreciation for the constant linkage between the students, employers, and faculty that had never existed before RESUME. By facilitating a connection between the business community and the academic community, the CC contributed to better educational opportunities for UMC students.

Although the CC has not yet reached full sustainability, RESUME has left UMC with the Action Plan and past successes to build upon in order to become fully sustainable in the future. The Action plan will help prepare the CC to take the steps necessary to become fully sustainable in the future.

1.3 Conclusion

Based on the evidence presented in the preceding discussion of RESUME activities – overall WDI assistance efforts have delivered impressive tangible results, such as:

- Two new business programs at UMC, the Masters in General Management and the Tourism Management program;
- The new English for Specific Purposes Program at UMC to enhance the language ability of UMC students;
- A Career Center at UMC to connect Algerian employers with UMC students and faculty members;

Other project deliverables were designed to increase the sustainability of RESUME's observable impacts, such as:

- The Action Plan, which outlined the steps the Career Center should take in order to become fully sustainable by being integrated into UMC's organizational structure and budget
- The Train-the-Trainers workshops, which built capacity at UMC to develop new curriculum, edit existing curriculum, and revise programs to align with evolving market demands.

These examples and many more like them, it should be noted, comprise the large majority of all the results identified in this evaluation; a not surprising situation given that most of the activities they came from consisted of capacity building and reform of one type or another at the partner institution. In no way, moreover, does the fact that they are hard to measure, and/or take time to mature diminish their role in contributing to the accomplishment of some of the key goals and objectives established at the outset of the WDI assistance effort.

While the evidence demonstrates that much has been accomplished, it also indicates that significant challenges and limitations have been encountered by WDI and its implementing partners. Foremost in this regard have been interruptions and delays of various types and durations, caused by:

- UMC's hesitancy to provide key documentation, such as cost-share documentation,
- The Ministry of Higher Education's failure to approve the Masters in Tourism Management
- The lack of integration of the CC into UMC's organizational structure and budget
- The resignation of the CC Director prior to the beginning of RESUME's third year
- Leadership Turnover at the Department of Foreign Languages

Although it is difficult to know how much more could have been accomplished under RESUME if these delays and interruptions had been minimized, it is evident that these challenges slowed RESUME's progress. However, after RESUME's 43 months, it is still too soon to come to a firm conclusion regarding whether or not these challenges will ultimately pose a threat to the sustainability of achievements under RESUME. Even though it is difficult to know with any degree of certainty that the results achieved thus far are sustainable, the record of accomplishment appears to be sufficiently strong to warrant consideration of some form of continued support to build on the solid foundation of achievement already established. In discussions with UMC faculty from the Faculty of Economics and Management Sciences, English faculty, and CC staff, the same basic point was made repeatedly. That is, more time and continued assistance is needed for sufficient results to be achieved and measured that can, in turn, produce the desired effect of enhancing the employability of UMC students and improving the Algerian labor market.

Lessons Learned

RESUME's activities were frequently disrupted by political unrest, strikes, and changes to the national education system. During the 6 months between December, 2010 and May 2011, there were many student demonstrations and strikes on campus during which many classes were not held, and access to the administrative buildings was limited. Phone cables were stolen from the CC during the demonstrations, leading to slower communication between faculty, students, Career Center staff, employers, and WDI. Similar strikes took place in September and October of 2012. Additionally, during the first quarter of year three, UMC received a decree from the Ministry of Education to split the UMC into three separate universities. The future of the CC was uncertain as UMC leadership worked out how the details of splitting into three distinct universities. The focus of the UMC administration was pulled away from RESUME, as they were forced to focus on the decree to separate the university. Acknowledging that virtually all of the delays were unexpected and/or could not have been readily anticipated, WDI staff suggest that project timelines should be developed with the awareness that such events are likely to occur. As such, project activities should be planned in ways that could accommodate such situations. While this is admittedly more easily said than done, by working closely with implementing partners should create flexible workplans to help minimize the potential adverse effects.

For a variety of likely reasons – i.e., too much to do with too little staff and funding – the satisfaction of Algerian employers who receive applicants from UMC was never assessed. WDI staff suggested that a part-time monitoring and evaluation specialist at UMC might have been helpful in addressing this issue.

Recommendation

A solid foundation, built on concrete and, in more than a few cases, impressive results has been established and this holds promise for still more progress if ongoing assistance is provided to UMC. Accordingly, it is recommended that HED consider developing a package of targeted follow-on activities to build on RESUME’s accomplishments by providing funding and resources to UMC and/or other reputable universities in Algeria.

Appendix D: Partnership Final Evaluation



FINAL EVALUATION REPORT ON RECRUITING EMPLOYABLE STUDENTS AT THE UNIVERSITY WITH MANAGEMENT EDUCATION (RESUME)

**Cooperative Agreement AEG-A-00-05-00007-00
Associate Cooperative Agreement Number 263-A-00-09-00011-00**

Submitted to: Higher Education for Development

Submitted by: William Davidson Institute

Submission Date: November 30, 2012

Acknowledgment

This report was prepared by Dr. Nabil Al Masri, Senior Consultant to the William Davidson Institute (WDI), pursuant to an assignment to evaluate WDI's activities in Algeria under the Recruiting Employable Students at the University with Management Education project (RESUME).

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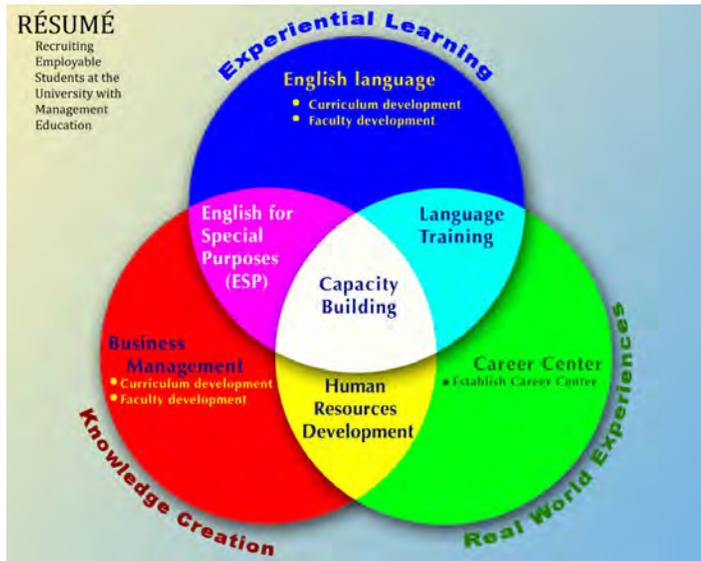
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Acronym List

WDI	William Davidson Institute
UofM	The University of Michigan
RSB	The Stephen M. Ross School of Business at the University of Michigan
ELI	The English Language Institute at the University of Michigan
RESUME	Recruiting Employable Students at the University with Management Education
UMC	Universite Mentouri de Constantine
HED	Higher Education for Development
CC	The Career Center at Universite Mentouri de Constantine
ESP	English for Specific Purposes program
DCS	Development Consulting Services at the William Davidson Institute
USAID/OMEPP	United States Agency for International Development, Office of Middle East Partnerships
US EMB	United States Embassy to Algeria
MET	Michigan English Test
CaMLA EPT	Cambridge Michigan Language Assessment English Placement Test
MoU	Memorandum of Understanding
ERC	Eastern Regional Conference of the Algerian Ministry of Higher Education and Scientific Research

1.1 Executive Summary

The William Davidson Institute (WDI) at the University of Michigan (UofM), in partnership with the Stephen M. Ross School of Business (RSB) and the University of Michigan English Language Institute (ELI) designed Recruiting Employable Students at the University with Management Education (RESUME) in order to increase the employability of students at the Université Mentouri de Constantine (UMC) in Constantine, Algeria. RESUME utilized a three-pronged approach that combined: 1) experiential learning; 2) knowledge creation; and 3) real world experience. This strategy was designed to close the gap between the skills demanded by the labor market and the skills acquired in higher education. This partnership was intended to bring together real-world and academic experience to enhance UMC's capacity to provide effective career services as well as teach, develop curriculum, and conduct research in the fields of Business Management and English Instruction.



RESUME was awarded to WDI by Higher Education for Development (HED) in October, 2009, for a period of 3 years. The total amount of the award was five hundred ninety-nine thousand nine hundred and sixty dollars (\$599,960). RESUME was extended from the project end date of June 30, 2012 to September 30, 2012, with an increase in funding of \$49,701. RESUME was subsequently extended for 1 additional month through October, 2012, with an increase in the funding of \$24,934.14. Therefore, the total amount of funding provided for RESUME's was \$674,595.17.

The purpose of this report is to evaluate WDI's performance in meeting planned targets that contribute to RESUME's overall goal of strengthening the employability of UMC students in Algeria. More specifically, the evaluation covered the following:

1. A review of key program documents and deliverables, such as annual implementation plans, progress reports, diagnostic assessments, and reports regarding RESUME.
2. On-site interviews with local partners, beneficiaries, and stakeholders.
3. Defining how well WDI met its strategic objectives and performance targets with local partners.
4. Identifying whether WDI designed its program approach and activities to address the known needs UMC and meet RESUME's overall objective.
5. Detecting the observable impacts of WDI activities and how sustainable those impacts are.

6. Understanding whether WDI's program activities were implemented in a cost-effective manner that supported RESUME's overall goal and objectives.

1.2 Methodology

The assessment relied on both qualitative and quantitative research methods including key informant and stakeholder interviews, on-site observations, and document reviews, and analysis of the English Proficiency Tests that proctored in April 2012. All of the fieldwork targeted the partner institution, UMC, as well as individuals that were directly affected by WDI-supported activities.

In addition to the interviews and focus groups, on-site observations and extensive document reviews were key parts of the assessment methodology. Most of the fieldwork took place in Constantine, with separate day trips to Algiers.

1.3 Introduction to RESUME

RESUME's program design aligned with USAID's goal of expanding democracy and economic freedom throughout the Muslim world. Recently, an unprecedented number of Algerians have enrolled in university training programs. However, the markets were plagued by a deficiency of skilled graduates with strong English and Business Management skills. RESUME intended to help close this gap by encouraging collaboration between UofM and UMC. Three components comprised RESUME's approach: 1) the enhancement of the English language curriculum, 2) the enhancement of the business management curriculum, and 3) the development of a Career Center (CC) at UMC.

In order to enhance the English curriculum at UMC, ELI experts from UofM introduced the Faculty of Economics and Management Sciences to the English for Specific Purposes (ESP) program, a methodology for English Language Instruction that has been proven effective in multiple cross-cultural situations. With input and guidance from UMC, ELI experts began the development of innovative language curricula, aimed at providing English language that sufficiently prepares students to enter the workforce. UMC faculty and students piloted the revised curriculum materials, and provided feedback, allowing further customization of the materials and instruction.

The second component of RESUME was building the capacity of UMC faculty to develop and teach a modern management program. In order to effectively enhance the Business Management curriculum at UMC, WDI proposed using a train-the-trainer model, a model which has been shown to an efficient, cost-effective, and sustainable knowledge dissemination tool. The teacher training modules were developed collaboratively with UMC faculty members, UofM management experts, as well as other US experts. The enhanced business management curriculum now covers topics such as leadership; business plan development; coaching; teams; skills evaluation; career management; and/or entrepreneurship. Courses in leadership and business plan development build on student's analytical skills while courses on coaching and teams teach them team building and team performance skills. Students are also learning how to leverage their skill set to become successful professionals through courses in skills evaluation

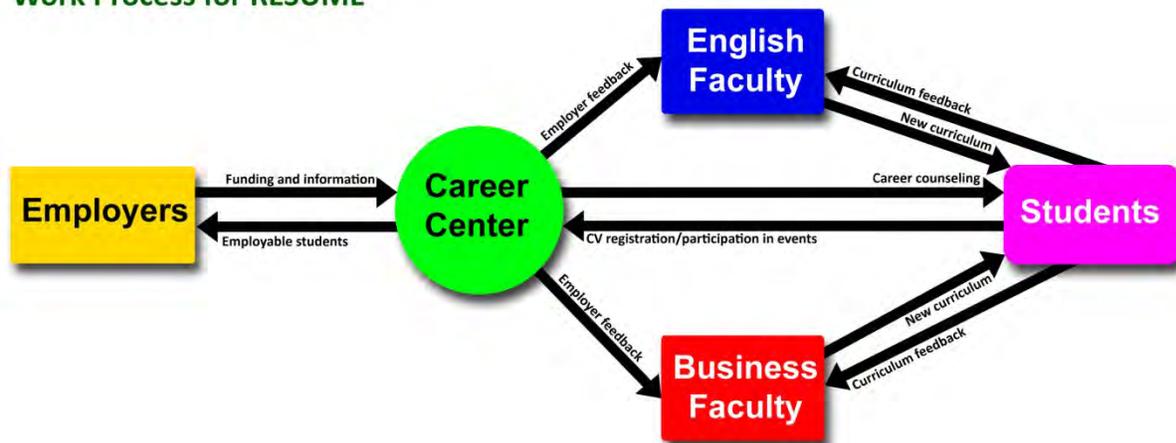
and career management. As a result of collaboration between UMC and WDI it was jointly agreed that RESUME would also develop a Tourism Management program at UMC. While the Tourism Management program was not initially part of the RESUME's design, the President of UMC requested the design and development of the tourism program due to a need for increased tourism management skills on a national scale and the important role for tourism in Algeria's economic development. On January 20, 2012, WDI requested that business component be expanded to include the creation of a Tourism Management program. On June 16, 2010, the USAID Office of Middle East Programs (USAID/OMEPE), the U.S. Embassy in Algiers (US EMB), and HED approved WDI's request to establish a Tourism Management degree program to further enhance the management curriculum at UMC.

RESUME's final component included the development of a CC that: 1) recognizes the employment skills required of Algeria's job market; 2) informs UMC faculty of the curricula required to attain these employment skills; 3) coaches students and alumni to utilize and exhibit these employment skills; and 4) connects skilled students and alumni to employers. The CC's Strategic Plan from 2010-2013 articulates the CC's mission as, "helping students succeed in the transition from university to professional employment and to better the employability of graduates from the University of Mentouri, Constantine." In order to fulfill this mission, the Strategic Plan outlined the 7 distinct objectives for the CC:

1. Help students plan, identify, refine and set into place their career search and employment objectives;
2. Create up-to-date information regarding job market statistics and the possibility for employment;
3. Create spaces for recruiting employers to interview students;
4. Create and maintain active partnerships with university departments to ensure communication between the CC and university departments;
5. Build a functioning link between UMC and the Algerian socio-economic sector;
6. Improve the employability of UMC students; and
7. Match the strengths of students with the expectations of the market.

The CC was designed to serve as the gateway for: 1) employers to communicate their employment needs to UMC faculty; 2) faculty to precisely demonstrate how students and alumni should present their skills for employers and 3) students and alumni to exhibit their skills to employers.

Work Process for RÉSUMÉ



Focusing on the above respectively, the CC was intended to result in 1) a forum for employers to describe the specific skill sets required of their companies, 2) comprehensive resources, programs, career counseling to students and alumni to help them make informed career decisions, and 3) UMC employment and internship linkages to private and public sector firms. The functional areas supporting these activities will include private sector feedback, career counseling and assessment, summer internships; and post-graduation employment placement.

1.4 Component 1: Enhancement of the English Language Curricula

1.4.1 Assessment of Activities

RESUME created numerous accomplishments for the English program at UMC, namely the development of the ESP program at the Faculty of Economics and Management Sciences in collaboration with the Department of Foreign Languages. Due to the train-the-trainer model utilized by RESUME, there has also been significant investment in the capacity building of UMC faculty and PhD students to develop new curricula and teach with interactive methods.

<i>Timeline of Activities English Curriculum Enhancement</i>	
<i>Year 1, Quarter 1 Oct 1 – Dec 31, 2009</i>	1. <i>University of Michigan English Language Institute representatives visited UMC to begin collaborating on the development of new classes and instructional materials</i>
<i>Year 1, Quarter 2 Jan 1–March 31, 2010</i>	1. <i>Three faculty members for the Department of Foreign Languages, one faculty member from the Faculty of Economics and Management Sciences, and one PhD student from the Department of Foreign Languages attended 7 days of workshops and numerous educational and cultural events at UofM. These workshops and events were prepared and presented by 4 UofM ELI consultants.</i>
<i>Year 1, Quarter 3</i>	2. <i>Faculty and students from the UMC English department traveled to the University of Michigan for training on curriculum and material</i>

<p><i>April 1– June 30, 2010</i></p>	<p><i>development</i></p> <ol style="list-style-type: none"> 3. <i>Syllabi and materials were finalized for the first year of the English for Specific Purposes program, which served approximately 2,000 students who entered Mentouri University during the fall of 2010.</i> 4. <i>The students who began taking classes in the Faculty of Economics and Management Sciences in the fall of 2010 were the first cohort to receive an English workplace curriculum in place of the general English curriculum.</i>
<p><i>Year 2, Quarter 1 Oct 1 – Dec 31, 2010</i></p>	<ol style="list-style-type: none"> 1. <i>This quarter marked the launch of UMC’s new English for Specific Purposes program, which utilizes international best practices to improve English language ability in the following: listening, speaking, pronunciation, reading, writing, and interactive business communication skills.</i> 2. <i>UofM ELI consultants conducted training at UMC on interactive teaching methods, assessment and implementation.</i>
<p><i>Year 2, Quarter 3 April 1– June 30, 2011</i></p>	<ol style="list-style-type: none"> 1. <i>WDI and UofM hosted 4 PhD students for a month long train-the-trainers program. The training focused on curriculum development, interactive teaching methodologies, and the use of technology in the classrooms.</i> 2. <i>The 4 PhD students prepared to conduct training sessions for the English for Specific Purposes teachers in order to effectively disseminate the knowledge they gained as a result of the training at UofM.</i>
<p><i>Year 2, Quarter 4 July 1 – Sept 30, 2011</i></p>	<ol style="list-style-type: none"> 1. <i>The second year of ESP courses were launched, allowing the students who completed the first year of ESP courses to cover more advanced material further preparing them to meet the language skill demands of employers.</i>
<p><i>Year 3, Quarter 1 - 2 Oct 1, 2011 – Mar 31, 2012</i></p>	<ol style="list-style-type: none"> 1. <i>UofM ELI experts continued to provide long distance on the development of curriculum for the third year of ESP courses.</i> 2. <i>The high turnover rate for the head of the Foreign Language Department Created challenges. During the first quarter of year 3, three different individuals held the head of department position, but none were able to commit to the coordination of the procurement of the necessary equipment for classes.</i>
<p><i>Year 3, Quarter 3 April 1– June 30, 2012</i></p>	<ol style="list-style-type: none"> 1. <i>UofM ELI experts from UofM traveled to UMC to meet with ESP faculty and with representatives from the Faculty of Economics and Management Sciences to evaluate progress with implementing ESP curriculum as well as the satisfaction level of all stakeholders.</i> 2. <i>Following their visit to UMC, the ELI experts continued to work with UMC to improve the English for Specific Purposes Manual, a tool used by ESP faculty to bolster their English language instruction.</i>

1.4.2 Challenges Encountered

One of the challenges that the English Component of RESUME faced was the high turnover rate of the head of the Department of Foreign Languages. This was especially problematic during year 3 of the program. During the first quarter of year 3, three different faculty members held the position of head of the Department of Foreign Languages. The rapid turnover of leadership resulted in a vacuum of leadership support for further development of the ESP program. This problem becomes evident when examining the development of supplementary material for the ESP curriculum. Curricula for years one and two were finalized in advanced of the school year with widespread support from UMC faculty and leadership. While the year three curricula is finalized, supplementary materials such as the English for Specific Purposes Manual were not finished in time for the school year to begin.

Additionally, ESP students were able to utilize materials developed as part of the collaborative program between WDI, UofM and UMC. However, it is clear that students were not provided with sufficient, consistent opportunities to use the materials as English was allotted only one and one half hours per week of class time. Therefore, the new materials were not being utilized to their full potential. Future language instruction programs in Algeria should not only focus on the development of new materials and training teachers, but also on ensuring that students have adequate class time devoted to English instruction.

1.4.3 Strategic Objectives/Performance Targets

1. Number of Students with Improved English Language Skills as a Result of Taking ESP Courses

Target: 200 Students will have Taken ESP Courses

Actual: 2903 Students have Taken ESP Courses

One of RESUME's greatest successes is the vast number of the students who have taken ESP courses. ESP courses were launched in October 2010 and were carried out throughout the 2010-2011 school year. During this period, 894 female students and 814 male students were enrolled in the 1st year of courses (total: 1,708). In the second year of ESP courses, during 2011-2012, 895 female students and 566 male students were enrolled (total: 1,195 students enrolled in the second year of courses). There were 2,903 students enrolled total. Year 3 of the ESP courses will begin in the fall of 2012.

100% of students enrolled in the Faculty of Economics and Management sciences have taken ESP courses, as it is a requirement for obtaining a degree.

2. Agreement on the Major Needs to Align the English Curriculum to Labor Market Needs

Target: Strategy for English for Specific Purposes Established

Actual: Strategy Developed

During RESUME's first year, UMC, WDI, and ELI co-designed a strategy to develop ESP classes for business students in accordance with labor market demands. As a part of this strategy, UMC, WDI and ELI developed curriculum on:

- Business English
 - Starting a Business
 - Borrowing Money as a Part of Starting a Business
 - Business & Environment
 - Waste Management
 - Tourism & Business Travel
 - Inflation
 - Management
 - Workplace and Culture
 - Negotiations and Meetings
- General English
 - Greetings
 - Computers
 - Telephones
 - Handling Complaints
 - Interviewing Skills

3. Syllabus and Material Design for Language Program Created

Target: 14 Units Developed and/or Revised as Needed

Actual: 14 Units Developed

Syllabus and material design is complete for all 14 units. Some supplementary materials such as the English for Specific Purposes Manual were still being finalized for the third year of ESP courses, scheduled to begin in the fall of 2012. The supplementary material has yet to be finalized for the following curriculum units:

- Company Functions
- Managerial Skills
- Marketing and Public Finance
- Management Information Systems
- Trading (International Commerce)

UMC faculty will continue to develop supplementary materials and revise existing materials, as labor market demands evolve.

4. Number of Teachers Trained Through Workshops Organized by the UMC English Department

Target: 30 Teachers Trained, (10 Annually)

Actual: 200 Teachers Trained

100 teachers attended training carried out by ELI experts in April 2012. ELI experts also regularly used Skype to set up videoconferences with 20 faculty members for teacher training and materials development workshops. RESUME's train-the-trainer approach invested

significantly in the capacity building of UMC faculty. As a result of this approach, 3 faculty members of the Department of Foreign Languages organized two workshops for 80 UMC faculty members. As UMC teachers continue to organize additional trainings, it will allow them to better prepare UMC graduates for the demands of international employers and the changing global marketplace.

There may be overlap between the faculty members who attended the workshops organized by UMC faculty, the workshops organized by UofM ELI experts, and those trained via videoconference.

5. Number of Books Provided

Target: 20 Books Provided

Actual: 30 Books Provided

30 books have been provided to the ESP program to provide better teaching materials in order to improve course content.

6. Number of Teachers who Teach with New Interactive Methodology

Target: 20 Teachers will use Interactive Methodology

Actual: 22 Teachers use Interactive Methodology

Teaching with interactive methods has been shown to increase student engagement and improve learning opportunities for students. In Algeria, traditional one-way lecture style teaching had been the long-standing norm. During the first year of the ESP program, 10 teachers were trained to use more interactive teaching methodology through informal training sessions with ELI experts conducted through videoconferences. During the second year of the ESP program, all 22 ESP teachers used interactive methodologies in their classrooms. UofM ELI experts conducted training on teaching during two distinct trips. The first training took place on October 13, 2010 and the second was conducted over two days, April 9 and 10, 2012.

7. Number of Students Taking the MET Test After Year 3

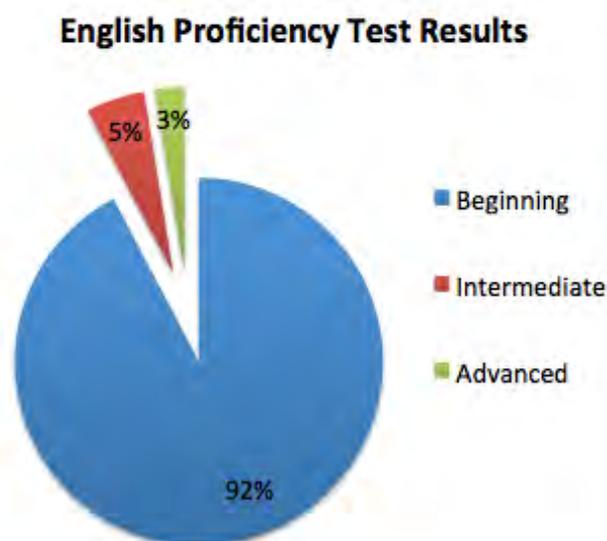
Final Year 3 Target: 200 Students will take the Michigan Test

Actual: 39 Students Took the CaMLA EPT Test

RESUME initially planned to proctor the Michigan English Test (MET) twice, once as a baseline assessment and once to evaluate the improvement of student's language skills over the three years of RESUME. UMC did not procure the necessary testing equipment in time to conduct the baseline assessment, despite having agreed to in the Memorandum of Understanding (MoU) signed by UMC and WDI. In the MoU UMC agreed to, "fully support, financially and administratively, WDI's efforts to sustain the RESUME project and the implementation of the work plan. UMC will provide both in-kind and financial support to provide the project with facilities, human resources to staff the projects, IT services, transportation and fulfill other project needs that may arise." However, they did not provide the equipment as requested by WDI.

The Michigan English Test (MET) is an examination for candidates who want to evaluate their general English language proficiency in social, educational, and workplace contexts. The test was designed for adults and adolescents at or above a secondary level of education to measure their general English language proficiency in a variety of linguistic contexts. UMC faculty, UofM ELI experts, and WDI collaborated and decided that the Cambridge Michigan Language Assessment English Placement Test (CaMLA EPT) test would be more beneficial in the Algerian context. This test is used to group students into homogeneous ability levels: beginning, intermediate, and advanced.

The test was administered for 39 business students in April 2012. Based on the cut scores of the EPT most of the students are in the Beginner 0-29 or Beginner (high) 30-47 category. Two students are in the Intermediate 61-74 and one in the Advanced (low) 76-84 category.



The scores indicate that students are in need of a more intensive English curriculum if they are to reach the proficiency level required to participate in the global job market. Faculty members have improved materials as a result of RESUME, but progress in raising students' proficiency in English will only be attained through dedicating more class time to English, and fostering a much more positive attitude toward the learning of English from the content area faculty. Presently English teachers are viewed as outsiders to the Faculty of Economics and Management Sciences and few of the content teachers acknowledge the importance of English as a language of international business. We anticipate that this may change as a younger generation who are not so fluent or attached to French language and culture will be moving into the workforce.

8. Number of Units in ESP Workplace Curriculum Implemented

Final Target: 12 Units Implemented

Actual: 14 Units Implemented

14 units of ESP curriculum were implemented.

9. Number of Teacher Trainers who are Involved in the Training of Other Teachers

Final Target: 10 Teachers

Actual: 3 Teachers

3 English teachers organized 2 workshops for 80 other teachers in the UMC English Department. This target was not fully met but more teachers attended the training workshops than initially anticipated. This likely signals that there is strong interest among UMC faculty in further training opportunities. Due to RESUME's train-the-trainer component, UMC now has the capacity to develop further training opportunities those faculty members who are interested.

10. Number of Faculties in Algeria that are Interested in Developing a ESP Curriculum

Final Target: Approximately 10

Actual: 0

Achievement of this target was not met within the allotted time. It is recommended that instead of taking the ESP program to other universities, the first reasonable step should be to create and implement ESP curriculum for other schools within UMC. The School of Pharmacy has expressed strong interest in developing an ESP program. Due to the separation of UMC into 3 campuses during year 3 of RESUME, the expansion of the ESP curriculum was put on hold until the administrative details of the separation were settled.

1.4.4 Sustainability of Observable Impacts

As a result of RESUME, UMC has a new curriculum for English instruction developed in collaboration with UofM ELI experts that UMC Faculty of Economics and Management Sciences adopted as a degree requirement. Additionally, ESP teachers have received training in interactive teaching methodologies as well as curriculum development. Due to RESUME's train-the-trainer approach, the English Language Department has developed the capacity to continue developing trainings and revising the curriculum to align with labor market needs. However, if constant leadership turnover at the Department of Foreign Languages continues, it could present a challenge to the sustainability of the ESP program, as administrative support, such as the procurement of testing equipment, may be delayed further.

1.5 Component 2: Business Management Curriculum Enhancement

1.5.1 Assessment of Activities

RESUME designed and developed two new degree programs in business at UMC. The first is the Masters of General Management, which was approved by the Eastern Regional Conference of the Ministry of Higher Education in Algeria, and is current being taught at UMC.

On January 20, 2012, WDI requested that business component be expanded to include the creation of a Masters in Tourism Management degree program as UMC expressed strong interest in developing an additional tourism program. On June 16, 2010, the USAID Office of Middle East Programs (USAID/OMEPE), the U.S. Embassy in Algiers (US EMB), and HED approved WDI's request to establish a Tourism Management degree program to further enhance the management curriculum at UMC. This program is currently being taught at UMC despite not having been approved by the Eastern Regional Conference of the Ministry of Higher Education.

RESUME not only resulted in the creation of two long-term training programs, but also developed UMC's institutional capacity to develop new curriculum and training programs in the future through the train-the-trainer approach.

<i>Timeline of Activities</i> <i>Business Management Curriculum Enhancement</i>	
<i>Year 1, Quarter 1</i> <i>Oct 1 – Dec 31, 2009</i>	<i>1. WDI's Senior Field Coordinator visited UMC in order to conduct a baseline assessment of the existing Business Management program. Concerns were raised that RESUME might duplicate the efforts of a program conducted at UMC in 2006 by the University of Grenoble in France.</i>
<i>Year 1, Quarter 2</i> <i>Jan 1–March 31, 201</i>	<i>1. WDI's Senior Field Coordinator was deployed to UMC in order to assess the existing business curriculum, and the outcomes of the project conducted with the University of Grenoble in order to ensure RESUME's approach was new, innovative and effective.</i>
<i>Year 1, Quarter 3</i> <i>April 1– June 30, 2010</i>	<i>1. The timeline and design for the development of two business masters programs were finalized. As a result of collaboration between UMC and WDI it was decided that RESUME would create a Masters in Business Management and a Tourism Management program. While the Tourism Management program was not initially part of the RESUME's design, the President of UMC requested the creation of the tourism program due to a need for increased tourism management skills on a national scale and the important role for tourism in Algeria's economic development.</i> <i>2. Four business faculty members attended training in General Management and Tourism Management in a US based setting.</i>
<i>Year 2, Quarter 1</i> <i>Oct 1 – Dec 31, 2010</i>	<i>1. The Masters in General Management and Tourism Management curricula were both completed and ready to be presented to the Eastern Regional Conference for approval.</i>
<i>Year 2, Quarter 2</i> <i>Jan 1 – March 31, 2011</i>	<i>1. UMC submitted the syllabi and course materials to the Eastern Regional Conference of the Ministry of Higher Education to obtain approval for the two new masters programs.</i> <i>2. UMC and WDI collaborated on a work plan, in order to clearly define the steps that need to take place before the fall launch of the masters programs.</i> <i>3. The Career Center hosted a meeting between the Faculty of Economics and Management Sciences and Algerian employers to hear their perspective on the strengths and weaknesses of the new programs.</i>
<i>Year 2, Quarter 3</i> <i>April 1– June 30, 2011</i>	<i>1. The Eastern Regional Conference of the Ministry of Higher Education communicated a preliminary decision to reject both masters programs.</i>
<i>Year 2, Quarter 4</i> <i>July 1 – Sept 30, 2011</i>	<i>1. The Eastern Regional Conference reversed their preliminary decision by approving the Masters in Business Administration.</i> <i>2.UMC quickly took action to determine which students would receive</i>

	<i>an offer of admission to the Masters in General Management program during the current year by holding an admissions competition.</i>
<i>Year 3, Quarter 1 Oct 1 – Dec 31, 2011</i>	<i>1. The Masters in General Management was launched, with 88 students enrolled for the 2011-2012 academic year.</i>
<i>Year 3, Quarter 2 Jan 1 – March 31, 2012</i>	<i>1. The second semester of courses in the Masters in General Management program began.</i>
<i>Year 3, Quarter 3 April 1– June 30, 2012</i>	<i>1. WDI’s curriculum development in management expert traveled to UMC from April 29 – May 3. She evaluated the progress made with the Masters in Management program, assessed the program’s sustainability over time, and made recommendations to the Faculty of Economics and Management Sciences.</i>
<i>Year 3, Quarter 4 July 1 – Sept 30, 2012</i>	<i>1.The Faculty of Economics and Management Sciences decided to launch the Masters in Tourism Management even though they had not yet received approval from the Eastern Regional Conference of the Ministry of Higher Education.</i>

1.5.2 Challenges Encountered

RESUME encountered delays caused by an inability to launch new degree programs at UMC without the approval of the Eastern Regional Conference of the Ministry of Higher Education. WDI, UMC, and Algerian employers worked collaboratively to develop long-term training programs that served Algeria’s national economic interests. Even so, the Eastern Regional Conference initially announced that it would deny UMC’s request to create the two new long-term training programs. After delaying the decision for several weeks, the Eastern Regional Conference eventually announced that it would approve the decision to create a Masters in General Management. The Masters in Tourism Management was launched in the fall of 2012, despite the fact that the Eastern Regional Conference had not yet approved the program.

1.5.3 Strategic Objectives/Performance Targets

1. Number of Degree Programs to Be Created and/or Revised

Target: 1 New Degree Program Created

Actual: 2 New Degree Programs Were Created

Two programs were developed: the Masters in General Management program and the Masters in Tourism Management program. The Masters in General Management was approved in quarter four of year 2 and was launched in year 3 quarter 1. The Ministry of Higher Education and Scientific Research has not yet approved the Tourism Management program. However, UMC did decide to offer the program during the fall of 2012. As of September 30, 2012, UMC had offered 25 students admission to the Tourism Management program (15 male, 10 female). These programs bolster the breadth of business programs offered to UMC’s students. Their rigorous curriculum will help to develop more qualified graduates who are better able to compete in the domestic and international labor market.

2. Number of UMC Faculty Members Trained in the US on the New Masters Programs

Target: 4 UMC Business Faculty Members Trained

Actual: 4 UMC Business Faculty Members Were Trained

This target was met during RESUME's first year when 4 UMC faculty members from the Faculty of Economics and Management Sciences were trained in the U.S. Two of the faculty members were trained to develop the Masters in General Management and two were trained to develop the Tourism Management program.

3. Number of Teachers Who Participated in the Design of Course Material

Target: 12 Teachers Participated in the Creation of Lesson Content

Actual: 25 Teachers Were Involved in the Creation of Lesson Content

25 UMC business faculty members participated in the design and development of the Masters in General Management and the Masters in Tourism Management.

4. Number of Courses Implemented and Directly Related to the Training Topics Developed as a Result of WDI intervention

Target: 16 Courses Implemented

Actual: 16 Courses Were Implemented

16 courses were developed and implemented for the Masters in General Management and the Tourism Management program.

5. Number of Faculty Members Engaged in Teaching the New Masters

Target: 8 Faculty Members Engaged

Actual: 12 Faculty Members Were Engaged

12 faculty members are engaged in the teaching of the Masters in General Management and the Tourism Management program at UMC.

6. Number of Students Who Took These New Courses

Target: 90 Students

Actual: 88 Students

88 students completed the first year the Masters in General Management during 2011-2012. These 88 students will advance to the second year of curriculum in the fall of 2012. As of September 30, 59 new students had registered to begin the Masters in General Management program starting in the fall of 2012.

1.5.4 Sustainability of Observable Impacts

All of the performance targets for the business management curriculum enhancement component of RESUME were met. The Masters in General Management program at UMC is fully viable and sustainable. The Eastern Regional Conference approved the program and the first class of students will graduate in the spring of 2013. As of September 30, 2012, a new cohort of 59 students had already registered to begin the program in the fall of 2012. Additionally, 25 faculty

members took part in curriculum development, building UMC’s capacity to adapt curriculum and to develop new classes or programs as necessary.

The board of the Eastern Regional Conference (ERC) of the Ministry of Higher Education and Research has not yet approved the Tourism Management program. UMC’s application materials are still with the Eastern Regional Conference. This lack of approval from the Eastern Regional Conference could affect the program’s ultimate sustainability. Still, UMC has decided to begin offering the Tourism Management program to provide UMC business students with a greater array of programs.

1.6 Component Three: Development of a Career Center at UMC

1.6.1 Assessment of Activities

1.6.1.1 Activities During Year One

The CC accomplishments during its first year of operation include, but are not limited to: recruiting, hiring, and training 6 initial staff members, hosting the first Employers Forum at UMC, launching the CC’s website, and organizing and hosting the first annual Career Fair for students, employers, faculty and media outlets. The following table outlines the accomplishments of the CC during year one in greater detail.

<i>Year 1 Accomplishments Career Center</i>		
<i>RESUME Year 1, Quarter 1 Oct 1 – Dec 31, 2009</i>	<ol style="list-style-type: none"> 1. 2. 3. 	<p><i>The CC Steering Committee was established to take the lead on hiring staff and procuring equipment for the CC.</i></p> <p><i>The following positions were advertised both within UMC and throughout the private sector: Staff Director, Employer/IT Manager, IT Technician, and Career Advisors. Student Peer Counselors were also recruited during this time.</i></p> <p><i>WDI Senior Field Coordinator, Dr. Lakhdar Boukerrou, provided the first in a series of guidance and support deployments for Career Center capacity development.</i></p>
<i>RESUME Year 1, Quarter 2 Jan 1–March 31, 201</i>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p><i>Six staff members were recruited and had the opportunity to attend workshops carried out by WDI’s experts. 7 students were also recruited to serve as Peer Counselors or as CC volunteers. Students formed a waiting list for volunteer positions at the CC.</i></p> <p><i>Multiple leaders of other universities approached WDI’s Senior Field Coordinator to discuss starting similar initiatives at other schools.</i></p> <p><i>262 students attended three CC informational sessions held on January 25, February 28, and March 9.</i></p> <p><i>202 students attended 16 career development workshops on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i></p> <p><i>On March 11, the CC held the first Employers Forum to bring employers to UMC’s campus and give students the opportunity to learn firsthand about private and public sector hiring strategies.</i></p>

	<i>272 students and 10 employers attended the Forum.</i>
<i>RESUME</i> <i>Year 1, Quarter 3</i> <i>April 1– June 30, 2010</i>	<ol style="list-style-type: none"> 1. <i>The first annual Career Fair was organized and carried out with great success. 31 companies attended, 617 students registered, and an estimated 2157 students attended the fair. Employers offered 47 internships and 22 jobs to students.</i> 2. <i>The CC website was launched.</i> 3. <i>The CC Employers Relations Manager contacted 19 private sector companies.</i> 4. <i>32 career workshops were held for students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i>

The CC at UMC opened its doors November 25, 2009 with a staff of 6 plus 7 student peer counselors. Employer and Student Advisory Boards were installed to provide guidance and support to the CC staff. The UMC leadership also played an important role in initiating the CC by providing the necessary infrastructure for the CC. Adequate office space (four offices and one conference room) was put at the disposal of the project with all the necessary office equipment.

Starting January 2010, the CC began holding Information Sessions to introduce UMC students to the CC. Three informational sessions were held between January and March. In addition, efforts were made by the Student Peer Counselors to promote the CC among all of UMC's campuses.

The CC staff also developed a number of workshops to help the student community at UMC acquire some basic job search skills to improve their employability. The themes of the workshops were:

- How to prepare a CV
- How to prepare a good cover letter
- How to prepare for an interview
- How to handle a job interview

The CC's most prominent event during the first year was the Career Fair. UMC President, Profesor Abdelhamid Djekoun, officially inaugurated the Career Fair on June 2, 2010, in presence of UofM officials, Algerian employers, UMC students, UMC faculty, the President of the Universite de Metz in France, and French business owners. The Career Fair was held in conjunction with an international conference on increasing links between universities and professional industries.

Thirty-one companies attended the two-day Career Fair. Attendants represented government agencies, domestic and international private companies, and public organizations. A total of 612 students registered at the Career Fair, but it is estimated that a significantly higher number of students attended the event.

<i>2010 Job Fair Stats at a Glance</i>	
<i>Number of Students who Registered with the CC</i>	612
<i>Number of Student CVs Collected by Employers</i>	2081
<i>Number of Recent Graduates CVs Collected by Employers</i>	1042
<i>Number of Internships Offered by Employers</i>	47
<i>Number of Jobs Offered by Employers</i>	22
<i>Number of Students Offered Internship Interviews</i>	173
<i>Number of Students Offered Job Interviews</i>	179

The CC staff also had the opportunity to attend training in the United States. The training consisted of one-on-one discussions with the US Career Center counterparts, participation in Career Center committees, meetings, and classroom presentations. UMC CC staff were introduced to topics such as: general Career Center operations and administration, the role of the Career Center in the university and economic community, the career development process, the self-directed job search, and career counseling services.

Career Counselor Sara Kenza describes her experience working at the CC during the first year of RESUME, “Not only did the CC allow me to have a small experience working in administration, it also gave me an incredible opportunity to make professional connections through my participation in various activities.” Imed Eddine Cherabi, one of Sara Kenza’s student employee coworkers, described his experience, “I am very proud of having been a member of the Career Center team” and explained “During this period I learned many things that I didn’t know before... it is the type of experience that changed my life for the better.” Like Imed Eddine Cherabi, student employees were given professional development opportunities such as running informational sessions and mentoring students who visit the CC.

1.6.1.2 Activities During Year Two

During year two, the CC continued to expand. CC activities included: organizing the Anniversary Forum, holding the Mechanical Industry Forum, hosting a forum for employers to give feedback on the Masters in General Management, hosting training sessions conducted by renown career center management expert Kathy Simms, and organizing the second annual Career Fair. The following table outlines the accomplishments of the CC during year two in greater detail.

<i>Year Two Activities Career Center</i>	
<i>RESUME Year 2, Quarter 1 Oct 1 – Dec 31, 2010</i>	<ol style="list-style-type: none"> <i>1. The Career Center celebrated its first anniversary with an Anniversary Forum. 24 companies and 420 students attended the forum to network, create partnerships, and learn about the services offered by the Career Center.</i> <i>2. 32 workshops were held for students during this time period on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i> <i>3. The Career Center organized 4 informational sessions during this</i>

	<p><i>period. 1210 students attended the informational sessions.</i></p> <p><i>4. Kathy Simms, a renown expert in Career Center management, conducted an evaluation to assess Career Center progress, make recommendations for future CC operations, carried out workshops on Career Center best practices and communicated with Career Center staff individually to answer any additional questions.</i></p>
<p><i>RESUME</i> <i>Year 2, Quarter 2</i> <i>Jan 1–March 31, 2011</i></p>	<p><i>1. The CC hosted a meeting between employers and the Faculty of Economics and Management Sciences. This allowed employers to give UMC feedback on the new Masters in General Management program.</i></p> <p><i>2. The CC organized 37 workshops for 446 students on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i></p> <p><i>3. The CC held two informational sessions to increase awareness of the CC within the student body</i></p> <p><i>4. By March 31, 2011, the CC had built relationships with a total of 275 companies, 235 students had been placed in internships and 15 had been placed in permanent full-time position.</i></p>
<p><i>RESUME</i> <i>Year 2, Quarter 3</i> <i>April 1– June 30, 2011</i></p>	<p><i>1. The CC hosted its second annual Career Fair. 31 companies and 5,063 students attended the Career Fair. 24and 46 permanent positions were offered by employers at the Career Fair.</i></p> <p><i>2. The CC hosted the Mechanical Industry Forum in order to create greater links to the mechanical industry. 19 employers, 21 faculty members, and 116 students in attended this event.</i></p> <p><i>3. The CC organized 38 workshops during this period for the 659 students who attended the sessions on cover letter preparation, resume writing, interview preparation, interview presentation, and writing skills.</i></p> <p><i>4. The CC held 3 informational sessions to increase awareness of the CC within the student body. 253 students attended these informational sessions.</i></p>
<p><i>RESUME</i> <i>Year 2, Quarter 4</i> <i>July 1 – Sept 30, 2011</i></p>	<p><i>1. According to the MoU signed between UMC and WDI, WDI agreed to pay the salaries of Career Center staff for two years. After the contracts with WDI expired, UMC was to transfer the CC staff to the university's payroll. UMC was not been able to guarantee compensation for CC staff, as the CC had not been incorporated into the University's organizational structure. Due to the uncertainty regarding his salary, the Director chose to leave the CC during this period.</i></p>

Similarly to year one most popular CC event was the Career Fair, which was an enormous success again. When compared to the 2010 Career Fair, the number of student attendees expanded and twice the number of permanent jobs were offered to UMC students.

<i>2011 Job Fair Stats at a Glance</i>	
<i>Number of Students Attendees</i>	5063
<i>Number of Internships Offered by Employers</i>	24
<i>Number of Jobs Offered by Employers</i>	46

Additionally, Kathy Simms, WDI Consultant and internationally renown Career Center management expert, conducted training at UMC in November, 2010. In a Preliminary Findings Report submitted to WDI after her visit, she articulated the Career Center's progress as "significant and impressive." She expanded on her analysis, describing the CC's achievements over the first two years:

- The well-qualified staff, led the Career Center Director, has expanded their own professional development and effectively delivered an organization that models the best practices of American university career centers. At the same time, they progressing with the adaption of selected services and programs to conform to the cultural and employment norms of Algeria.
- The CC staff implemented a strategic approach to employer development based on cultivating collaborative relationships for the University, understanding the enterprises' recruitment interests, needs, and expectations, and integrating this knowledge into their programming for and training of students.
- The opportunity to review two workshops, one under development and one with a live audience of students, revealed that the counselors have developed strong content expertise and are utilizing effective delivery skills that benefit the participating students.
- Meetings were conducted with three key enterprises. It is evident that the employment community is enthusiastic about the CC at UMC. The number and quality of internships offered, employer sponsorships of the Center, and professional employment opportunities and extraordinary and promise to expand. The importance of personal relationships with the Assistant Director for Employer Relations was emphasized, and the augmentation of the Assistant Director de l'Observatoire des Formations has proved to be strategic and effective.
- The high-profile events, such as the career fair, are effective in connecting students with prospective employers as well as marketing the new offerings of the Center to the campus.
- The infrastructure of the CC relative to staff, student employees and volunteers, equipment and office space, is sufficient for the launch of career services for the campus. As the program continues to develop, all of these areas – especially the number of counselors and employer relations staff – will have to increase. This will be important to maintain quality as the demand for services by students, and the volume of enterprise relationships and expectations correspondingly grow.

The CC began encountering significant challenges at the end of year two of RESUME when the contracts of CC employees were scheduled to transfer from WDI to UMC.

1.6.1.3 Activities During Year Three

RESUME's implementation plan called for WDI's management of the Career Center during years one and two with a timed transfer of management, staff and operations to UMC during year three. Given the substantial investment into the Center's human resources, a Memorandum of Understanding was signed between WDI and UMC that called for the integration of the Center's management, administration and budget, into those of UMC during year three. The MoU stipulated that staff be remunerated competitively so as to retain them. This did not take

place as UMC’s division into three campuses demanded the attention and resources of UMC leadership during the period in which the CC was scheduled to transition into one of the university’s operation units. Some employees, such as the CC Director and the Employer Relations Manager chose to leave their positions at the CC. Other CC employees were forced to seek minimum wage compensation from the Algerian National Employment Agency. This staff retention challenge impeded CC activities during year three.

<i>Year Three Activities Career Center</i>		
<i>RESUME Year 3, Quarter 1 Oct 1 – Dec 31, 2011</i>	1.	<i>WDI, UMC and the US Embassy in Algiers attempted to take a two-pronged approach to working with the Ministry of Higher Education to expedite the process of incorporating the CC into the University’s organizational structure.</i>
<i>RESUME Year 3, Quarter 2 Jan 1 – March 31, 2012</i>	1.	<i>The Second Anniversary event for the CC was held. 234 students attended, networked, and witnessed presentations from 5 employers.</i>
	2.	<i>The long-vacant director position was filled. The sustainability of this appointment was discussed by WDI, HED, USAID/Cairo, and the US Embassy in Algiers.</i>
<i>RESUME Year 3, Quarter 3 April 1– June 30, 2012</i>	1.	<i>WDI’s Senior Field Coordinator, Nabil Al Masri, was deployed to Constantine from April 29th to May 5th. Al Masri carried out an in-depth assessment of the status of the Career Center, its integration into UMC’s organizational structure, and its plan for sustainability.</i>
	2.	<i>The third annual Career Fair was held. Over 600 students and 20 employers attended the event. The event resulted in better linkages between local employers and UMC students.</i>
<i>RESUME Year 3, Quarter 4 July 1 – Sept 30, 2012</i>	1.	<i>Nabila Aouabdia was appointed as the new Director of the CC. Ms. Aouabdia holds a PhD in Information Communications Technology and is well connected within the Ministry of Higher Education.</i>
	2.	<i>WDI’s Senior Field Coordinator, Nabil Al Masri, was deployed to Constantine from September 2 – October 25, 2012. Initially the Senior Field Coordinator was supposed to prepare UMC and the CC for a 9-month extension. After the collaborative decision made by the US Embassy in Algiers, USAID, and HED not to pursue the extension, the Senior Field Coordinator ‘s shifted his focus to creating an Action Plan for the CC.</i>

1.6.2 Challenges Encountered

Overtime, the number of UMC students participating in CC activities declined significantly. UMC attributes this decline to a to a switch in outreach strategy. UMC also stated that the focus of their outreach strategy switched from quantity to quality, providing more beneficial and effective services to fewer students. This change in strategy shows that the CC is dynamic, diligently assessing the needs of students, and willing to make operational changes to better serve UMC students.

However, it is the opinion of WDI that the decline in student participation coincided with CC staff retention challenges. For this reason, WDI expert's assessments have concluded that three primary problems that have impeded the CC from reaching full sustainability. The problems are: 1) segregation of the Center's management and operations from UMC's organization framework and budget; 2) inability of the Center to retain qualified management and staff; and 3) the inexperience of UMC's senior staff in incorporating an operating unit into UMC's overall organizational structure and budget. These challenges are discussed in more detail below.

When RESUME's Steering Committee met in Constantine during November 2009, the members concluded that the management and staff of the new UMC CC needed intensive training and mentoring by WDI. The training was successfully conducted via a series of courses conducted in the United States and multiple workshops carried out by U.S. experts on location in Algeria. However, since its handover by WDI in October of 2011, the UMC CC has been stymied by a high turnover of Directors and other key operations staff. Additionally, UMC's senior staff have been inconsistent in their time commitment and resource allocation. The staffing issues and lack of consistent leadership have had a detrimental impact on results. For example, between the 2010-2011 (year two of the Project) and 2011-2012 (year three of the Project) school years:

- The number of new registrations to the CC database dropped from 2,920 in the 2010-2011 school year to 538 in the 2011-2012 school year (81% decrease in new registrations);
- The number of students who registered at CC events dropped from 2,315 in 2010-2011 to 60 in 2011-2012 (97% decrease in new registrations);
- The number of new registrations by female students dropped from 1,838 in 2010-2011 to 354 in 2011-2012 (81% decrease in new registrations); and
- The number of new registrations by male students dropped from 1,084 in 2010-2011 to 182 in 2011-2012 (83% decrease in new registrations).

Although WDI is convinced that the drop in new registrations is due to the three challenges outlined above, the organization would nonetheless like to acknowledge that UMC attributes the drop in registration numbers to a switch in outreach strategy. UMC stated for the record that the focus of their outreach strategy switched from quantitative to qualitative, providing more beneficial and productive services to fewer students.

The staffing issues and lack of consistent leadership have also resulted in a programmatic decline in the number of students attending Career Center workshops or informational sessions with the number of workshops dropping. The number of students participating in the workshops also dropped by 73%, and the number of students attending information sessions dropped by 31% from 2010-2011 to 2011-2012. Most worrisome is that the number of students placed in internships, which was critical to the goals and objectives of RESUME, and extremely difficult to establish and grow, dropped by 59%.

In the absence of a strong and long standing Career Center director, the day-to-day management intervention by UMC's Vice Rector for International Relations has further discouraged strong candidates from applying for available posts. Furthermore, and mostly due to lack of career center management and operations knowledge, the poor selection of a series of under-qualified

career center candidates during year three of project implementation has led to an increase in the high staff turnover rate and has further delayed sustainability.

In July 2012, WDI proposed that RESUME be extended for 9 additional months in order to address these challenges. During this time WDI would work with UMC to develop and implement a sustainability plan for the Career Center. WDI deployed Senior Field Coordinator, Nabil Al Masri to begin laying the groundwork for the extension. Instead, UMC, the US Embassy, HED, USAID, and WDI made the collaborative decision not to pursue a 9-month extension but to develop an Action Plan for the CC outlining the steps necessary for the CC to become fully sustainable including: 1) the materials and timeframe required for the Algerian Government to approve the integration of the Career Development Center into UMC's organizational structure and budget; 2) the new organizational structure for the Career Development Center, including a detailed description of all of the staff's roles and responsibilities; 3) a description of the lines of communications for the Career Development Center to provide employer feedback to UMC; 4) a description of recommended procedures for private sector involvement with the Career Development Center through direct financial & in-kind support; 4) instructions on creating training manuals for Career Development Center staff.

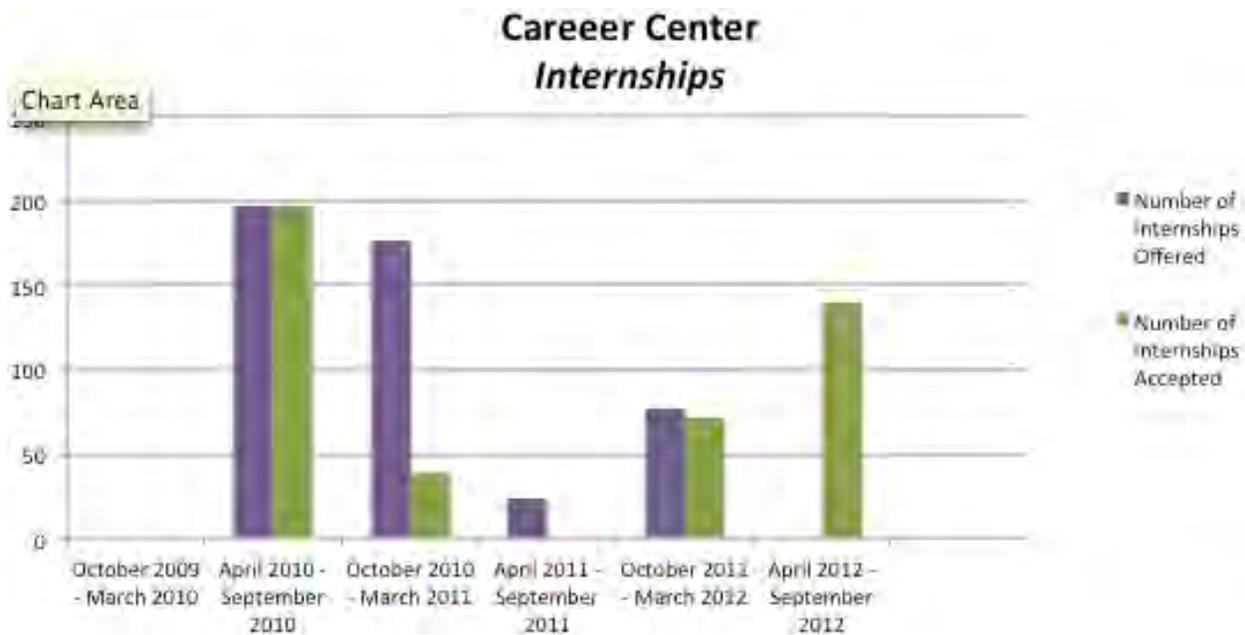
1.6.3 Strategic Objectives/Performance Targets

1A. The Number of Students who Found Internship Opportunities as a Result of All RESUME Activities

Target: 300 Internships

Actual: 475 Internships

In total, 475 internships were offered to UMC students through RESUME's activities. Students in the Masters in General Management were given the opportunity to complete an internship with public and/or private sector employers. Additionally, the CC helped to facilitate internship placement for students. The Semi-Annual Progress Report from Y2 Q3&4 did not include the total number of accepted internships. Similarly, the Semi-Annual Progress Report from Y3 Q3&4 did not include the number of offered internships. Therefore, both the number of offered internships and the number of accepted internships are likely to be higher than reported here.



1B. The Number of Students who Found Jobs as a Result of All RESUME Activities

Target: 225 Jobs

Actual: 54 Students Were Offered Full-Time Jobs, 39 Students Accepted These Jobs

A crucial component of the CC’s mission is to help students find jobs. In the 3 years since RESUME began, 54 students were offered full-time jobs and 39 students accepted these jobs. Given the fact that students often encounter great difficulty in finding employment in the Algerian labor market, the CC needs to determine why 15, or 27%, of the jobs offers were declined. In the future, the CC needs to work collaboratively with students to ensure the CC understands the career goals of graduating students and with employers to ensure that the jobs offered are up to the standards of a college graduate.

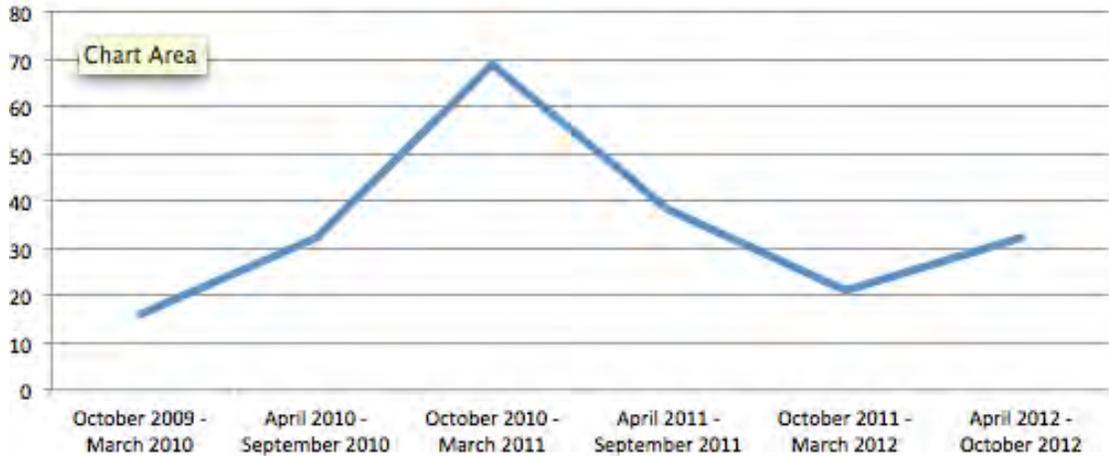
2. Number of Students Who Have Developed New Skills for their Employment Search

Target: 96 Workshops, 1800 Attendees

Actual: 208 Workshops, 3214 Attendees

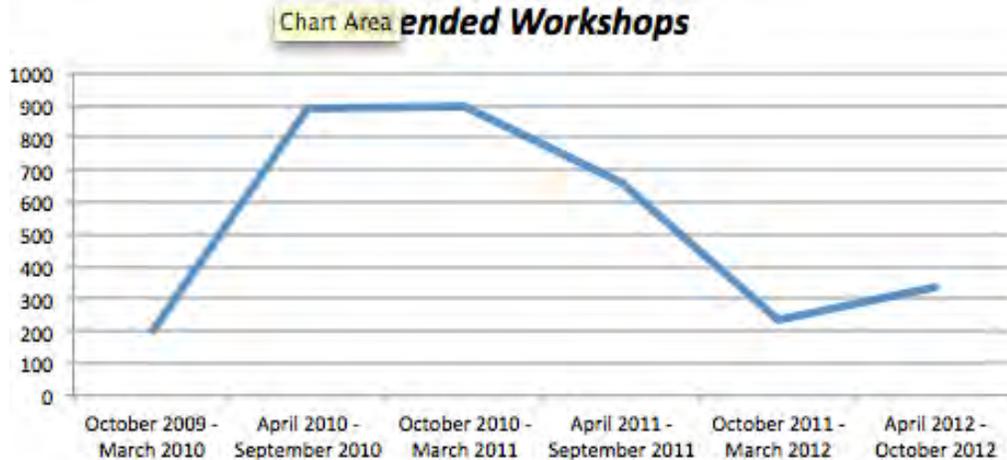
Over RESUME’s three years of activity, the CC organized 208 professional development workshops. 3214 students attended these workshops on topics such as: how to prepare for an interview, writing a cover letter, employer recruiting, developing a professional resume, and public speaking.

Career Center Number of Workshops Held



It is evident from the graph that the number of workshops declined significantly at the end of RESUME’s second year when the CC staff contracts with WDI expired. A similar trend is noticeable in the following graph which portrays the number of students who attended the workshops over time.

Career Center Number of Students who ended Workshops



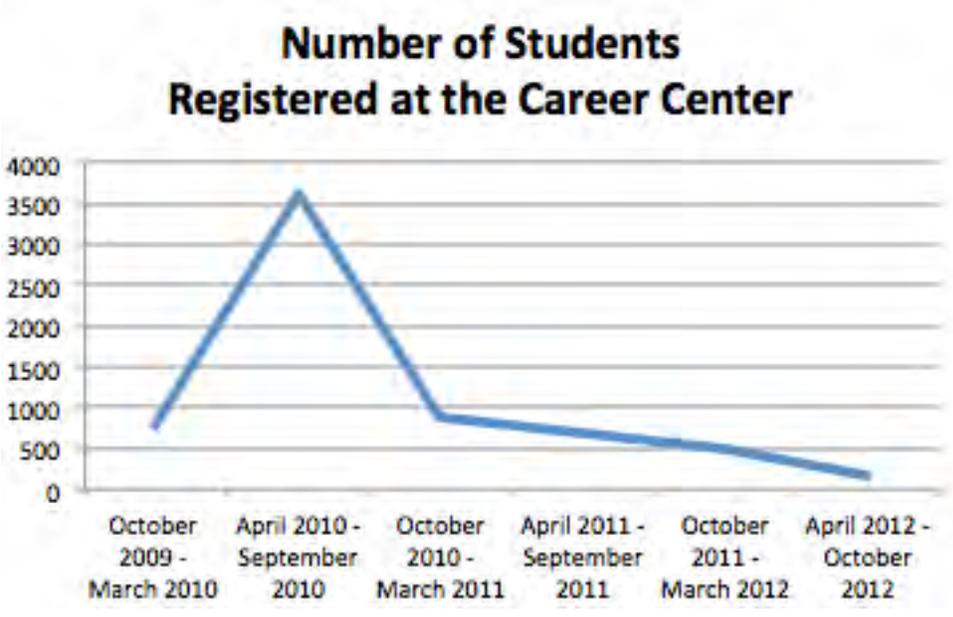
3. The percentage of students who are registered at the Career Center

Target: 7.5%

Actual: 7.1%

A total of 6390 students, or 7.1% of the UMC students, have registered with the Career Center. However, when this target was set, UMC’s student body was not expected to expand at the rate that it did. Over RESUME’s three years, the number of students at UMC increased from about

80,000 to about 90,000. If calculated based on the number of students enrolled in the university when the target was set, 12% of UMC’s student body would be registered with the CC.



***4. The Number of Students Who Participated in Career Center Informational Sessions
Target: 30 Informational Sessions, 3000 Attendees
Actual: 34 Informational Sessions, 3714 Attendees***

The Career Center held 34 informational sessions over RESUME’s three years. 3741 students participated in these informational sessions, learning more about the Career Center services at UMC.

***5. The Number of Students who Participated in the Annual Employers Forum
Target: 3000 Students Attendees, 90 Employers Attending, 45 Employers Presenting
Actual: 926 Students Attendees, 47 Employer Attendees***

Over RESUME’s three years, 926 students and 47 employers attended the Annual Employers Forum.

***6. One career Center launched and operational
Target: Staffing Rates Remain Stable and Facilities Continue to be Available
Actual: Staffing Rates Unstable but Facilities Continue to be Available***

Staff Rates have not remained stable. However, if UMC presents the Action Plan to the Ministry of Higher Education and Scientific Research in order to obtain approval to integrate the CC into UMC’s overall structure and budget then staff retainment is less likely be a problematic issue.

CC facilities do continue to be available. The CC program occupies the five rooms described below:

1. Office of the CC director
2. Office of the Deputy director and Senior Operations Officer
3. Office –Students Registration Officer, Statistical Analyst and Data Processors
4. Equipment Room
5. Conference Room

UMC has also provided \$203,771.79 in cost-share funds. The distribution of these funds by category is outlined here.

Higher Education for Development	
Knowledge, Partnership, Results	
UMC Cost Share Contribution	
Totals Years 1-3	
	UMC Cost Share
i. Personnel	\$90,900.00
II. Fringe Benefits	\$-
III. Travel	\$23,763.79
IV. Equipment	\$50,100.00
V. Supplies	\$-
VI. Other Direct Costs	\$39,900.00
VII. Total Direct Costs	\$203,771.79
VIII. Indirect Costs	
IX. Totals (VII + VIII)	\$203,771.79

Clearly, UMC has taken the necessary steps to ensure that the CC facilities continue to be available at UMC.

7. The Number of Marketing Materials Produced for Promoting CC Within and Outside UMC

Target: Marketing Materials Widely Available to Students on the UMC Campus

Actual: Marketing Materials Widely Available

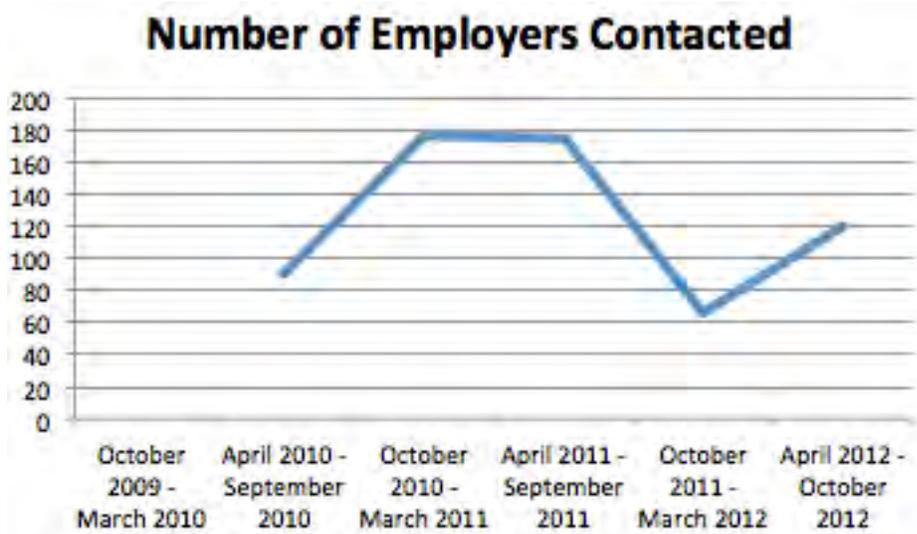
Marketing materials were developed during year one of RESUME, and are widely available throughout UMC’s campus. The CC also launched a website during year one, giving students a virtual avenue to learn more about the CC.

8. The number of employers contacted by the Employer Relations Manager

Target: 150 Employers Contacted by the Employer Relations Manager

Actual: 627 Employers Contacted

627 employers contacted by the Employer Relations Manager. The graph below portrays the number of employers contacted throughout RESUME.



9. Number of Private Companies that Recognize the Test the 3rd Year Students Should Take (MET)

Target: 20 Companies

Actual: 0 Companies Recognize the Test

0 companies recognize the test the 3rd year students should take. RESUME initially planned to proctor the Michigan English Test (MET) twice, once as a baseline assessment and once to evaluate the improvement of student’s language skills over the three years of RESUME. UMC did not procure the necessary testing equipment in time to conduct the baseline assessment, despite having agreed to in the Memorandum of Understanding (MoU) signed by UMC and WDI. In the MoU UMC agreed to, “fully support, financially and administratively, WDI’s efforts to sustain the RESUME project and the implementation of the work plan. UMC will provide both in-kind and financial support to provide the project with facilities, human resources to staff the projects, IT services, transportation and fulfill other project needs that may arise.” However, they did not provide the equipment as requested by WDI.

The Michigan English Test (MET) is an examination for candidates who want to evaluate their general English language proficiency in social, educational, and workplace contexts. The test was designed for adults and adolescents at or above a secondary level of education to measure their general English language proficiency in a variety of linguistic contexts. UMC faculty, UofM ELI experts, and WDI collaborated and decided that the Cambridge Michigan Language Assessment English Placement Test (CaMLA EPT) test would be more beneficial in the Algerian context. This test is used to group students into homogeneous ability levels: beginning, intermediate, and advanced.

Due to the challenges procuring the necessary testing equipment, CC staff members delayed conducting outreach to companies about the English Placement Test.

1.6.4 Sustainability of Observable Impacts

Both the UMC administration and UMC students have expressed strong appreciation for the CC. During the first two years of RESUME, CC events were highly attended. There was strong demand for student Career Counselor positions and even a waiting list for student volunteer positions. UMC valued the CC so highly that they considered opening a satellite office at their other campus. Additionally, the Senior Field Coordinator's onsite interviews indicate strong levels of enthusiasm and appreciation for the constant linkage between the students, employers, and faculty that had never existed before RESUME. By facilitating a connection between the business community and the academic community, the CC contributed to better educational opportunities for UMC students.

Although the CC has not yet reached full sustainability, RESUME has left UMC with the Action Plan and past successes to build upon in order to become fully sustainable in the future. prepare the CC to take the steps necessary to become fully sustainable in the future.

1.7 Cost-Effectiveness of RESUME

Initially, WDI Requested \$599,999 in RESUME award funding and proposed that these funds would be matched by \$352,673.96 (58.7%) in cost share from RESUME partners. RESUME was extended from the project end date of June 30, 2012 to September 30, 2012, with an increase in the project budget of \$49,701. RESUME was then extended for 1 additional month through October, 2012, with an increase in the project budget of \$24,934.14. Therefore, RESUME's total cost was \$674,595.17. 98% or \$346,777.14 of the committed cost-share funds were spent on RESUME's activities.

The first two components of RESUME, enhancing the English curriculum at UMC and enhancing the management curriculum at UMC, exceeded the majority of their performance targets. These components resulted in two new business programs at UMC, the Masters in General Management and the Tourism Management program. Although the Career Center fell short and was unable to meet 50% of the performance targets, RESUME still resulted in the development of a functioning Career Center at UMC that has, and will continue to, increase the employability of students at UMC. Additionally, WDI left the UMC CC with an Action Plan that outlines the steps the CC should take in order to become integrated into UMC's organizational structure and budget, and as a result fully sustainable. Therefore, RESUME has had a high level of cost-effectiveness.

1.8 Conclusion

Based on the evidence presented in the preceding discussion of RESUME activities – overall WDI assistance efforts have delivered impressive results, such as:

- Two new business programs at UMC, the Masters in General Management and the Tourism Management program;
- The new English for Specific Purposes Program at UMC to enhance the language ability of UMC students;
- A Career Center at UMC to connect Algerian employers with UMC students and faculty members;

Other project deliverables were designed to increase the sustainability of RESUME’s observable impacts, such as:

- The Action Plan, which outlined the steps the Career Center should take in order to become fully sustainable by being integrated into UMC’s organizational structure and budget
- The Train-the-Trainers workshops, which built capacity at UMC to develop new curriculum, edit existing curriculum, and revise programs to align with evolving market demands.

These examples and many more like them, it should be noted, comprise the large majority of all the results identified in this evaluation; a not surprising situation given that most of the activities they came from consisted of capacity building and reform of one type or another at the partner institution. In no way, moreover, does the fact that they are hard to measure, and/or take time to mature diminish their role in contributing to the accomplishment of some of the key goals and objectives established at the outset of the WDI assistance effort.

While the evidence demonstrates that much has been accomplished, it also indicates that significant challenges and limitations have been encountered by WDI and its implementing partners. Foremost in this regard have been interruptions and delays of various types and durations, caused by:

- UMC’s hesitancy to provide key documentation, such as cost-share documentation,
- The Ministry of Higher Education’s failure to approve the Masters in Tourism Management
- The lack of integration of the CC into UMC’s organizational structure and budget
- The resignation of the CC Director prior to the beginning of RESUME’s third year
- Leadership Turnover at the Department of Foreign Languages

Although it is difficult to know how much more could have been accomplished under RESUME if these delays and interruptions had been minimized, it is evident that these challenges slowed RESUME’s progress. However, after RESUME’s 43 month tenure, it is still too soon to come to a firm conclusion regarding whether or not these challenges will ultimately pose a threat to the sustainability of achievements under RESUME. Even though it is difficult to know with any degree of certainty that the results achieved thus far are sustainable, the record of accomplishment appears to be sufficiently strong to warrant consideration of some form of

continued support to build on the solid foundation of achievement already established. In discussions with UMC faculty from the Faculty of Economics and Management Sciences, English faculty, and CC staff, the same basic point was made repeatedly. That is, more time and continued assistance is needed for sufficient results to be achieved and measured that can, in turn, produce the desired effect of enhancing the employability of UMC students and improving the Algerian labor market.

1.9 Lessons Learned

RESUME's activities were frequently disrupted by political unrest, strikes, and changes to the national education system. During the 6 months between December, 2010 and May 2011, there were many student demonstrations and strikes on campus during which many classes were not held, and access to the administrative buildings was limited. Phone cables were stolen from the CC during the demonstrations, leading to slower communication between faculty, students, Career Center staff, employers, and WDI. Similar strikes took place in September and October of 2012. Additionally, during the first quarter of year three, UMC received a decree from the Ministry of Education to split the UMC into three separate universities. The future of the CC was uncertain as UMC leadership worked out how the details of splitting into three distinct universities. The focus of the UMC administration was pulled away from RESUME, as they were forced to focus on the decree to separate the university. Acknowledging that virtually all of the delays were unexpected and/or could not have been readily anticipated, WDI staff suggest that project timelines should be developed with the awareness that such events are likely to occur. As such, project activities should be planned in ways that could accommodate such situations. While this is admittedly more easily said than done, by working closely with implementing partners should create flexible workplans to help minimize the potential adverse effects.

For a variety of likely reasons – i.e., too much to do with too little staff and funding – the satisfaction of Algerian employers who receive applicants from UMC was never assessed. WDI staff suggest that a part-time monitoring and evaluation specialist at UMC might have been helpful in addressing this issue.

2. Recommendations

A solid foundation, built on concrete and, in more than a few cases, impressive results has been established and this holds promise for still more progress if ongoing assistance is provided to UMC. Accordingly, it is recommended that HED consider developing a package of targeted follow-on activities to build on RESUME's accomplishments by providing funding and resources to UMC and/or other reputable universities in Algeria.

Attachment A

LIST OF DOCUMENTS

RESUME Quarterly/Semi-Annual Progress Reports

Quarterly Progress Report, Year One, Quarter One: October 1, 2009 – December 31, 2009
Quarterly Progress Report, Year One, Quarter Two: January 1, 2010 – March 31, 2010
Quarterly Progress Report, Year One, Quarter Three: April 1, 2010 – June 30, 2010
Quarterly Progress Report, Year One, Quarter Four: July 1, 2010 – September 30, 2010

Quarterly Progress Report, Year Two, Quarter One: October 1, 2010 – December 31, 2010
Quarterly Progress Report, Year Two, Quarter Two: January 1, 2011 – March 31, 2011
Quarterly Progress Report, Year Two, Quarter Three: April 1, 2011 – June 30, 2011
Quarterly Progress Report, Year Two, Quarter Four: July 1, 2011 – September 30, 2011

Quarterly Progress Report, Year Three, Quarter One: October 1, 2011 – December 31, 2011
Quarterly Progress Report, Year Three, Quarter Two: January 1, 2012 – March 31, 2012
Quarterly Progress Report, Year Three, Quarter Three: April 1, 2012 – June 30, 2012
Quarterly Progress Report, Year Three, Quarter Four: July 1, 2012 – September 30, 2012

Semi-Annual Progress Report, Year One: October 1, 2009 – March 31, 2010
Semi-Annual Progress Report, Year One: April 1, 2010 – September 30, 2010

Semi-Annual Progress Report, Year Two: October 1, 2010 – March 31, 2011
Semi-Annual Progress Report, Year Two: April 1, 2011 – September 30, 2011

Semi-Annual Progress Report, Year Three: October 1, 2011 – March 31, 2012
Semi-Annual Progress Report, Year Three: April 1, 2012 – September 30, 2012

WDI Field Reports

Al Masri, Nabil. *Field Report: Field Coordination at the Universite de Mentouri Constantine under the RESUME Project.* July 10, 2012.

Dyer, Judith and Madden, Carolyn. *Field Report: Technical Assistance to l'universite de Mentouri Constantine in English for Specific Purposes Curriculum Development.* May 24, 2012.

Felker, Julie. *RESUME Project Visit to the University of Mentouri Constantine, April 29 – May 3, 2010.* May 10, 2012.

Simms, Kathy. *University of Mentouri, Constantine, Career Center Progress Report.* December 17, 2010.

Memorandum of Understanding

WDI Memorandum of Understanding with Universite Mentouri de Constantine, December 10, 2009

Attachment B
CONTACTS LIST
Interviews

Ann Arbor, Michigan

Bob Kennedy, Director, WDI
Khalid Al-Naif, Director, Development Consulting Services (DCS), WDI
Ayako Ariga, Projects Implementation Manager, DCS, WDI
Nichole McLaughlin, Projects Administrator, DCS, WDI
Natalia Gero, Projects Administrator, DCS, WDI

Constantine, Algeria

Lakhdar Boukerrou, Former WDI Senior Field Coordinator
Abdelhamid Djekoun, President, UMC
Farida Hobar, Vice President of External Relations, UMC
Nabila Aouadbia, CDC Director, CC, UMC
Imene Bakiri, Deputy Director, CC, UMC
Rym Sebihi, Senior Operations Officer, CC, UMC
Amira Ouadi, Career Counselor, CC, UMC
Naouel Nemour, Statistical Analyst & Public Relations and Events Coordinator, CC, UMC
Rabah Boulmaali, Data Processor, CC, UMC
Saliha Lemfira, Data Processor, CC, UMC
Adel Boushaba, ESP Faculty, UMC
Abdenour Moussaoui, Dean Faculty of Economics and Management Sciences, UMC
Hamadou Bennamoun, Vice Dean of Faculty of Economics and Management Sciences, UMC

